



OFFICE OF THE CHAIRPERSON DEPARTMENT OF ANATOMY

NOWSHERA MEDICAL COLLEGE (MTI), NOWSHERA
KHYBER PAKHTUNKHWA, PAKISTAN

No: 113-A /ANA/NMC

Dated: 21/12 /2024

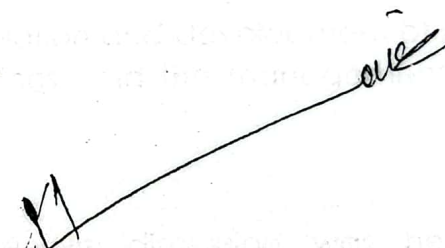
MEETING NOTIFICATION:

It is for the information of all the concerned that Feedback / Internal Examination, Committee for Session 2025 meeting is scheduled on 21-12-2024 at 10:00 AM in the undersigned office.

All the members are requested to attend the meeting on given time and date.

Agenda:

1. Feedback Forms
2. Feedback Policy
3. Internal Examination ToRs
4. Clinical Batches ToRs

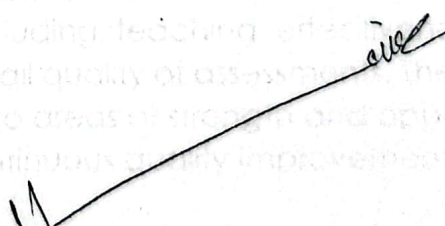

(Dr. Muhammad Haris)
Chairperson
Department of Anatomy, NMC

Endst: of Even No. & Date

Copy to:

CC for information to:

1. PS to Dean, NMC, Nowshera
2. Office Copy.


(Dr. Muhammad Haris)
Chairperson
Department of Anatomy, NMC

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Meeting Minutes Feedback/ Internal assessment Committee Meeting

The Feedback committee meeting was held under the chairmanship of Dr. Muhammad Haris, Chairman of the Department of Anatomy. The session commenced with the recitation of the Holy Quran, setting a respectful tone for the proceedings.

Following the recitation, Dr. Muhammad Haris extended a warm welcome to all committee members and expressed his sincere appreciation for their attendance and continued dedication to academic development. He highlighted the vital role of the Feedback in enhancing the quality of education through structured and evidence-based policies and feedback forms.

The meeting focused on the formulation and development of key policies related to Feedback, Internal Examinations, and the management of Clinical Batches.

Feedback System: A comprehensive discussion was held on the importance of a structured feedback system. The committee emphasized that regular, constructive feedback is essential for the continuous improvement of teaching methodologies, curriculum content, and student learning experiences. As a result, the committee developed standardized feedback forms aimed at gathering input on various aspects including teaching effectiveness, module structure, clinical teaching, and the overall quality of assessments. These tools are expected to provide valuable insights into areas of strength and opportunities for enhancement, fostering a culture of continuous quality improvement.

Internal Examination Policy: The committee also discussed and drafted a policy framework for internal examinations, recognizing their critical role in monitoring student progress, identifying learning gaps, and preparing students for final assessments. The policy outlines a systematic approach for conducting regular assessments, ensuring transparency, uniformity, and academic integrity.

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Members agreed that well-structured internal exams not only support student learning but also enable faculty to tailor instruction based on performance trends and assessment outcomes.

Clinical Batches: Furthermore, the organization and scheduling of clinical batches were reviewed, with an emphasis on maintaining balanced student-teacher ratios and ensuring optimal clinical exposure for all students. The committee agreed to implement clear guidelines to manage clinical rotations effectively and equitably.

The meeting concluded with a vote of thanks, delivered by the Chairperson of the Department of Anatomy, who commended the collaborative spirit of the members and appreciated their valuable contributions toward advancing curriculum Quality. The copies of Clinical Batches ToRs, Feedback Forms, Feedback Policy and ToRs for Internal Assessment are attached.


(Dr. Muhammad Haris)

Chairperson

Department of Anatomy, NMC



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POLICY/ToRs FOR FEEDBACK ON BASIC SCIENCES TEACHING, CLINICAL SCIENCES TEACHING AND ASSESSMENT FROM STUDENTS OF NMC

Feedback for the Medical Educational Modules is needed periodically from undergraduate students which is essential to receive suggestions regarding any changes for progress of institutions.

One of the primary role for DME is to provide high quality procedures and practices to enhance the teaching, its learning and onward its assessment criteria and find out the problems faced by students.

In connection to this matter, DME is accountable for the overall synopsis of academic principles and values in limitations of medical teaching institution for improvement of such policies.

The outline of policy of module feedback is as under:

- The process of feedback will be online: The process of feedback will be through developed questionnaire encompasses all the related academic details in the last of each Block/Clinical studies.
- The feedback will be assessed by DME faculty and then will be shared with higher authorities, Dean, Vice Dean, Associate Dean (UGME) and all the related Head of Departments/Chairperson for any changes needed in the related studies or policies.
- A formal discussion will be made for any productive suggestions/Comments or any problems addressed by the students regarding any specific topic or module for enhancement.



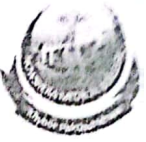


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- All the related discussions minutes will be recorded by DME & hence forwarded to the Dean, Vice Dean, Associate Dean (UGME) and concerned Chairpersons for information. Furthermore, implementation orders will issued by the Chairperson DME to any specific Department or in general.
- Failure to any mutual agreed policy will be reported to concern the Chairperson/HoD and Dean for compliances.
- Any unresolved problem after institutional based practice, the problem will be addressed to the Governing authority Khyber Medical University, Peshawar through the Dean.
- The assessment feedback form will be completed by students at the end of each modular exam. The remaining forms will be filled out during the mentoring class held at the conclusion of each module, from first year to final year.

Following Faculty will assure the feedback from students:

1. **Dr. Sobia Haris**, Chairperson, Department of Medical Education will be responsible for overall supervision of module feedback.
2. **Dr. Imran Zaman Khan**, Department of Medical Education, Focal Person for 4th and Final Year MBBS will be responsible for data collection from students on feedback proforma, data analysis and report writing of his respective classes i.e., 4th and Final Year MBBS.
3. **Dr. Irum Taj**, Department of Medical Education, Focal Person for 1st, 2nd & 3rd Year MBBS will be responsible for data collection from students on feedback proforma, data analysis and report writing of her respective classes i.e., 1st, 2nd & 3rd Year MBBS.






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Note: All the clerical/ministerial support shall be provided by the concerned ministerial staff of QEC, DME.


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Chairperson
Department of Anatomy, NMC

- a. High Achievers
 - b. Average Performers
 - c. Low Achievers
3. The above process will make sure that inside the halls of educators who collaborate and support to increase the progress of one another in their learning by recognizing their deficiencies.
 4. Each batch will receive equal number of students including of equal number of boys and girls, which ever convenient.
 5. Approved batches will be final and no changes will be made in any case.
 6. Goal of the Batch Formation
 6. To provide opportunities for the students to interact and share their learning knowledge.
 7. Batches provide an environment where students learn, share and monitor their involvement.
 8. To create a diversified curriculum for gender based education among the previous.


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POLICY/ TORS FOR CLINICAL BATCHES

1. Clinical batches be formed through a fair and transparent process based on last internal assessment result
2. Batches will be made according to the performance of the students and each batch will receive students on below criteria.
 - a. High Achievers
 - b. Average Performers
 - c. Low Achievers
3. The above process will make sure that inside the batch all students will collaborate and support to increase the progress of one another in their learning by supporting their deficiencies.
4. Each batch will receive equal number students consisting of equal number of boys and girls, wherever conceivable.
5. Approved batches will be finalized and no changes will be made in any case.
 - a. Goals of the Batch Formation
6. To provide opportunities for the students to interact and share their learning knowledges.
7. Batches provide an environment where students learn, share and motivate toward assessment.
8. To create a diversified environment for gender based equal opportunity provision.


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Department of Anatomy, NMC



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Policy/ ToRs FOR INTERNAL ASSESSMENT/EXAMINATION

1. Internal block assessment will be organized at the end of Block. There will be theory and OSPE after Block/Module completion. There will be 100-120 MCQS in theory paper and 90 MCQS in M1 and M2 theory paper. OSPE arrangement will be done through blue prints of KMU. OSCEs will be arranged at the end of academic year so to ensure all the batches has completed their clinical rotations.
2. Annual Professional examination will be at the end of academic year. OSPE/OSCE and theory both will be conducted according to the structure of KMU, Peshawar.
3. MCQs and OSPE distribution is according to the blueprints of the KMU, Peshawar.
4. 10% weightage is for internal assessment according to KMU, Peshawar guideline.
5. All departments will share their related inputs according to the distributed portions allotted to them for theory and OSPE exams as per Blueprints.
6. MCQs required for each theory outline will be shared through the office of Chairperson/HoD Department of Medical Education to the focal persons of each department for timely submission of MCQS to cover the theory paper in time. The deadline will be at least two weeks for submission of MCQS before end of each Module.
7. Theory paper MCQs will be accumulated and compiled by the DME and before printing, a review of the theory paper will be conducted by DME from concerned departments through their subject specialist.
8. All the MCQs will be shared to KMU through their Official email address for annual examination by each department Chairperson/HoD or through nominated subject specialist, through Chairperson DME.
9. All blocks exams will be conducted under the supervision of DME. DME will be responsible for the conduction, invigilation and smooth procedure of examination. The departments will remain in contact with Chairperson/HoD DME for any query, changes, or specific matters. During the conduction of examination a focal person/representative from each department will perform his/her assign duty in exam hall. This will be for the purpose to ensure the transparent conduction of exam and to avoid any approach for cheating.

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10. OSPE preparation will be finished one day prior by the faculty of all the concerned departments along with their support staff.
11. Each station will be allocated 3-4 minutes during OSPE.
12. One supportive staff/Class-iv will perform duty during each OSPE exam.
13. Each stations will be submitted in writing through single exam sheet.
14. All exam sheets will be dropped in drop boxes by the students.
15. Each station will be standardized with answer sheets approved by DME.
16. Instructions sheets will be displayed for the students at each station
17. Results will be accumulated by the concerned departments and will be shared with DME for further declaration for the students, faculty and KMU.
18. There is a total of 10 % internal assessment marks allocation for each block, Theory & Practical/Clinical Exams. Which is distributed for Theory as:
 - Attendance in Lectures: 3%
 - Block Examinations and Continuous assessments: 6%
 - Research: 1%
19. For OSPE/OSCE, it is distributed as:
 - Attendance in Practicals/Clinicals: 3%
 - Log Book: 1%
 - Block Examinations and Continuous assessments: 5%
 - Discipline, Attitude, Responsibility & Teamwork: 1%
20. The Block-wise internal assessment marks distribution for Years 1 & 2 is as:
 - Block A theory:14, OSPE:10
 - Block B theory:13, OSPE:10
 - Block C theory:13, OSPE:10
 - Block D theory:14, OSPE:10
 - Block E theory:13, OSPE:10
 - Block F theory:13, OSPE:10
21. The Block-wise internal assessment marks distribution for Years 3 & 4 is as:
 - Block G theory:14, OSPE:14
 - Block H theory:13, OSPE:14
 - Block I theory:13, OSPE:12
 - Block J theory:13, OSPE:13
 - Block K theory:13, OSPE:13
 - Block L theory:14, OSPE:13
 - Block M1 theory:10, OSPE:08
 - Block M2 theory:10, OSPE:08



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22. The Block-wise internal assessment marks distribution for Year 5 is as:

- Block N theory:12, OSPE:18
- Block O theory:12, OSPE:18
- Block P theory:12, OSPE:18
- Block Q theory:12, OSPE:18

21. Each block report regarding internal assessment is duty of the focal person from concerned department and Chairperson/HoD Medical Education.

22. Assembling of summative exam blocks paper and OSPE is primarily obligation of concerned department with mutual support from DME.

23. Each paper items analysis will be shared by DME with respective departments for quality enhancement.

24. In case of any grievances from students, a written application may be submitted by the concerned students to Chairperson DME which may be forwarded to KMU Peshawar as per need. If there is any rechecking/marking issue students will submit application for rechecking within three days after the announcement of the result.

25. There will be an end of a session-assessment meeting of Chairpersons/HoDs of concerned departments and Chairperson/HoD Medical Education will convene the said meeting and will discuss the feedback from faculty and students on the assessment.

26. Moreover, all papers will be handled with the utmost confidentiality by the ministerial staff responsible for writing, compilation, and printing. Each team member will strictly adhere to the protocols ensuring secrecy. Furthermore, all tasks will be supervised by the person to whom the duty is assigned by the Chairperson/HoD Medical Education from time to time. Moreover, he/she will oversee the process to guarantee that confidentiality and security are maintained at all times.

27. All students must adhere to the prescribed college uniform (NMC Prospectus Pg: 33-34) on exam days. No variations or modifications will be permitted.

28. Students without proper uniform will not be allowed to enter the Examination Hall.






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29. Any student found without the proper uniform in the Examination Hall will be fined Rs: 1000 per paper and will be taken out of Examination Hall.
30. Students are required to arrive at least 10-15 minutes before the scheduled start of the exam. If not, then he/ she will be fined Rs: 1000 and will not be allowed to sit in exam.
31. Continuous disregard for uniform or punctuality rules may result in additional disciplinary actions.
32. Any student found with a mobile phone or any other gadget or IT device in the examination hall will be fined Rs 5000 and his/her exam will be cancelled. Similarly, strict disciplinary action will be taken.
33. Similarly, any student caught with printed or handwritten notes will be fined Rs. 1000.
34. Furthermore, results will only be announced to students who have submitted their feedback forms related to the assessment.
35. The internal block exam will be rescheduled for students who had a supply exam on the day of internal exam. No other cases or requests will be considered.


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Chairperson
Department of Anatomy, NMC

Student Basic Sciences Feedback Form

Dear Student:

As part of our commitment to enhancing the quality of Education in student experience at Nowshera Medical College, Nowshera it is compulsory for all the students to fill out this feedback form. Your feedback is essential for us to assess and improve the teaching methodologies, Academic environment and overall student services.

All the students of Nowshera Medical College, Nowshera are certain to fill this form. Filling this form is compulsory and this is also a requirement for Annual examination clearance. Failure to complete this form will result in withholding of your exam clearance.

Student Name : _____

Year of Study: _____

Short answer text

Q1.How would you rate the overall quality of the lectures?

Excellent
Good
Fair
Poor

Q2.How relevant was the content to your medical education?

Highly Relevant
Relevant
Somewhat Relev
Not Relevant

Q3.How clear and well-organized were the lectures?

Very Clear and C
Clear and Orqar
Somewhat Clear
Not Clear or Orc

Q4.How engaging were the lectures? Did the instructor encourage questions and interaction?

Very Enqaqing
Enqaqing

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Somewhat Enga

Not Engaging

Q5. How effective were the teaching aids (slides, handouts, etc.) used in the lectures?

Very Effective

Effective

Somewhat Effec

Not Effective

Q6. What aspects of the lectures could be improved?

Long answer text

Q7. What were the positive aspects of the lectures which must be continued?

Long answer text

Q8. How was the overall general environment of the class?

Excellent

Very good

Good

Fair

Poor

Part 2: Lab Work

Short answer text

Q1. How would you rate the overall quality of the lab sessions?

Excellent

Good

Fair

Poor

Q2. How adequate were the lab materials and preparation provided for the sessions?

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Very Adequate
Adequate
Somewhat Adeq
Not Adequate

Q3.How effective was the guidance provided during the lab sessions?

Very Effective
Effective
Somewhat Effec
Not Effective

Q4.How beneficial was the hands-on experience provided in the labs for your understanding of the subject?

Very Beneficial
Beneficial
Somewhat Bene
Not Beneficial

Q5.How would you rate the overall environment of the lab (equipment, cleanliness, etc.)?

Excellent
Good
Fair
Poor

Q6.How well were safety protocols and procedures communicated and followed during lab work?

Very Well
Well
Somewhat Well
Not Well

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Q7. What aspects of the lab work could be improved?

1. The lab work could be improved by having more practical exercises and less theory.

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Modular Curriculum Feedback Form

Dear Student:

As part of our commitment to enhancing the quality of Education in student experience at Nowshera Medical College, Nowshera it is compulsory for all the students to fill out this feedback form. Your feedback is essential for us to assess and improve the teaching methodologies, Academic environment and overall student services.

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Student Name: _____

Class: _____

Short answer text

Curriculum Formation

Short answer text

Q1. How's the the overall structure of our Modular Curriculum?

Excellent
Good
Average
Poor
Very Poor

Q2. Are the modules well-organized and logically sequenced?

Yes
No
Somewhat

Q3. How effectively does the curriculum integrate basic sciences with clinical practice?

Very Effectively
Effectively
Neutral

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Ineffectively

Very Ineffectively

Learning Stuff

Q1. How would you rate the quality of learning materials/links provided to you (textbooks, PPTs, online resources, etc.)?

Excellent

Good

Average

Poor

Very Poor

Q2. Are the learning resources Provided to you adequate and up-to-date?

Yes

No

Somewhat

Teaching Methods

Q1. How effective are the teaching methods used in the modules (e.g., lectures, practicals, SGD's, group work)?

Very Effective

Effective

Neutral

Ineffective

Very Ineffective

Q2. How would you rate the level of interaction and engagement in the teaching sessions?

Excellent

Good

13

Average

Poor

Very Poor

Q3. Are the assessment methods (exams, OSPEs, OSCs) appropriate and fair?

Yes

No

Somewhat

Support and Guidance

Short answer text

Q1. How satisfied are you with the academic support provided (e.g., faculty availability, mentoring)?

Very Satisfied

Satisfied

Neutral

Unsatisfied

Very Unsatisfied

Q2. Do you feel that feedback on your performance is timely and constructive?

Yes

No

Somewhat

Areas for Improvement

Short answer text

Q1. What aspects of the Modular Curriculum do you think need improvement? (Please provide specific examples if possible)

Long answer text

Q2. Are there any additional resources or support you would like to have?

Long answer text

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Overall Experience

Short answer text

Q1. Overall, how satisfied are you with your experience of the Modular Curriculum?

Very Satisfied

Satisfied

Neutral

Unsatisfied

Very Unsatisfied

Q2. Do you have any additional comments or suggestions for enhancing the Modular Curriculum?

Short answer text

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Assessments Feedback form, Nowshera Medical College.

Dear Student:

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All the students of Nowshera Medical College, Nowshera are certain to fill this form. Filling this form is compulsory and this is also a requirement for Annual examination clearance. Failure to complete this form will result in withholding of your exam clearance.

Name: _____

Clas: _____

ANSWER KEY

After section 1

Continue to next section

Content Of the Assessments

Q.1 How relevant were the MCQs/OSPE/OSCE to the material covered in your coursework?

Very relevant

Somewhat relev.

Neutral

Somewhat irrele

Very irrelevant

Q2. Were the MCQ/OSPE/OSCE questions clear & Understandable?

Strongly agree

Agree

Neutral

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Disagree

Strongly disagree

Q3. How well did the MCQs/OSPE/OSCE assess your understanding of the Topic/Subject?

*

Excellent

Good

Average

Poor

Very poor

After section 2

Continue to next section

Section 3 of 6

Assessments Structure

Q1. How appropriate was the format of the exam (e.g., multiple choice, OSPE, OSCE, OSLE)?

Very appropriate

Appropriate

Neutral

Inappropriate

Very inappropriate

Q2. The time allotted for the exam was enough?

Yes

No, it was too sl

No, it was too lc

Not sure

After section 3

Continue to next section

Section 4 of 6

Preparation and Materials

Description (optional)

Q1. Were the study materials (e.g., textbooks, and other materials) provided helpful for your exam?

Very helpful
Somewhat helpful
Neutral
Somewhat unhelpful
Very unhelpful

Q2. Did you receive proper guidance on how to prepare for the exams? (e.g. shared pre-blueprints of MCQs and practical exams)

Yes, very clear
Yes, somewhat clear
Neutral
No, somewhat unclear
No, very unclear

After section 4

Continue to next section

Section 5 of 6

Feedback and Grading of exam

Description (optional)

Q1. Was the feedback/results provided on your performance in the exams useful for your learning?

Very useful
Somewhat useful
Neutral
Somewhat not useful

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Not useful at all

Q2. Was the grading process of assessments fair and transparent?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

After section 5

Continue to next section

Section 6 of 6

General Experience with assessments

Q1. How would you rate your overall experience with the internal exams and assessments?

Excellent

Good

Average

Poor

Very poor

Q3. What aspects of the internal exams and assessments did you find most beneficial?

Long answer text

Q4. What areas do you think need improvement?

Long answer text

Q5. Any additional comments or suggestions?

Long answer text

Student Clinical Sciences Feedback Form

Dear Student:

As part of our commitment to enhancing the quality of Education in student experience at Nowshera Medical College, Nowshera it is compulsory for all the students to fill out this feedback form. Your feedback is essential for us to assess and improve the teaching methodologies. Academic environment and overall student services.

All the students of Nowshera Medical College, Nowshera are certain to fill this form. Filling this form is compulsory and this is also a requirement for Annual examination clearance. Failure to complete this form will result in withholding of your exam clearance.

Student Name: _____

Class: _____

Find answer text

Log Books

Short answer text

Q1. How clear and organized do you find the log book format?

Very Clear

Clear

Neutral

Unclear

Very Unclear

Q2. How relevant are the log book entries to your clinical experience?

Highly Relevant

Relevant

Somewhat Relevant

Not Relevant

Not Sure

Q3. How easy is it to complete and maintain your log book?

Very Easy

Easy

Neutral

Handwritten signature

Difficult

Very Difficult

Q4. How satisfied are you with the feedback provided on your log book entries by supervisors?

Very satisfied

Satisfied

Neutral

Dissatisfied

Very dissatisfied

Patient Interactions

Short answer text

Q1. How would you rate the quality of opportunities you have to interact with patients?

Excellent

Good

Average

Poor

Very Poor

Q2. How supported and guided do you feel during patient interactions?

Very Supported

Supported

Neutral

Unsupported

Very Unsupported

Q3. How diverse do you find the patient cases that you encounter?

Very Diverse

Diverse

Neutral

Limited

Very Limited

11

Peer Interactions

Q1. How effective is the collaboration with your peers in clinical wards?

Highly Effective
Effective
Neutral
Ineffective
Very Ineffective

Q2. How useful is the feedback you receive on your patient interactions?

Very Useful
Useful
Neutral
Not Useful
Not Sure

Q3. How supportive are your peers during your clinical rotations?

Very Supportive
Supportive
Neutral
Unsupportive
Very Unsupportive

Q4. How valuable are the peer learning opportunities provided?

Very Valuable
Valuable
Neutral
Not Valuable
Not Sure

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Teacher Interactions

Q1. How would you rate the overall quality of your clinical experience?

Short answer text

Q1. How accessible are the teachers for guidance and support during your clinical rotations?

Very Accessible
Accessible
Neutral
Inaccessible
Very Inaccessible

Q2. How would you rate the overall quality of teaching provided by the clinical teachers?

Excellent
Very good
Good
Fair
Poor

Q3. How useful is the feedback you receive from teachers on your performance?

Very Useful
Useful
Neutral
Not Useful
Not Sure

Q4. How engaged are the teachers in your learning process?

Very Engaged
Engaged
Neutral
Disengaged
Very Disengaged

Handwritten mark: a large '11' with a horizontal line extending to the right, ending in a small flourish.

Clinical Experience

Send answer to:

--

Q1. How would you rate the overall quality of your clinical experience?

Excellent
Good
Average
Poor
Very Poor

Q2. How well were you integrated into the clinical team?

Very Well
Well
Neutral
Poorly
Very Poorly

Q3. How would you assess the level of supervision and guidance provided by clinical staff?

Excellent
Very good
Good
Fair
Poor

Q4. How appropriate was the level of responsibility you were given?

Very Appropriate
Appropriate
Neutral
Inappropriate
Very Inappropriate

Q5. How effective were the teaching sessions and educational opportunities provided?

Very Effective
Effective
Neutral
Ineffective
Very Ineffective

Handwritten mark: a large '11' with a horizontal line through it and the word 'none' written above the line.

Q6. Were the clinical tasks and activities relevant to your learning objectives?

Highly Relevant

Relevant

Neutral

Irrelevant

Highly Irrelevant

Learning Environment

Q1. How would you rate the working environment in the clinical ward/unit?

Excellent

Good

Average

Poor

Very Poor

Q2. Was there adequate access to resources (e.g., textbooks, online materials, equipment)?

Yes

No

Somewhat

Q3. How would you describe the communication and feedback you received from supervisors and colleagues?

Excellent

Good

Average

Poor

Very Poor

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Q4. Were there any issues with work-life balance during your rotation?

No

Minor Issues

Moderate Issues

Major Issues

Suggestions for Improvement

Long answer text

Q1.What aspects of the clinical rotation did you find most beneficial?

Long answer text

Q2.What areas do you feel need improvement?

Long answer text

Q3.Do you have any additional comments or suggestions to enhance the clinical training experience?

Long answer text

Additional Comments:

Long answer text

11/11/2020