



**OFFICE OF THE DIRECTOR OF MEDICAL EDUCATION  
KHYBER MEDICAL COLLEGE PESHAWAR**

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DME/489/KMC/2020

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# Program evaluation policy of Khyber Medical College Peshawar

## **Purpose**

Employ a policy for oversight of MBBS curriculum, including teaching and learning, assessment, contents, teachers, and students

## **Overview**

The mission of Educational Evaluation is to contribute to the growth and enhancement of education, including teaching and learning at Khyber Medical College, through scholarly, appropriate, and rigorous evaluation practices. Educational Evaluation oversees all curricular/program evaluation for undergraduate medical education. This oversight includes both the ongoing curriculum/program, as well as research studies or innovations. Educational Evaluation is responsible for ensuring that all evaluation is conducted in a systematic and rigorous manner. This includes: Design and oversight of evaluation plan including methodology and content; Design and distribution of evaluation instruments; and, Data collection, reporting, and archiving.

## **Principles**

Curriculum evaluation policies and procedures should:

1) Provide KMC with the important information needed to guide curricular decision making that:

- a) Meets the needs for continuous quality improvement of the curriculum
- b) Provides in-depth, dynamic data on the initial implementation of the integrated curriculum

- 2) Be respectful of student time and avoid student evaluation overload
- 3) Meet institutional needs, such as module directors and curriculum committee decision making and teaching faculty promotion and tenure requirements
- 4) Follow sound and rigorous evaluation principles and methods
- 5) Be compliant with the accreditation standards on evaluation set forth by Pakistan Medical and Dental Council (PMDC)

### **Evaluation methodology**

**Models of evaluation used:** CIPP Evaluation model is used in the college evaluation. Informal feedback of students and teachers is also used for this purpose. Similarly, focus group interviews have been used in some instances. The feedback of students and faculty is then incorporated in the curriculum

**Tools used for evaluation:** The data is collected through survey questions in basic sciences departments (annexure-1). These questions have been developed and approved by the academic council of the college in 2018. For clinical sciences, the feedback proforma mentioned in the logbooks are used for this purpose. The college is in the process of developing a proforma for evaluation in clinical disciplines.

**Timings of evaluation surveys:** The evaluation survey is carried out during the last internal assessment of each year before the start of the examination. The data is collected via MCQ response sheets and analysed by OMR in medical education department. The report is compiled and sent confidentially to the Dean for onward action. Remedial measures are then taken according to the survey results by the relevant departments and committees.

## Annexure-1

### Course evaluation proforma

Name (optional):

Class no (optional):

Date:

**Key: A: strongly agree B: agree C: unsure D: disagree E: strongly disagree**

S. No	Contents	A	B	C	D	E
1	Most of the faculty were having command of the subjects designated					
2	Most of the faculty were in time for the teaching session					
3	The faculty used the allocated time effectively					
4	Most of the faculty were teaching in a friendly manner					
5	Most of the faculty followed the allocated learning objectives and contents during teaching					
6	Most of the teaching sessions were interactive					
7	Quality of the power point presentations were up to the mark most of the time					
8	The teachers used the SGD sessions effectively					
9	During SGD, the students were involved most of the time					
10	The quality of SGD sessions can be rated perfect in my opinion					
11	The learning objectives available on the website is useful for the students					
12	Study guides available on the website is a useful tool for me to manage my course					
13	The learning environment in the college is conducive for learning					
14	The learning environment in the college is non-threatening					
15	The facilities in the library are adequate					
16	The internet and Wi-Fi facilities are adequate					
17	The time allocated for co-curricular activities is ideal					
18	The integrated assessment system is better than the old and traditional single paper system					
19	The time allotted for MCQs during internal assessment is adequate					
20	The quality of the MCQs in internal assessments remained up to the mark					
21	The quality of OSPE during internal assessment remained up to the mark					
22	The topics of PRIME module related to professionalism, ethics included so far, are relevant to be included in year 1 and 2					
23	The topics of Research presented by the Community department are relevant and interesting					
24	The topics of behavioral sciences presented by the Psychiatry department are relevant and interesting					
25	The topics of PRIME module should be included in the internal assessment					
26	Mention the name of your ideal teacher in the following boxes in terms of teaching, role modelling, knowledge, and student's facilitation in the following disciplines	<b>Name of the teacher</b>				
	1) Anatomy					
	2) Physiology					
	3) Biochemistry					
	4) Any other teacher in other disciplines					

Any other point (please be precise and short):

*This document is prepared by the medical education department for academic year 2020-21, and will be regularly updated.*

