

**Manual for institutional review of Physiotherapy study
programs for Ceylon Medical College Council Recognition**

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List of abbreviation

CMCC- Ceylon Medical College Council

SLMC- Sri Lanka Medical Council

HEI- Higher education institute

SAR- Self-evaluation report

CDC- Curriculum Development Committee

IQAC- Internal Quality Assurance Cell

IQAU-Internal Quality Assurance Unit

TOR- Terms of reference

CPD- Continuing professional development

OBE-SCL- Outcome-based education & student- centered learning approach

ICT- Information and communication technology

ESL- English as a second language

ELTU- English Language Teaching Unit

ILOs- Intended learning outcomes

LMS- Learning management system

VLE- Virtual learning environment

1. Introduction

Welcome to the Manual for Institutional Review of Physiotherapy Degree Programs. Local and foreign healthcare institutions which offer physiotherapy degree programs are expected to obtain CMCC recognition in order to make their graduates eligible for Sri Lanka Medical Council (SLMC) registration as a physiotherapist in Sri Lanka.

Physiotherapy plays a crucial role in healthcare, encompassing the assessment, diagnosis and treatment of a wide range of musculoskeletal, neurological and cardiopulmonary conditions. With the ever-increasing demand for skilled and competent physiotherapists, it is essential that educational programs meet the highest standards to produce graduates who are well-equipped to meet the challenges of the profession.

Ceylon Medical College Council developed this manual for institutional review of Physiotherapy study programs for both Sri Lankan and foreign Universities and Higher Education Institutions. This comprehensive guide is designed to assist institutions in evaluating and improving their physiotherapy degree programs through a systematic and rigorous review process in order to apply for CMCC recognition.

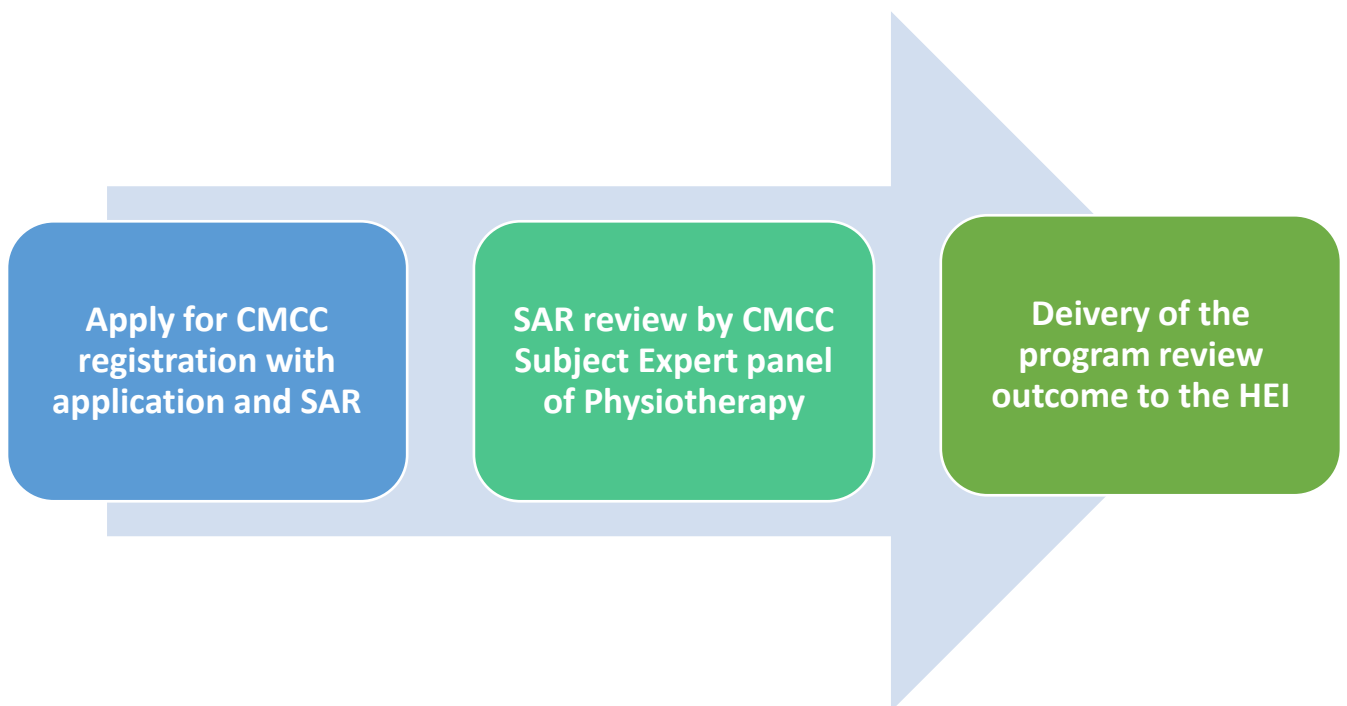
This manual is divided into several sections, each addressing a specific aspect of the institutional review process. The CMCC will evaluate the physiotherapy study program and the HEI under five criteria including Physiotherapy program management, Human and infrastructure facilities, Course/module design and development, Teaching and learning and Student assessment. It will guide through the steps involved in evaluating and enhancing the various components of a physiotherapy degree program, including curriculum design, clinical training opportunities, assessment methods and physical resources. It emphasizes the importance of aligning program outcomes with the needs of the profession and society, promoting student-centered learning and fostering continuous improvement.

We hope that this manual serves as a valuable resource for institutions which offer physiotherapy degree programs. By utilizing this manual, institutions can make self-evaluation of their program and apply for CMCC recognition.

2. Procedure for Physiotherapy program recognition at Ceylon Medical College Council (CMCC), Sri Lanka

The institution which offers a physiotherapy program should apply with the duly filled application (annexure 1), non-refundable application processing fee as indicated in page number 23 and self-assessment report (SAR) including relevant proof documents for CMCC desk evaluation. The expert panel appointed by CMCC will review the application and the supporting documents, evidences against a review criterion for institutional review.

The outcome of the program review will be informed to the institution by the Registrar, Ceylon Medical College Council, Sri Lanka.



3. Institutional review criteria

The institution will be assessed under five criteria for CMCC recognition.

Criteria 1- Physiotherapy Program Management

Criteria 2- Human and Infrastructure facilities

Criteria 3- Course/module design and development

Criteria 4- Teaching and learning

Criteria 5- Student assessment and awards

There are 5 assessment criteria which will be assess the main 5 aspects of the program and the HEI. Each criterion has several standards which will be scored from 0-2 scale based on the quality of the evidence provided. There are compulsory/mandatory components in the degree program which are indicated with * in the relevant assessment criteria.

Standard for Assessment

Criterion 1 – Physiotherapy Program Management

| No. | Standards | Examples of Sources of Evidence | Score Guide 0 – Inadequate 1 – Satisfactory 2 – Good |
|------|---|---|---|
| 1.1 | The HEI/physiotherapy program has a clear vision, mission, strategic and action plan which is in line with the National Higher Education Policy Framework in the country. | Vision; mission; strategic plan; action plan; National Higher Education Policy Framework in the country | 0 1 2 |
| 1.2* | The program is approved by an appropriate national authority (eg ministry of health, higher education authority, department of education). | Documentary evidence of the approval of the program by an appropriate national authority. | 0 1 2 |
| 1.3* | Entry criteria for the program from a Science discipline in Advance Level or an equivalent examination | Documentary evidence for entry criteria | 0 1 2 |
| 1.4 | The HEI provides/ gives access to a student handbook to all registered students containing brief descriptions of the study program, available learning resources, student support services, disciplinary protocols, the rights and obligations of students. | Institute student handbook; student disciplinary by-laws; code of conduct | 0 1 2 |
| 1.5* | The HEI presents or makes available the study program prospectus to all incoming students; providing details on the curriculum of the physiotherapy program, examination protocols and grading systems, graduating criteria, examination by-laws, offenses and disciplinary measures. | Study program prospectus; Study program curriculum and Course curricula/Syllabi; Examination by laws; student discipline. | 0 1 2 |
| 1.6 | The HEI has established an Internal Quality Assurance Cell (IQAC) or Internal Quality Assurance Unit (IQUA) incorporating clear functions and operational procedures. | Documentary and Physical evidence as regard to existence of IQAC; by-laws and operational procedures manual; minutes of the IQAC and IQUA meetings; evidence of implementing internal quality enhancement system. | 0 1 2 |
| 1.7 | The HEI has established a Curriculum Development Committee (CDC) or | Composition and Terms of reference (TOR) of the CDC | 0 1 2 |

| | | | |
|-------|--|--|-------|
| | alternative method to effectively oversee, review, and revise the curriculum on a regular basis. | or description of alternative mechanism; minutes of the meetings of CDC/ alternative committee meetings. | |
| 1.8 | The HEI utilizes various measures to monitor the implementation of the curriculum and ensure the quality of education delivery. The findings obtained from these measures are employed to continually enhance the learning provisions. | Evidence of monitoring measures – student-feedback, peer observation, graduate satisfaction surveys; evidence of the use of feedback reports and surveys. | 0 1 2 |
| 1.9 | The HEI has established collaborative partnerships with national and foreign universities/ HEIs/ organizations to foster academic and research cooperation. | Documentary evidence of nationally and internationally funded research projects; copies of MOUs/ Agreements reached; evidence of implementation/ outcome of the collaboration. | 0 1 2 |
| 1.10 | HEI actively functions student support systems which encompass an academic mentoring/personal tutor program, student counseling services, and welfare mechanisms. | Institutional mechanism of student mentoring, counseling system and welfare mechanism. | 0 1 2 |
| 1.11 | HEI ensures that all students have access to healthcare services, cultural and aesthetic activities, as well as recreational and sports facilities. | Documentary evidence for healthcare, sports and recreational facilities; evidence of students' engagement in leisure, sports and cultural activities. | 0 1 2 |
| 1.12* | Timely completion of the program (4 years). | Documentary evidence of the timely completion of the program (4 years). | 0 1 2 |
| 1.13* | The graduates should be eligible to register as physiotherapists in the country where the program is completed. | Evidence for physiotherapy council registration. | 0 1 2 |
| 1.14 | The HEI offer postgraduate study programs for the physiotherapy graduates. | Documentary evidence including student handbooks, curricula of the physiotherapy postgraduate courses. | 0 1 2 |

Criterion 2 – Human and Infrastructure facilities

| No. | Standards | Examples of Sources of Evidence | Score Guide 0 – Inadequate 1 – Satisfactory 2 – Good |
|------------|--|--|---|
| 2.1* | The HEI has adequate number of staff in terms of the number, qualifications and competencies to design, develop and deliver the academic programs, research and outreach clinics. | Faculty Staff Cadre; list of expertise available to deliver the curriculum. | 0 1 2 |
| 2.2 | The HEI ensures continuous improvement and enhancement of staff capacity through the provision of in-service and continuing professional development programs (CPD). | Record of induction/ CPD programs offered; documentary evidence of implementing staff performance appraisals. | 0 1 2 |
| 2.3* | The HEI ensures the provision of sufficient and well-maintained infrastructure facilities for administration, teaching and learning purposes. | Inventory of infrastructure facilities; physical verification of infrastructure facilities such as lecture halls, research laboratories, skill laboratory, electrotherapy laboratory records of utilization of facilities. | 0 1 2 |
| 2.4* | The HEI required specialized clinical training facilities including teaching hospitals for clinical training, specialized clinical centers, field training stations, skill laboratory and a therapeutic gymnasium etc. | Evidence of existence of appropriate clinical training facilities, teaching hospitals and laboratories, therapeutic gymnasium; skill laboratory: Guidelines/Manuals on the use of such teaching facilities. | 0 1 2 |
| 2.5 | The staff undergoes essential training in outcome-based education and student-centered learning approach (OBE-SCL), while being equipped with teaching and training resources to effectively implement OBE-SCL principles. | Teacher training programs: lesson plans; videos, photographs of the student activities; stakeholder feedback. | 0 1 2 |
| 2.6 | The HEI has taken measures to enable student access to a well- | Report on the library facilities provided; list of inventories of | 0 1 2 |

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| | equipped library facility. The library is networked and contains a comprehensive collection of up-to-date print and electronic resources. Additionally, the library offers supplementary services such as reprography, internet access, inter-library loan, and maintains a user-friendly environment. | library resources; usage reports; stakeholder views. | |
| 2.7 | The HEI guarantees the provision of Information and Communication Technology (ICT) facilities, accompanied by technical assistance, to ensure ample opportunities for students to acquire essential ICT skills. | Report on ICT facilities available and usage; stakeholder feedback. | 0 1 2 |
| 2.8 | The HEI ensures that students receive guidance in learning and utilizing English as a second language (ESL) for their academic work through a well-equipped English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC) to facilitate effective language acquisition and usage. | Physical evidence of operation of ELTU/ELTC at the Faculty; staff strength; records of activities related ESL. | 0 1 2 |
| 2.9 | The HEI fosters student engagement in multicultural programs to enhance harmony and unity among students from diverse ethnic and cultural backgrounds. Co-curricular activities, including sports and aesthetic programs, are promoted to encourage participation and promote inclusivity. | Evidence of a coordinating mechanism to promote multicultural activities; records of past events conducted. | 0 1 2 |

* Mandatory/compulsory criteria

Criterion 3 – Course/ Module Design and Development

| No. | Standards | Examples of Sources of Evidence | Score Guide 0 – Inadequate 1 – Satisfactory 2 – Good |
|------------|---|---|---|
| 3.1 * | <p>The curriculum should include five main streams/ areas as Basic Sciences, Applied Physiotherapy, Clinical Science, Basic Psychology, Research Methods</p> <p>Musculoskeletal Physiotherapy, Neurological Physiotherapy, Cardiothoracic and general surgical Physiotherapy, Paediatric Physiotherapy should be compulsory modules</p> | Curriculum of the program, Faculty handbook and stream/module handbooks | 0 1 2 |
| 3.2 | The design and development of courses incorporate student-centered teaching strategies that empower students to actively participate and engage in their own learning process. | Program/course specifications; standards prescribed by professional bodies; minutes of curriculum development committee; feedback from course evaluation. | 0 1 2 |
| 3.3 | The program has a well-defined course specification that offers a concise overview of the Intended learning outcomes (ILOs), contents, teaching learning and assessment methods and learning resources, readily accessible to all students. | Program specifications; Course specifications; Student Handbook. | 0 1 2 |
| 3.4 * | The course design outlines the credit value and workload distribution (in terms of notional learning hours), categorized into various types of learning activities such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, clinical work, etc. | Course specifications of the program of study evidence of the above in handbook/prospectus, lecture schedule and time table. | 0 1 2 |
| 3.5 | The course design and development seamlessly incorporate suitable learning strategies to foster self- | Faculty course design policy and procedures; minutes of course | 0 1 2 |

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| | directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication, and teamwork skills. | development committee; course specifications; student feedback; course evaluation reports over 3 years. | |
| 3.6* | One credit of direct teaching (lectures) should be approximately equal to 50 notional hours. One credit of clinical work should be approximately equal to 50 clinical hours. One credit of research work should be approximately equal to 100 hours. | Qualification framework of the country | 0 1 2 |
| 3.7* | Courses is scheduled and offered in a manner that allows the students to complete 120 credit hours within the intended period of time (4 years). | Program and course specifications; course design plan and curriculum map; student feedback | 0 1 2 |
| 3.8 * | Courses/modules are evaluated once each course/ module completed with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback used for further improvement of the course. | Comprehensive course evaluation instruments suitable for feedback from students, teaching staff; external and internal examiners; designers of the relevant course. | 0 1 2 |

* Mandatory/compulsory criteria

Criterion 4 – Teaching and Learning

| No. | Standards | Examples of Sources of Evidence | Score Guide 0 – Inadequate 1 – Satisfactory 2 – Good |
|------|---|---|---|
| 4.1* | Teaching learning strategies, assessments and learning outcomes are properly aligned (constructive alignment). | Course specifications; student evaluation; peer review reports; external examiners’ reports. | 0 1 2 |
| 4.2 | The HEI promotes blended learning, utilizing a diverse range of delivery methods, to optimize student engagement with the program and courses. | Course specifications; student feedback; Course evaluations; use of Learning management system (LMS). | 0 1 2 |
| 4.3 | The HEI has implemented and operates an ICT-based platform, such as a Virtual Learning Environment (VLE) or Learning Management System (LMS), to facilitate the delivery of teaching through various modes and enhance the learning experience. | Inventory of teaching and learning methods adopted; physical evidence of presence of VLE/LMS; physical verification of use of VLE/LMS; number of courses /documents uploaded into LMS; student feedback. | 0 1 2 |
| 4.4 | Teachers encourage students to contribute to scholarship, creative endeavors, and exploration of knowledge, fostering connections between theory and practice in alignment with their respective programs and the institutional mission. | Student magazines/journals/newsletters, students’ research and publications; other creative activities by students/ student societies; documentary evidence from Student Affairs Division; Student feedback; student reflective diaries/portfolios. | 0 1 2 |
| 4.5 | Teaching and learning strategies encompass creating opportunities for students to engage in study groups, fostering a collaborative learning environment. | Evidence for group activities; course specification; evidence of formal and informal peer study groups. | 0 1 2 |
| 4.6* | Students carry out a supervised research project (individual/group), support the students to publish their research giving due credit to the student and student has opportunity to learn research methodology, statistics and scientific writing in the program. | Minutes of course development committee; program/ course specifications/student publications; awards for best research publications. | 0 1 2 |

* Mandatory/compulsory criteria

Criterion 5 – Student Assessment and Awards

| No. | Standards | Examples of Sources of Evidence | Score Guide 0 – Inadequate 1 – Satisfactory 2 – Good |
|------|--|--|---|
| 5.1 | The HEI conduct all the examinations through the examination unit of the HEI. | Minutes of examination unit committee meetings, examination manuals. | 0 1 2 |
| 5.2 | The HEI has established procedures to design, approve, monitor, and review assessment strategies for the degree program, encompassing all aspects of training, including practical and clinical training, as well as awards. | Evidence of policy on assessment strategies, Minutes of review meetings; by-laws rules and regulations; curriculum evaluation committee minutes; relevant committee minutes. | 0 1 2 |
| 5.3 | The HEI periodically reviews and amends assessment strategies and regulations to ensure their relevance and effectiveness in meeting the intended objectives and remaining fit for purpose. | Minutes of review meetings; amended by-laws, rules and regulations; curriculum development committee minutes; modes of examinations for different subjects. | 0 1 2 |
| 5.4* | The HEI ensures that the contribution and weightage of different components within the degree program are appropriately accounted for in the cumulative or final marks of the program. | Policy on weightage relating to different components of assessments; course specifications; Handbook/ Prospectus | 0 1 2 |
| 5.5 | The HEI implements policies and regulations that govern the appointment of both internal and external examiners, ensuring they are provided with clear Terms of Reference (TORs). | Policy documents on appointments of external examiners; by-laws of examinations; senate minutes; appointment letters to examiners. | 0 1 2 |
| 5.6 | The HEI ensures that the reports from external examiners are duly considered by the examination board during the process of finalizing the results. | Manual of examiners procedures; by-laws on examinations; records of taking into consideration external examiners' reports. | 0 1 2 |
| 5.7 | Students undergo assessment based on published examination criteria, regulations, and procedures that are strictly followed by the staff and effectively communicated to students at the time of enrollment. | Examinations By-laws; regulations and rules; curriculum development committee minutes; manual of examination procedures; student's Handbook. | 0 1 2 |

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|-------|---|---|-------|
| 5.8 | The HEI ensures that staff members involved in student assessment possess the necessary competence to fulfill their roles and responsibilities with no conflicts of interest. | Evidence of knowledge about manual of examination procedures; by-laws, rules and regulations; Staff development center's (SDC) training program schedule. Manual for conduct of examinations. | 0 1 2 |
| 5.9 | The HEI makes appropriate provisions and arrangements, as necessary, to accommodate the examination requirements of students with disabilities. This includes providing necessary adjustments, facilities, and support to ensure equitable access to examinations. | HEI policy of dealing with differently abled students; evidence of making facilities available to them. | 0 1 2 |
| 5.10 | Students receive regular, suitable, and timely feedback on formative assessments to foster effective learning and facilitate their academic development. | By-laws on examinations; manual of examination procedures; use of feedback to promote student learning. | 0 1 2 |
| 5.11 | The HEI implements a well-defined marking scheme, utilizes different forms of internal second marking (open marking, blind marking), and establishes procedures for recording and verifying marks to ensure transparency, fairness, consistency in the assessment process and security of exam materials. | Manual of examination procedures; by-laws on examinations; records of complying with the above; staff feedback; student feedback; sample answer scripts and mark sheets; evidence of second marker's reports, security system for exam materials. | 0 1 2 |
| 5.12* | The examination results are accurately documented, and there is a timely release of results to students. | Manual of examination procedure; by-laws on examinations; evidence of ensuring accuracy in recording; evidence of timely issue of results; student feedback. | 0 1 2 |
| 5.13 | The HEI ensures the implementation of examination by-laws, including regulations concerning academic misconduct, and rigorously enforces them in accordance with institutional policies and procedures, ensuring timely action is taken. | Examination by-laws; evidence of Faculty staff and examination unit's awareness of the by-laws; senate minutes; evidence of implementation and strict enforcement; student discipline by-laws; student charter. | 0 1 2 |

* Mandatory/compulsory criteria

4. Procedure for evaluation

The CMCC review panel will utilize the five criteria described above for evaluation and to calculate overall grading for the physiotherapy program of a particular HEI.

The following series of steps need to be followed for evaluation.

Step 1- The HEI who wishes to obtain CMCC recognition for their physiotherapy program will be informed to send the self-assessment report with relevant evidences. The same criteria developed for CMCC evaluation could be used by the HEI for developing the self-assessment report.

Step 2- The self-assessment report submitted by a particular HEI will be taken for desk assessment by the 3 members of the CMCC expert panel for physiotherapy. The evidence given against each standard by the HEI will be objectively evaluated. Each standard of five criteria will be marked using the 3-point scale (0-2) based on the evidence, assessment of the extent to which each standard has been achieved by the HEI.

To be eligible for site visit, the said HEI should score minimum of 50 marks from the total marks (100) in the assessment criteria along with the. Each compulsory/mandatory component should be graded as ‘Satisfactory’ or ‘Good’.

Step 3 - If the said institution could be able score minimum of 50% marks for the assessment criteria with all the compulsory/mandatory components of the degree program, the committee will request a site visit to the said HEI for further confirmation of the evidences. Expenses for the site visit by CMCC Panel should be made by the relevant institute.

Step 4 – The evaluation process will be completed based on the guide for scoring the standards given in table 5.1

Table 5.1- Guide for scoring the standard

| Score | Descriptor | Explanation of the descriptor |
|-------|--------------|--|
| 2 | Good | No issues/concerns on the strength and quality of the evidence provided |
| 1 | Satisfactory | Few issues/concerns on the strength and quality of the evidence provided |
| 0 | Inadequate | Major issues/concerns on the strength and quality of the evidence provided or no relevant evidence found |

Step 5- Total performance score is calculated by adding the criteria scores together (if 2 is obtained for all the standards (50) the total score will be 100). If the said institution could be able to score 50 marks for the assessment criteria with the compulsory/mandatory components, the said institution will be considered as eligible for CMCC recognition. Grading of Overall Performance of a Study Program is illustrated in Table 5.2.

If the said institution will not score minimum of 50% marks from the assessment criteria and/or not fulfill all the essential components of the degree program, the application will be rejected. The comprehensive report will be sent to the HEI including the unsatisfactory criteria of the SAR review. The HEI can re-apply with amended SAR for CMCC recognition by addressing the unsatisfactory criteria and/or essential components.

Table 5.2 Grading of Overall Performance of a Study Program

| Study Program score% | Actual criteria-wise score | Grade | Performance descriptor | Interpretation of descriptor |
|-----------------------------|---|--------------|-------------------------------|--|
| ≥ 75 | Equal to or more than the minimum weighted score for each of all five criteria including all mandatory standards. | A | Very Good | High level of accomplishment of quality expected of a program of study; should move towards excellence |
| ≥ 65 | Equal to or more than the minimum weighted score for five of the five criteria including all mandatory standards. | B | Good | Satisfactory level of accomplishment of quality expected of a program of study; requires improvement in a few aspects. |
| ≥ 50 | Equal to or more than the minimum weighted score for four of the five criteria including all mandatory standards. | C | Satisfactory | Minimum level of accomplishment of quality expected of a program of study; requires improvement in several aspects. |
| <50 | Irrespective of minimum weighted criterion scores with or without mandatory standards. | D | Unsatisfactory | Inadequate level of accomplishment of quality expected of a program of study; requires improvement in all aspects. |

5. Self-assessment report (SAR)

In order to obtain CMCC recognition for the physiotherapy program the HEI is required to prepare a self-assessment report (SAR). The SAR serves as a comprehensive document that presents the overall standard of the physiotherapy program, highlighting its strengths, weaknesses and areas for improvement. It serves as a key point of reference for the review team to gain a thorough understanding of the program and the HEI.

Guidelines for preparation of the SAR

The HEIs are expected to prepare the SAR according to the following structure with three sections;

Section 1- Introduction to study program

Section 2- Evidences for criteria

Section 3- Summary

Section 1- Introduction to study program

The introduction section initiates with an overview of the HEI and provides a comprehensive outline of the physiotherapy program. Following this, a detailed description of the following topics, should be arranged under separate sub-headings, preferably in tabular format.

- Graduate profile and intended learning outcomes of the program
- Number of departments contributing to the program
- Academic profiles, details of the academic support and non-academic staff
- Learning resource system (library, laboratories, computer facilities)
- Student support system and management

Section 2- Evidences for criteria

This section should be organized into five subsections following the prescribed order in the **evaluation criteria**. It is recommended to present each subsection in a tabular format using the provided template in the Appendix. Within each criterion, Column 01 should contain the standard's serial number, Column 02 should present the study program's claims of compliance, Column 03 should include the supporting documentary evidence for each claim of compliance, and Column 04 should indicate the corresponding codes for the evidence used. When applicable, relevant page numbers and sections of the documentary evidence should be indicated in the evidence column. The relevant section of the evidence should be highlighted where applicable for easy reference of the review team.

Template for the section 2 of the SAR

| Criterion No. template to prepare the SAR | | | |
|---|--|---|--|
| Standard | Level of achievement of standards | Documentary evidence to support the criteria | Code No. of the evidence document |
| 2.1 | 2 | Curriculum, handbooks | 1.1 |
| | | | |
| | | | |

Section 3- Summary

The summary should effectively communicate to the review team how the HEI fulfils its responsibility in maintaining the prescribed academic standards outlined in the institutional review manual and ensuring the quality of the program's award. This section should demonstrate the extent to which the HEI has incorporated the recommended best practices from the manual and utilized the internal monitoring mechanism (IQAC) for continuous quality enhancement. Additionally, it should identify any deficiencies or gaps and outline the actions taken or planned to address them.

6. Non-refundable application processing fee of Institutional review for CMCC recognition

| Type of Institution | Approved Fee |
|--|---------------------|
| Local Private Institutions | Rs. 200,000/- |
| Foreign Institutions – SAARC Countries | USD 2275/- |
| All other Countries | USD 2925/- |

Annexure 1

Application for institutional review of Physiotherapy study programs for Ceylon Medical College, Sri Lanka Medical Council Recognition

- Name of the institution:
- Type of institution: Private/ Public/ Mixed (Private & Public)
- Address:
- Contact number/s:
- Email address:
- Name and designation of a contact person:
- CMCC recognition request made by (Dean/ Head of the department/ Course coordinator, etc.):
- Name of the physiotherapy program:
- Medium of the program:
- Duration of the program:
- Please attach a proof for the payment of a non-refundable processing fee