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QUALITY ASSURANCE MANUAL



LAHORE
MEDICAL & DENTAL
COLLEGE

LAHORE MEDICAL AND DENTAL COLLEGE
DEPARTMENT OF MEDICAL EDUCATION & EDUCATIONAL RESEARCH

LMDC

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ABBREVIATIONS

HEC	Higher Education Commission
PM&DC	Pakistan Medical & Dental Council
LMDC	Lahore Medical and Dental College
QA	Quality Assurance
QAC	Quality Assurance Committee
WFME	World Federation of Medical Education
WHO	World Health Organization

FOREWORD

LMDC has developed policy and procedures which sets the benchmarks as to what quality to expect and how to assure it. This manual is undertaken to outline the institution's expected quality of education and ways to ensure it, thus, documenting a framework of quality assurance system which will lead to strategies for quality improvement. External review can then be carried out to comply with ISO 9001:2015 standards.

The manual has been developed by the QAC and comprises of sections pertaining to areas which need to be covered under the banner of QA. Section one gives an introduction of QA with definitions and rationale. Section two covers the overview of QA as per guidelines of HEC, WFME AND WHO. Section three describes the principals of QA as in goal, objectives and standards. Section four covers the QA outline framework and section five gives the review in time as per QAC decision.



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Professor & HOD

Department of Medical Education

SECTION 1

LINE

1. INTRODUCTION

1.1 DEFINITIONS OF QUALITY ASSURANCE

Quality is defined within the context that it is to be given. Specifically for medical education quality is defined as a “high level of value or excellence or a high standard”¹

Assurance is defined as “something that inspires or tends to inspire confidence”.¹

Quality Assurance is defined as “a program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met”.¹

Quality may seem to be an absolute term but it has subjective annotations and dynamism which ensures the best and excellence of what is measured, which in our context is the educational programme of medicine.

1.1 RATIONALE

LMDC is one of the pioneer private medical college in Punjab, striving to keep flourishing and improving on itself over the years. Now time has come to fully document the assurance of the quality education offered by the institution. The stakeholders as, administration, faculty, staff, and students, national and international accrediting bodies need to be taken onboard by a transparent QA. This manual underlies specific policy and procedures of educational

programme that plays pivotal role in QA. The manual will be a guideline for all those involved directly or indirectly in medical education, thereby, enhancing ***“Quality Culture”*** in LMDC.

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SECTION 2

2. OVERVIEW OF QUALITY ASSURANCE

2.1 Term of Reference of Quality Assurance Committee

Considering the serious issue of quality of education in Pakistan with respect to international standards, one must conform to provide QA to come up to mark globally. With high hopes of surviving in the worldwide competition of offering high quality education, LMDC is set on course by producing this manual of QA. To look into the wide issues of QA, the visionary former Principal of LMDC, Professor Abdul Majeed Chaudhry constituted in the year 2017 the Quality Assurance Committee (QAC). This committee Patron will be Principal LMDC and current committee is as follows:

- Dr. Nighat Nadeem (Chairperson)
- Dr. Sidra Shoaib Qureshi
- Dr. Attiqa Khalid
- Dr. Mehwish Shahzad
- Dr. Umbreen Naveed

2.2 Meetings quorum is maintained with 60% attendance of committee members.

2.3 The committee will meet at least six monthly, or earlier in case of necessity.

2.4 The committee meetings are convened as required discussing issues pertaining to planning, implementation, continual improvement of the quality within PMDC guidelines etc.

2.5 The committee provides guidance and support on matters relating to the quality, and convey transparent information to stakeholders in addition to their feedback.

2.6 To follow up, review with advice on other policy matters pertaining to quality culture.

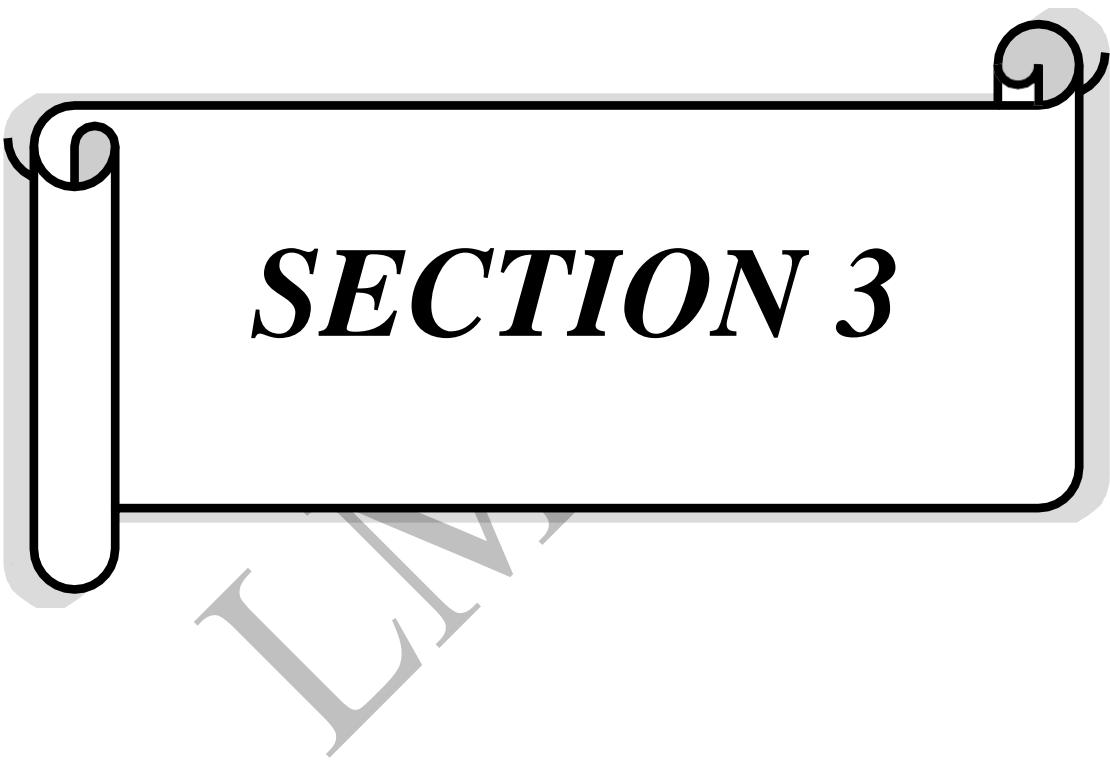
2.7 With assistance from members, faculty and students to provide information on how the quality is monitored and evaluated.

2.8 The minutes of meetings will be circulated to committee and Principal/Dean LMDC via email/ hardcopy.

2.9 Thus keeping to QA of medical education practices within the guidelines of WFME,² that enables the institution not only to meet the standards at a basic level but also to further develop their quality according to international acceptability regarding best practices.

Whatever maybe the medical education system of a college, the institution can utilize these operational guidelines to measure itself. The areas covered by these guidelines are same as the international standards, namely:

- Mission and objectives
- Educational programme
- Student assessments
- Student selection and support
- Academic and supporting staff
- Educational resources
- Programme evaluation
- Governance and administration
- Continuous renewal



SECTION 3

3. PRINCIPLES OF QA

The principals of QA include its goal and objectives which depict standards required to maintain high quality of education.

3.1 GOAL

The goal of QAC will be to work systematically towards the fulfillment of the mission of the institution i.e. “To train future leaders of medicine who set new standards in knowledge, care and compassion”. The well qualified and experienced faculty is committed to provide combination of nurturing support and challenges to the students to reach their maximum potential.

3.2 OBJECTIVES

For fulfillment of the goal, QAC will meet the following objectives:³

1. QAC will facilitate in developing written policies for all academic and administrative activities.
2. QAC will develop quality assurance processes and methods of evaluation to make sure that effective teaching and learning practices are consistently being carried out.
3. QAC will define clear and explicit standards as points of reference to the reviews to be carried out.
4. QAC will assure that all quality indicators are in line with specifications given by HEC and PM&DC.

5. QAC will oversee/evaluate effective capacity building and faculty training programmes being run at the institution.
6. QAC will develop procedures for the following:
 - a. Improvement of existing programmes and approval of new programmes
 - b. Regular monitoring and evaluation including program monitoring, faculty assessment and students' perception.
 - c. Developing an open data source for accurate information accessible to all stakeholders
 - d. Review of departmental activities
 - e. Student feedback
 - f. Employee feedback
 - g. Employer Feedback
 - h. Annual academic and institutional audit
 - i. Overall quality improvement in institutional leadership and management

3.3 STANDARDS OF QUALITY ASSURANCE

In accordance with the precise goal and specific objectives at Lahore Medical & Dental College, Lahore, the standards must be clearly defined, should be transparent and aligned with national and international needs and priorities.

The goal of QA is projected into specific objectives which permeated standards, defined as follows: ^{2, 3}

3.3.1 MAIN STANDARDS

1. Mission and outcomes
2. Educational programs
3. Assessment of students
4. Students selection & support
5. Academic and supporting staff
6. Educational resources
7. Program evaluation
8. Governance and administration
9. Continuous renewal

3.3.1.1. Mission and outcomes

- Mission should explain vision
- Medical school includes affiliated hospital and health care facilities
- Academic freedom
- Intended educational outcomes
- Student conduct

3.3.1.2. Educational program

- Implementation of curriculum as specified by PM&DC and UHS, Lahore
- Program management

3.3.1.3. Assessment of students

- Develop the principles and methods of assessment
- Assessment must be aligned with educational outcomes
- Assessment must cover knowledge, skills and attitude
- Avoidance of conflicts of interest
- System of appeals

3.3.1.4. Students selection and support

- Clear and transparent admission policy (including disabled and transferred / migrated students)
- Periodical review of admission policy, as per PM&DC guidelines
- System of appeals
- Size of Intake, as per PM&DC approval
- Student counseling and support (personal & career)

3.3.1.5. Academic and supporting staff

- Recruitment and selection policy (with a balance between teaching, research and administrative/services functions)
- Balance between academic and non-academic staff
- Teacher-student ratio, as per PM&DC regulations
- Teacher training, support, development and evaluation

3.3.1.6. Educational resources

- Physical facilities
- Safe learning environment
- Clinical training resources
- Information technology (ethical and judicious use)
- Research and scholarship
- Access to educational expertise
- Collaboration and educational exchanges

3.3.1.7. Program evaluation

- Continuous monitoring
- Periodic evaluation
- Systematic gathering, analysis and response to feedback (teachers and students)
- Performance of students and graduates
- Involvement of principal stakeholders

3.3.1.8. Governance& administration

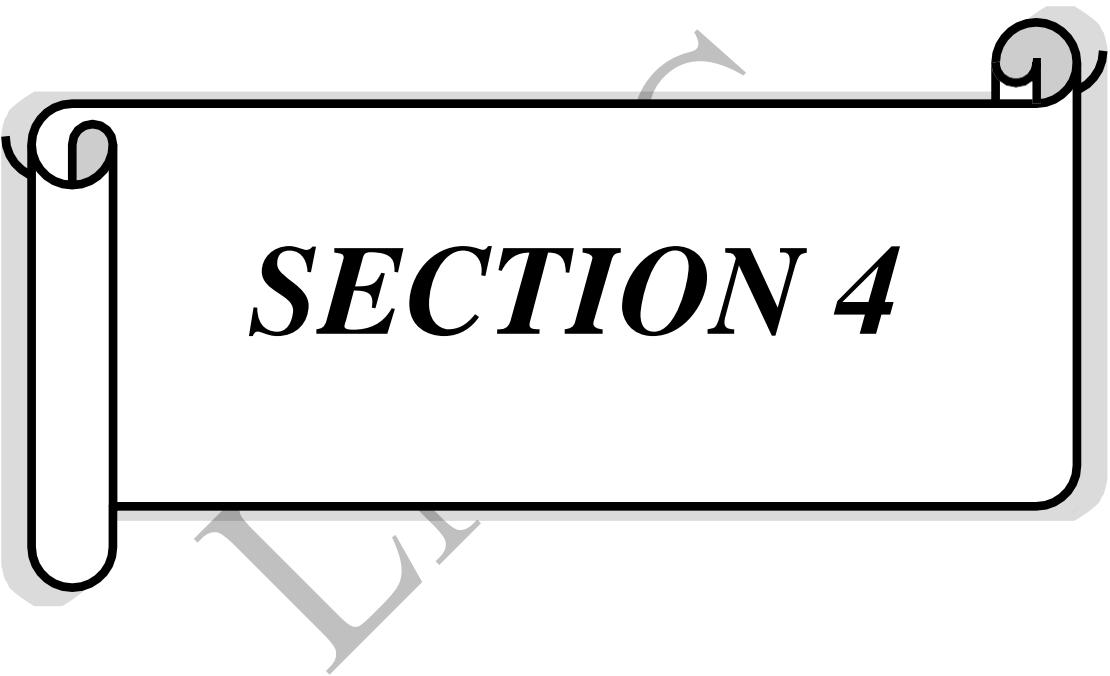
- Structure and functions of governance
- Transparency in the work of governing body
- Academic leadership
- Educational budget and resource allocation

- Interaction with health sector (regulatory and degree awarding bodies, other public/private institutions)

3.3.1.9. Continuous renewal

- Policy and procedures
- Resource allocation
- Documentation and rectification of identified deficiencies
- Prospective studies

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SECTION 4

4. FRAMEWORK OF QA⁴

On these lines a QA manual has been developed for our own environmental context of LMDC. The basis of QA will be planning, implementing, and with time reviewing with a view to improve. The framework includes:

- Outline plan
- Budget
- Faculty reviewing
- Professional accreditation
- Planning, reviewing educational programme
- Faculty performance
- Administrative performance
- Student performance

4.1 OUTLINE PLAN

This will consist of the college mission with objectives on which the policy and procedures are based and will help in developing the QA framework, with predefined benchmarks of quality in various areas of medical education. These parameters will be in accordance with national and international standards.

In addition it will incorporate:

- **Who:** the faculty concerned with development of QA manual and carrying out further processes in relation to QA e.g. implementing, reviewing and evaluating

- **What:** the activities that affect quality
- **When:** specified timelines when activities will be carried for QA, reviewing and external evaluation
- **How:** planning and implementation to achieve quality

4.2 BUDGET

With development of QA manual, budget provision as required should be predetermined.

4.3 FACULTY REVIEWING

Quality requirement coming from different sources for same product may vary but at least the founding aspect of it should be same for all.

4.4 PROFESSIONAL ACCREDITATION

This assures external bodies' accreditation that LMDC graduates meet the required professional standard.

4.5 PLANNING, REVIEWING EDUCATIONAL PROGRAMME

This manual outlines the presented and thereby reviewed curriculum, academic plans, teaching and learning strategies with resources and assessments.

4.6 FACULTY PERFORMANCE

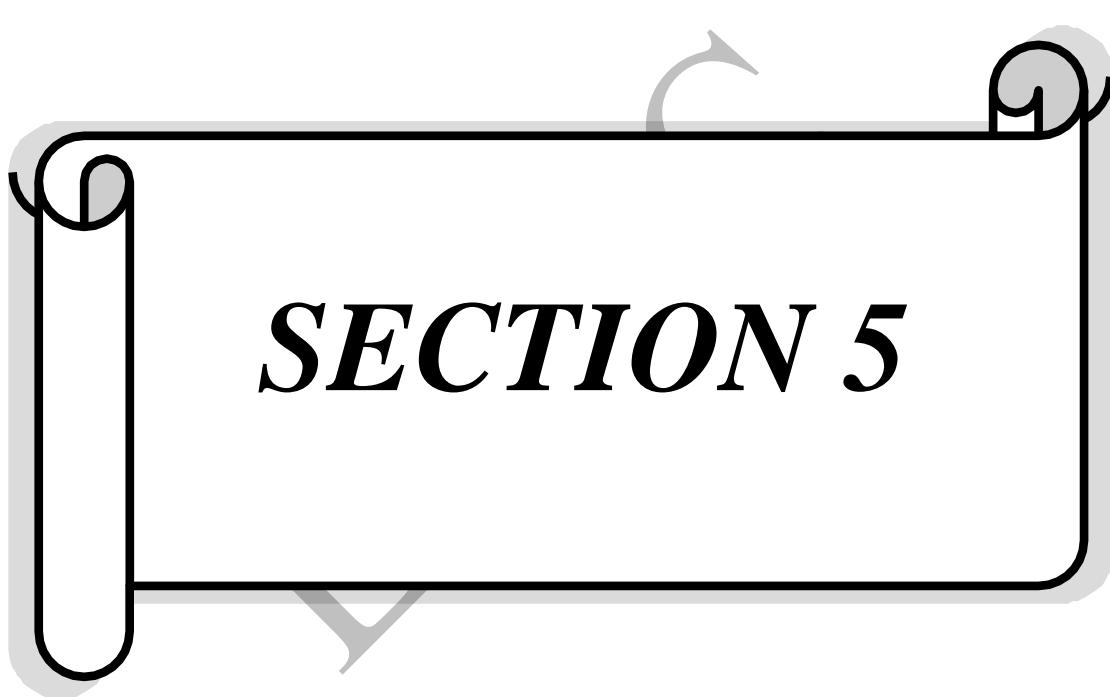
The quality standards are set of entire activities of faculty as in teaching learning and performance for the educational programme. The head of department will submit annual performance report of all staff in their respective departments. All heads of departments will be evaluated for their performance by the Principal.

4.7 ADMINISTRATIVE PERFORMANCE

The QAC will oversee the performance of all relevant administrative i.e. IT, transport and college security etc.

4.8 STUDENT PERFORMANCE

The students' academic progress as well as assessment results and attendance issues will be under scrutiny of QA.



SECTION 5

5. REVIEW OF QA

Periodic review will be carried out as per decision of QAC; according to QA processes and report will be communicated to stakeholders.

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Appendix

PROFORMAE
OF QA
PROCESSES

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PROFORMA 1

Student Course Evaluation Questionnaire³ (To be filled by each Student at the time of Course Completion)

Department _____ Course No. _____

Course Title _____ Teacher Name: _____

Year of Study _____ Semester / Term _____

Please give us your views so that Course quality can be improved. You are encouraged to be frank and constructive in your comments

CORE QUESTIONS

Course Content and Organization

1. The course objectives were clear
2. The Course workload was manageable
3. The Course was well organized (e.g. timely access to materials, notification of changes, etc.)
4. Comments

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Student Contribution

5. Approximate level of your own attendance during the whole Course
6. I participated actively in the Course
7. I think I have made progress in this Course
8. Comments

<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Learning Environment and Teaching Methods	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
9. I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	<input type="checkbox"/>				
10. The learning and teaching methods encouraged participation.	<input type="checkbox"/>				
11. The overall environment in the class was conducive to learning.	<input type="checkbox"/>				
12. Classrooms were satisfactory	<input type="checkbox"/>				
13. Comments					

Learning Resources	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
14. Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.	<input type="checkbox"/>				
15. Recommended reading Books etc. were relevant and appropriate	<input type="checkbox"/>				
16. The provision of learning resources in the library was adequate and appropriate	<input type="checkbox"/>				
17. The provision of learning resources on the Web was adequate and appropriate (if relevant)	<input type="checkbox"/>				
18 Comments					

Quality of Delivery	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
19. The Course stimulated my interest and thought on the subject area	<input type="checkbox"/>				
20. The pace of the Course was appropriate	<input type="checkbox"/>				
21. Ideas and concepts were presented clearly	<input type="checkbox"/>				
22. Comments					

Assessment	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
23. The method of assessment were reasonable	<input type="checkbox"/>				
24. Feedback on assessment was timely	<input type="checkbox"/>				
25. Feedback on assessment was helpful	<input type="checkbox"/>				
26. Comments					

Additional Core Questions

Instructor / Teaching Assistant Evaluation	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
27. I understood the lectures	<input type="checkbox"/>				
28. The material was well organized and presented	<input type="checkbox"/>				
29. The instructor was responsive to student needs and problems	<input type="checkbox"/>				
30. Had the instructor been regular throughout the course?	<input type="checkbox"/>				

Tutorial	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
30. The material in the tutorials was useful	<input type="checkbox"/>				
31. I was happy with the amount of work needed for tutorials	<input type="checkbox"/>				
32. The tutor dealt effectively with my problems	<input type="checkbox"/>				
Practical	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
33. The material in the practical's was useful	<input type="checkbox"/>				
34. The demonstrators dealt effectively with my problems.	<input type="checkbox"/>				

Overall Evaluation

35.The best features of the Course were:

36.The Course could have been improved by:

Equal Opportunities Monitoring (Optional)

37. The University does not tolerate discrimination on any irrelevant distinction (e.g. race, age, gender) and is committed to work with diversity in a wholly positive way. Please indicate below anything in relation to this Course which may run counter to this objective:

PROFORMA 2

Faculty Course Review Report³

(To be filled by each teacher at the time of Course Completion)

For completion by the course instructor and transmission to Head of Department of his/her nominee (Dept. Quality Officer) together with copies of the Course Syllabus outline

Department:			Faculty:			
Course Code:		Title:				
Session:		Semester:	Autumn <input type="checkbox"/>	Spring <input type="checkbox"/>	Summer <input type="checkbox"/>	
Credit Value:		Level:			Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures	Other (Please State)		
			Seminars			
Assessment give precise details (no & length of assignments, exams, weightings etc.)		Methods:				

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Overview/Evaluation (Course Co-coordinator's Comments)

Feedback: first summarize, and then comment on feedback received

from: (These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student /staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: _____
(*Course Instructor*)

Date: _____

Name: _____
(*Head of Department*)

Date: _____

PROFORMA 3

Survey of graduating students³

(To be filled out by graduating students in last semester / year before the award of degree)

The survey seeks graduating students' input on the quality of education they received in their program and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey.

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

1. The work in the program is educative.

A B C D E

2. The program is effective in enhancing team-working abilities.

A B C D E

3. The program administration is effective in supporting learning.

A B C D E

4. The program is effective in developing analytical and problem solving skills.

A B C D E

5. The program is effective in developing independent thinking.

A B C D E

6. The program is effective in developing written communication skills.

A B C D E

7. The program is effective in developing planning abilities.

A B C D E

8. The objectives of the program have been fully achieved

A B C D E

9. Whether the contents of curriculum are advanced and meet program objectives

A B C D E

10. Faculty was able to meet the program objectives

A B C D E

11. Environment was conducive for learning

A B C D E

12. Whether the Infrastructure of the department was good.

A B C D E

13. Whether the program was comprised of Co-curricular and extra-curricular activities

A B C D E

14. Whether scholarships/ grants were available to students in case of hardship

A B C D E

Answer question 9 if applicable.

9. The internship experience is effective in enhancing

a. Ability to work in teams (A) (B) (C) (D) (E)
b. Independent thinking (A) (B) (C) (D) (E)
c. Appreciation of ethical Values (A) (B) (C) (D) (E)
d. Professional development (A) (B) (C) (D) (E)
e. Time management skills (A) (B) (C) (D) (E)
f. Judgment (A) (B) (C) (D) (E)
g. Discipline (A) (B) (C) (D) (E)
h. The link between theory and practice (A) (B) (C) (D) (E)

10. What are the best aspects of your program?

11. What aspects of your program could be improved?

PROFORMA 4

Research student progress review form³

(To be filled out by Master/ M.Phil / Ph.D Research Students on six monthly basis)

To be submitted by the HoD / Dept. Quality Officer to the QEC

For Research Student to Complete:

1. Date of admission to the department
2. Date of initiation of research
3. Date of completion of Course work
4. Number of credit hours completed
5. Date of Synopsis Defense
6. Cumulative Grade Point Average (CGPA) secured
7. Please outline details of progress in your research since your last review (including any research publications):
8. Do you have any comments on the level of supervision received?
9. What do you plan to achieve over the next 6 months?
10. Do you have any comments on generic or subject-specialist training you may have received or would like to receive internally and / or externally?

11. Do you have easy access to sophisticated scientific equipment?

12. Do you have sufficient research material / commodities available?

Student _____

Date: _____

Supervisory Committee Comments

(Please comment on and benchmark the student's progress against your University's internal and external HEC Quality Criteria for Master/PhD/MPhil Studies)

Principal Supervisor: _____

Date: _____

Co-Supervisor: _____

Date: _____

Co-Supervisor: _____

Date: _____

Head of Department Comments:

Signature: _____ Date: _____

Director, Board of Research Studies (or equivalent) Comments:

Signature: _____ Date: _____

Dean/Director, QEC Action: (including monitoring of Follow-up action) Date: _____

PROFORMA 5

Faculty Survey³

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence. **Indicate how satisfied are you with each of the following aspects of your situation at your department?**

1. Name: _____ Department: _____ Date: _____

2. Academic Rank/Designation:

A: Professor B: Associate Professor C: Assistant Professor

3. Years of Service:

A: 1-5 B: 6-10 C: 11-15 D: 16-20 E: >20

Scale: A: Very Satisfied; B: Satisfied; C: Dissatisfied; D: Very Dissatisfied

(Please tick one option)	A	B	C	D
1. Your blend of research, teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The intellectual stimulation of your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Type of teaching /research you currently do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Your interaction with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cooperation you receive from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The mentoring available to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Administrative support from the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Providing clarity about the faculty promotion process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Your prospects for advancement and progress through ranks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Salary and compensation package	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Job security and stability at the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Amount of time you have for yourself and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The overall climate at the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What are the best programs/course factors currently available in your department that enhance your motivation and job satisfaction?

15. Suggest programs/course factors that could improve your motivation and job satisfaction?

16. What aspects of your program could be improved?

PROFORMA 6

Survey of Department Offering Ph.D. Programs³

The following information is required for EACH Department in which a Ph.D. program is offered.

1 General Information:	
1.1	Name of Department
1.2	Name of Faculty
1.3	Date of initiation of Ph.D. program
1.4	Total number of academic journals subscribed in area relevant to Ph.D. program.
1.5	Number of Computers available per Ph.D. student
1.6	Total Internet Bandwidth available to all the students in the Department.
2 Faculty Resources:	
2.1	Number of faculty members holding Ph.D. degree in the department.
2.2	Number of HEC approved Ph.D. Advisors in the department.
3 Research Output:	
3.1	Total number of articles published last year in International Academic Journals that are authored by faculty members and students in the department.
3.2	Total number of articles published last year in Asian Academic Journals that are authored by faculty members and students in the department.
3.3	Total number of ongoing research projects in the department funded by different organizations
3.4	Number of post-graduate students in the department holding scholarships/fellowships.
3.5	Total Research Funds available to the Department from all sources.
3.6	Number of active international linkages involving exchange of researchers/students/faculty etc. (Attach Details).

4	Student Information:	
4.1	Number of Ph.D. degrees conferred to date to students from the Department during the past three academic years.	
4.2	Number of Ph.D. students currently enrolled in the department.	
4.3	Ratio of number of students accepted to total number of applicants for Ph.D. Program.	
5	Program Information	
5.1	Entrance requirements into Ph.D. Program (M.Sc. / M.Phil.) Indicate subjects or M.Sc. / M.Phil.	
5.2	Is your Ph.D. program based on research only? (Y/N)	
5.3	Maximum number of years in which a Ph.D. degree has to be completed after initial date of enrollment in Ph.D. program.	
5.4	Total number of post M.Sc. (16 year equivalent) courses required for Ph.D.	
5.5	Total number of M.Phil. Level courses taught on average in a Term / Semester.	
5.6	Total number of Ph.D. level courses taught on average in a Term / Semester.	
5.7	Do your students have to take/write:	
	a. Ph.D. Qualifying examination (Y/N)	
	b. Comprehensive examination (Y/N)	
	c. Research paper in HEC approved Journal	
	d. Any other examination (Y/N)	
5.8	Total number of International examiners to which the Ph.D. dissertation is sent.	
5.9	How is the selection of an examiner from technologically advanced countries carried out?	
5.10	Is there a minimum residency requirement (on campus) for award of Ph.D. degree?	
6	Additional Information	
6.1	Any other information that you would like to provide.	

PROFORMA 7

Alumni Survey³

(To be filled by Alumni - after the completion of each academic year)

The purpose of this survey is to obtain alumni input on the quality of education they received and the level of preparation they had at University. The purpose of this survey is to assess the quality of the academic program. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

1. Knowledge

1. Math, Science, Humanities and professional discipline, (if applicable)	(A)				
(B) (C) (D) (E)					
2. Problem formulation and solving skills	(A)	(B)	(C)	(D)	(E)
3. Collecting and analyzing appropriate data	(A)	(B)	(C)	(D)	(E)
4. Ability to link theory to practice.	(A)	(B)	(C)	(D)	(E)
5. Ability to design a system component or process	(A)	(B)	(C)	(D)	(E)
6. IT knowledge	(A)	(B)	(C)	(D)	(E)

II Communications Skills

1. Oral communication	(A)	(B)	(C)	(D)	(E)
2. Report writing	(A)	(B)	(C)	(D)	(E)
3. Presentation skills	(A)	(B)	(C)	(D)	(E)

III Interpersonal Skills

1. Ability to work in teams.	(A)	(B)	(C)	(D)	(E)
2. Ability to work in arduous /Challenging situation	(A)	(B)	(C)	(D)	(E)
3. Independent thinking	(A)	(B)	(C)	(D)	(E)
4. Appreciation of ethical Values	(A)	(B)	(C)	(D)	(E)

IV Management /leadership Skills

1. Resource and Time management skills	(A)	(B)	(C)	(D)	(E)
2. Judgment	(A)	(B)	(C)	(D)	(E)
3. Discipline	(A)	(B)	(C)	(D)	(E)

V General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs. (New courses that you would recommend and courses that you did not gain much from)

VI. Career Opportunities

VII. Department Status

1. Infraestructura	(A)	(B)	(C)	(D)	(E)
2. Faculty	(A)	(B)	(C)	(D)	(E)
3. Repute at National level	(A)	(B)	(C)	(D)	(E)
4. Repute at international level	(A)	(B)	(C)	(D)	(E)

VIII Alumni Information

1. Name (Optional)_____
2. Name of organization_____
3. Position in organization_____
4. Year of graduation_____

LMDC

PROFORMA 8

Employer Survey³

(To be filled in by Employer - after the completion of each academic year)

The purpose of this survey is to obtain employers' input on the quality of education University of _____ is providing and to assess the quality of the academic program. The survey is with regard to University of _____ graduates employed at your organization. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge.

1. Math, Science, Humanities and professional discipline, (if applicable)

	(A)	(B)	(C)	(D)	(E)
2. Problem formulation and solving skills	(A)	(B)	(C)	(D)	(E)
3. Collecting and analyzing appropriate data	(A)	(B)	(C)	(D)	(E)
4. Ability to link theory to Practice	(A)	(B)	(C)	(D)	(E)
5. Ability to design a system component or process	(A)	(B)	(C)	(D)	(E)
6. Computer knowledge.	(A)	(B)	(C)	(D)	(E)

II. Communication Skills

1. Oral communication	(A)	(B)	(C)	(D)	(E)
2. Report writing	(A)	(B)	(C)	(D)	(E)
3. Presentation skills	(A)	(B)	(C)	(D)	(E)

III. Interpersonal Skills

1. Ability to work in teams	(A)	(B)	(C)	(D)	(E)
2. Leadership	(A)	(B)	(C)	(D)	(E)
3. Independent thinking	(A)	(B)	(C)	(D)	(E)
4. Motivation	(A)	(B)	(C)	(D)	(E)
5. Reliability	(A)	(B)	(C)	(D)	(E)
6. Appreciation of ethical values	(A)	(B)	(C)	(D)	(E)

IV. Work skills

1. Time management skills	(A)	(B)	(C)	(D)	(E)
2. Judgment	(A)	(B)	(C)	(D)	(E)
3. Discipline	(A)	(B)	(C)	(D)	(E)

V. General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

VI. Information About Organization

1. Organization Name_____
2. Type of Business_____
3. Number of Graduates (specify the program) in your Organization:_____

LMDC

PROFORMA 9

Faculty Resume³

Name				
Personal	May include address(s) and phone number(s) and other personal information that the candidate feels is pertinent.			
Experience	List current appointment first, each entry as follows: Date, Title, Institution.			
Honor and Awards	List honors or awards for scholarship or professional activity.			
Memberships	List memberships in professional and learned Societies, indicating offices held, committees, or other specific assignments.			
Graduate Students Postdocs Undergraduate Students Honour Students	List supervision of graduate students, post docs and undergraduate honors theses showing: <table><thead><tr><th>Years</th><th>Degree</th><th>Name</th></tr></thead></table> Show other information as appropriate and list membership on graduate degree committees.	Years	Degree	Name
Years	Degree	Name		
Service Activity	List University and public service activities.			
Brief Statement of Research Interest	May be as brief as a sentence or contain additional details up to one page in length.			

Publications	<p>List publications in standard bibliographic format with earliest date first.</p> <ul style="list-style-type: none"> ○ Manuscripts accepted for publication should be included under appropriate category as “in press;” ○ Segment the list under the following standard headings: <ul style="list-style-type: none"> • Articles published by refereed journals. • Books. • Scholarly and / or creative activity published through a refereed electronic venue. • Contribution to edited volumes. • Papers published in refereed conference proceedings. • Paper or extended abstracts published in conference proceedings. (refereed on the basis of abstract) • Articles published in popular press. • Articles appearing in in-house organs. • Research reports submitted to sponsors. • Articles published in non-refereed journals. • Manuscripts submitted for publication. (include where and when submitted). 						
Research Grants and Contracts.	<p>Entries should include:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 25%;">Date</th> <th style="text-align: left; width: 25%;">Title</th> <th style="text-align: left; width: 50%;">Agency / Organization</th> </tr> <tr> <th style="text-align: left;">Total Award Amount</th> <th></th> <th></th> </tr> </thead> </table> <p>Segment the list under following headings:</p> <ul style="list-style-type: none"> • Completed • Funded and in progress • In review 	Date	Title	Agency / Organization	Total Award Amount		
Date	Title	Agency / Organization					
Total Award Amount							
Other Research or Creative Accomplishments	<p>List patents, software, new products developed, etc.</p>						
Selected Professional Presentations							

PROFORMA 10

Teacher Evaluation Form (Student Rating Form)³ (To be filled by the student)

(Part - I)

Year: _____ Subject: _____ Date: _____

SCALE (1 5; 1=FAIR; 5=EXCELLENT)

(Please tick one option)	1	2	3	4	5
1. Teacher maintains discipline in the lecture/demonstration	<input type="checkbox"/>				
2. Teacher comes well prepared in the lecture/demonstration	<input type="checkbox"/>				
3. Teacher clearly states the objectives of the session/lectures to the students	<input type="checkbox"/>				
4. Teacher motivates students and maintains interest in the lecture/demonstration	<input type="checkbox"/>				
5. Teacher makes effective use of audio visuals/white board to explain difficult concepts	<input type="checkbox"/>				
6. Teacher relates in class the practical aspects of the subject in context of clinical scenarios	<input type="checkbox"/>				
7. Teacher makes use of questions to stimulate creative thinking	<input type="checkbox"/>				
8. The subject matter presented in the course has increased your knowledge of the subject	<input type="checkbox"/>				
9. Teacher summarizes the topic at the end	<input type="checkbox"/>				
10. Teacher maintains a respectful teacher-student relationship	<input type="checkbox"/>				

Feedback on Assessment (*Part – II*)

Year: _____ Subject: _____ Date: _____

SCALE (1 5; WHERE 1=FAIR; 5=EXCELLENT)

(Please tick one option)	1	2	3	4	5
1. Timing of conducting assessment was well-planned	<input type="checkbox"/>				
2. Time given for assessment was appropriate	<input type="checkbox"/>				
3. Course content taught was aligned with assessment	<input type="checkbox"/>				
4. MCQ & SAQ were well-matched with course content	<input type="checkbox"/>				
5. Information regarding assessment was communicated timely	<input type="checkbox"/>				
6. Assessment pattern was well matched with university professional exam pattern	<input type="checkbox"/>				
7. Feedback of Assessment was timely provided	<input type="checkbox"/>				

8. Comments / Suggestion:

PROFORMA 11

Clinical Rotation Student Rating Form (Tutor) (Part - I)

Year: _____ Subject: _____ Date: _____ to _____

SCALE (1 ... 3; 1=AVERAGE; 2=GOOD; 3=EXCELLENT)

(Please tick one option)	1	2	3
1. Teachers came on time for ward teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers provided feedback to help improve learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teachers facilitated training on bedside medical skills and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Topics addressed by teachers during ward teaching were aligned with course objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers facilitated to apply the knowledge learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teachers evaluated your ability to apply medical knowledge & skills to specific patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ward teaching by teachers met your expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Feedback on Ward Rotation (Part - II)

SCALE (1 ... 3; 1=AVERAGE; 2=GOOD; 3=EXCELLENT)

(Please tick one option)	1	2	3
1. Ward timings in timetable were suitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Length of rotation in weeks were appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learning outcomes were made clear at start of rotation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Learning outcomes of rotation were achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ward environment were conducive to learning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ward facilities were adequate to meet training needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Overall rating of rotation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Suggestions:

PROFORMA 12

PERFORMANCE EVALUATION REPORT FOR TEACHING STAFF



LAHORE
MEDICAL & DENTAL
COLLEGE

Lahore Medical & Dental College
Canal Bank North, Tulspura, Lahore-53400
Contact No: +923464418891-98
E-mail: info@lmdc.edu.pk

Date: -----

PERFORMANCE APPRAISAL-FACULTY, LMDC

Employee Name	
Employee Code	
Department	
Designation	
Date of Joining	
Grade	
Period of Evaluation	1 st June, 2022 to 31 st May, 2023

SUMMARY OF THE PERFORMANCE AGAINST EACH KPI:

Sr.	KPI	Max. Marks	Marks Obtained
1.	Regularity, punctuality & discipline (to be filled by HR/IT/QEC)	30	
2.	Faculty evaluation by students (to be filled by HR/IT/QEC)	20	
3.	Faculty evaluation by experts (to be filled by HoD/Pr/Dean)	10	
4.	Administrative burden/ student welfare/ethical conduct (to be filled by HoD/Pr/Dean)	10	
5.	Research publications (to be filled by HR/QEC/IT)	10	
6.	Annual/semester results (to be filled by HoD/Pr/Dean)	20	
Total		100	

Additional Qualification/Training/ Course/Workshops Conducted.	Additional Responsibilities.

REMARKS & RECOMMENDATIONS:

Head of Department

Prof. Dr. Mian Muhammad Shafique
Principal, LM&DC, Lahore.

Mr. Asad Ahmad Khan
DF&A/CS, LMDC.

Prof. Dr. Javaid Asgher
Chief Executive Officer

PROFORMA 13

Monthly Teaching Report

Basic Department

Department: _____

Date: From _____ to _____

HOD Signature

PROFORMA 14

Monthly Teaching Report Clinical Department

Department: _____

Date: From _____ **to** _____