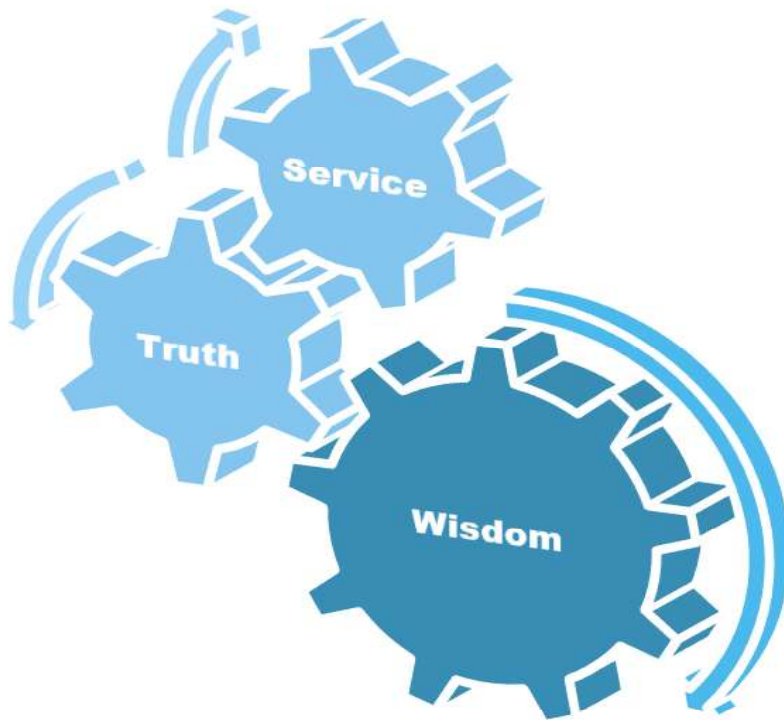.

Motto

Vision

- To impart evidence based research oriented medical education
- To provide best possible patient care
- To inculcate the values of mutual respect and ethical practice of medicine

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Quality Enhancement Cell

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Foreword

The standards of quality of Higher Education in Pakistan need to be improved significantly to achieve the goals of competitiveness with international standards and to create the foundations of a Knowledge Economy and Compatibility.

Rawalpindi Medical University is among the first Pakistani Medical Universities, which focused on the development and application of quality standards in all academic and administrative operations and services to achieve its mission and objectives. Tireless efforts of Prof. Muhammad Umar and Prof. Bushra Khaar are commendable in this regard.

I am confident that Quality Enhancement Cell at Rawalpindi Medical University will be able to develop quality culture which is based around an Internal System of Continuous Quality which seeks to establish quality Higher Education through a holistic approach on a day to day basis. Our passing out residents will prove them to be the best healthcare professionals all over the world. I acknowledge all my seniors, colleagues and residents on the achievement conquered so far and request them to work with promise and full dedication for continuation of this journey towards success.

Dr. Rabbia Khalid Latif
MBBS, M.Phil
21st February, 2019

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Introduction

The modern world has set high standards of quality in every walk of life. These high quality standards have resulted due to strict quality controls. One of the main reasons for western advancement in every walk of life is establishment of quality enhancement cell.

Quality Assurance is the planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship and infrastructure being met, maintained and enhanced. It is an instrument designed to add value to higher education by encouraging high quality. An efficient and effective high quality higher education system which is internationally recognized and a well-established national Quality Culture are vital for economic growth in developing countries like Pakistan. A sustainable quality assurance programs enhances employment opportunities, improves the education and training of future employees, harnesses future leaders, facilitates an enabling learning environment, and enriches the academic and intellectual landscape. Thus it fuels the engine of economic and social development at the national, regional and international levels

Assuring the quality of education system is an essential feature of gaining and maintaining reliability for programs, institutions and national systems of higher education globally. One of the pillars of the strategic planning for the progression and restructuring of higher education to improve its effects and to take effective and timely corrective action is the **quality assurance** in Higher Education. Rawalpindi Medical University has worked since its inception to improve the quality of its operations and outputs in a way that leads to earn the trust of the community, increase its competitiveness both locally and internationally, and serve the goals of sustainable development in Pakistan. In light of this, the university seeks continuous development of higher education and quality assurance, according to a set of principles and values that emphasize transparency, objectivity and justice.

The university sought since its commencement to achieve national requirements and the International standards and worked to provide all kinds of support and facilities to help the continuous improvement of the quality outputs through an objective and realistic mechanisms for self-assessment of quality assurance and accreditation standards.

Prof. Naeem Zia
Director QEC

SECTION-I

Quality Assurance Structure

Vision

Rawalpindi Medical University seeks excellence in providing qualitative programs through modern tools in medical education, scientific research and health professional services to achieve excellence in health care delivery.

Mission

To develop a culture of quality control and assurance at Rawalpindi Medical University, in achieving excellence in medical education, research and health care services.

Objectives

- Provide a healthy, balanced and attractive campus environment to accentuate academic and administrative processes.

- Development of students' creative thinking skills through the optimal use of available resources.

- Contribute to the national and local development in partnership with the private sector and the communities to invest in the future through scientific research and alumni.

- Provide academic programs to keep abreast of development and adapt to the needs of development and labor market.

Establishment Of QEC

Quality Enhancement Cells serve as focal points for quality assurance in the institutions in order to improve and uphold the quality of higher education. Capacity building of academia in quality assurance is one of the key functions of Quality Assurance Agency (QAA) and subsequently of QEC. Thus QAA and QECs of the Universities will work hand in hand to move in this direction of capacity building arrangements that include awareness campaigns, development of quality assurance policy instruments, training to learn the processes and procedures of quality assurance in higher education institutions and development of Manual to equip the practitioners of quality assurance.

The QAA and QECs at higher education institutions will undertake their responsibilities and functions based on the best principles of quality assurance namely openness, transparency, fairness, equity and accountability as practiced in the rest of the world.

On up gradation of Rawalpindi Medical College to Rawalpindi Medical University on 5th May, 2017, one of the first goals that were set and achieved, was the establishment of Quality enhancement cell (QEC) which acts as the backbone of all the academic developments in a university by providing constant monitoring and quality control of the teaching and learning activities. It was established in January, 2018 by the executive orders (office orders attached in annexure A). Function of QEC is to maintain the standards and quality of:

➢ Training programs

➢ Examinations

➢ Inductions

➢ All academic activities

A separate and dedicated Quality Enhancement Secretariat has been established so far. It is supervised by dedicated director Prof. Naeem Zia and a deputy director Dr. Rabbia Khalid (office orders attached in annexure B and C respectively). We have an internal quality team and an external quality team (office orders attached in annexure D and E respectively) which is working in close collaboration to maintain the standards of medical education.

Higher Education Commission Guidelines

Higher Education Commission recognized Higher Education Institution meets the following standards:

1. Has defined a clear mission statement appropriate to higher education
2. Is driven by defined goals translating mission and appropriate to an institution of higher education
3. Has established processes and procedures to accomplish its mission and goals
4. Has acquired and organized all necessary financial and human resources to realize its mission and subsequent goals
5. Has the ability and will for continuity of achievements towards its goals and objectives with stability

6. Has implemented the eligibility conditions, criteria and standards laid down by the Higher Education Commission, Pakistan to assure the quality of education imparted by the HEIs

7. Has demonstrated a quality assurance system like QEC (Quality Enhancement Cell) or a similar system to continuously evaluate and improve the quality standards required for international compatibility.

The Higher Education Commission (HEC) anticipates that Higher Education Institutions (HEIs) will make concrete efforts towards achieving excellence through constant improvements in their quality and effectiveness. The Higher Education Commission has taken an important initiative of performance based Institutional recognition and started up with crucial step of outlining the Performance Evaluation Standards for the HEIs to be used for the purpose. A total of eleven standards are defined and each one of these articulates a specific dimension of the institutional quality. Thus, all the eleven standards are equally important to be met by the HEIs to achieve the recognition status as a certification to quality provision in higher education.

Performance Evaluation Standards for HEIs at a Glance

Various performance evaluation standards outlining the main areas to be focused on by the HEIs for assessment of their effectiveness and future development are given below:

Standard 1: Mission Statement and Goals
Standard 2: Planning and Evaluation
Standard 3: Organization and Governance
Standard 4: Integrity
Standard 5: Faculty
Standard 6: Students
Standard 7: Institutional Resources
Standard 8: Academic Programs and Curricula
Standard 9: Public Disclosure & Transparency
Standard 10: Assessment & Quality Assurance
Standard 11: Student Support Services

Standard 1- Mission Statement and Goals

The institution's mission and subsequent goals define its purpose within the context of higher education and indicate that to whom the institution serves and what it intends to accomplish. The goals stated by the institution are fit in broader aims of

higher education and are consistent with its character, and implemented in conformity with the standards set by the HEC. The mission drives institutional activities conveys the importance of quality standards to be met for its effectiveness and continuous improvement.

The mission is developed through involvement of the institution's community, and approved by its governing body. It defines the institution, its scope, characteristics and individuality as an academic institution. The basic purpose of establishment of the institution should be reflected in the mission statement. Moreover, the mission of an effective institution to be is well translated and articulated through a set of goals to be achieved throughout the whole academic body with substantial participation of management, faculty, students and the community. The mission and goals are developed through a consultative process conducted amongst all stakeholders and the governing body of the institution.

An effective mission and consistent goals have the following essential factors:

- Guide management, faculty, staff and governing bodies in decision making across the board in its resource allocation and academic program development etc.
- Support scholarly and academic activities at all levels appropriate to basic purposes of the institution.
- Developed through consultation with all concerned who are responsible for implementation or facilitation of the accomplishment of these goals.
- Passed through an ongoing process of periodic evaluations and formal approval.
- Publicized and shared broadly with all concerned
- Relevant to internal, external and community contexts

Standard 2 - Planning and Evaluation

The institution practices a process of planning and evaluation appropriate to its needs and helpful to accomplish its mission and objectives. The institution defines its planning and evaluation priorities and practices them effectively. Institutional planning is a disciplined, coordinated, systematic, and sustained effort to achieve the institution's mission and goals through decisions and actions that shape and guide what the institution is, what it does, and why it does it, with a focus on the future. The institution regularly evaluates its actions and achievements in conformity with its mission and goals. The evaluation results provide a fair and systematic set of information to help in intuitional improvement with emphasis on academic programs. Evaluation enables an

institution to verify with reliable means its achievement in accomplishing its goals and objectives inside and outside the classroom both in a quantitative and qualitative manner. The results of the evaluation inform about the institutional planning effectiveness in relation to resource allocation programs and learning outcomes as well as future development.

Standard 3 - Organization and Governance

The institution has a governance system that facilitates the fulfillment of its mission and goals and strengthens institutional effectiveness and integrity. The institution creates and maintains an environment which enables teaching- learning service and scholarship that helps in developing a research culture. It assures provision of support adequate for the appropriate functioning of all programs across the organizational system. The institutional structure facilitates the optimum use of available resources, development of an enabling learning & research environment, excellence in scholarship and quality improvement.

The governance system of an institution clearly defines the roles of different tiers of institution in policy development and decision making. The governance structure includes an effective governing body with desired autonomy to assure and further strengthen the institutional integrity and helps in the process of fulfillment of its responsibilities for policy consistency and resource development aligned with the mission of the institution.

Governance provides the means and system through which responsibilities and authority are assigned, delegated and shared in an enabling environment to assure harmony and mutual support. It aims at strengthening institutional ability to realize its mission and goals in the most effective manner for its greater benefit and particularly those of its students. Different tiers of collegial governance such as faculty, administration, staff, students and the governing body support each other to achieve the institutional mission and objectives in an appropriate manner.

An efficient governance system demonstrates participatory approach that allows open discussion of the issues concerning mission, planning and resource allocation by those who assume responsibilities for respective activities. The governing bodies of an institution should have sufficient expertise and independence to safeguard the integrity and quality of the institution and to lead the institution towards accomplishment of its mission. The governing body assumes the role of defender of the institution and advocates for its quality with accountability where and when required. Willingness of a governing body to assess its effectiveness periodically is also an important indicator of good governance in academics.

An HEC recognized HEI is assumed to have following fundamental elements of organization and Governance:

- Regular reviews of institutional funding and grant activities including public and self finance arrangements.
- A governance system led by a governing body capable of guiding the institution to accomplish its mission and safeguarding the public interest. The governing body should include adequate expert members.
- A process to resolve or prevent the conflict of interests within the institution.
- Opportunities for student participation or input in decisions that affect them.

Standard 4 - Integrity

Integrity is the defining attribute of an effective higher education institution and can be manifested through the conduct of institution within each of the other standards. Integrity of an institution is demonstrated through the manner in which it sets its goals, selects and retains its faculty, admits students, safeguards the interests of its students, develops curricula &programmes, shows sensitivity to equity and diversity issues, pursues the research and service goals, and serves the society. Institution should keep its promises, commitments, and represent itself truthfully.

Higher Education Institutions should illustrate those qualities within their working environment which they intend to impart to their students. These qualities may include justice, equity, truthfulness, and the respect for human dignity and diversity. The same adherence to ethical standards and conduct should be offered to all members of an institution including distance learning programs, subsidiaries, or other arrangements. Academic and intellectual freedom provides opportunities of information sharing on respective issues being a scholar.

An HEC recognized HEI reflects the following integrity attributes:

- A recognized institution shows high standard of integrity on the basis of fair, transparent and impartial practices for hiring, retention and dismissal of employees.
- An efficient and widely published system to address the grievances of students.
- Prevention of conflict of interests and if happens, an efficient system to address the conflict of interest.
- Strong ethical practices and respect for individuals.
- Equitable and appropriate treatment with all parties and individuals while considering planning and policy making for practicing by the institution.

- Inbuilt practices of safeguarding intellectual property rights.
- Enabling environment for students, faculty, administration and other university staff promoting mutual respect for each other's ideas, background and prospective etc.
- Practicing integrity and openness in public relations, announcements and all other forms of information sharing with public.
- Periodic assessment of policies, implementation processes and practices reflecting integrity and availability of these factual reports.

Integrity of an institution is strengthened through consistency of periodic assessments of policies & processes conveying high ethical standards observed by the institution. The integrity is not only assured but also protected with constant improvements in systems and practices by the institutional community members.

Standard 5: Faculty

The institution hires, retains, sustains and develops a faculty that is suitable to the accomplishment of its mission. Faculty qualifications, numbers, and quality oriented performance is sufficient to achieve the institution's mission and objectives. Faculty offers academic programs with competence and assumes related responsibilities.

Faculty is primarily responsible for teaching, research, scholarship and overall students learning contributing substantially in developing academic, professional, research and service programs of an institution corresponding to its mission and goals. Centre of all activities of the faculty at each institution is teaching and learning and they are committed to quality provision in all student aspects.

The old traditional role of the university faculty is being replaced with responsibilities of qualified professionals who are qualified by virtue of education, training, experience and other appropriate skills. The professional qualifications should have consistency with expected academic outcomes, standards of quality and mission of the institution. Adequate number of faculty and professionals selected through certain selection criteria is important for smooth delivery of programs and services. The selection criteria for appointment of faculty at different levels, promotion criteria and periodic faculty evaluation practices should be defined clearly. Enlightened institutions encourage faculty research and professional development for consistency of quality standards.

An HEC recognized HEI is expected to demonstrate the following attributes as fundamental elements of faculty:

- Faculty members and other professionals of the institution are appropriately qualified, trained and prepared to assume the assigned roles and they are adequate in numbers.
- Curricula is designed, maintained and updated by trained and qualified faculty and professionals working at the institution
- Faculty, other professionals and even teaching assistant staff demonstrate excellence and continuous professional growth in respective fields contributing to accomplishment of the mission of the institution
- Adherence to respective criteria and procedures of faculty appointment, promotion, supervision, evaluation, tenure, dismissal etc.
- Well-articulated and implemented criteria for evaluation of all those professionals and faculty members who are responsible for academic programs
- Well-developed mechanism of institutional support for a consistent faculty development and advancement in the context of teaching, research, scholarship and service.

The institution periodically evaluates the adequacy of the faculty and support provided to the faculty for its effectiveness in teaching, scholarship, research and service consistent with institutional mission. These evaluation results are used to improve the quality of faculty and its contribution to accomplish the mission of the institution.

Standard 6: Students

The Institution pursuits to admit students whose academic interests, educational goals, potentials and abilities are compatible with its mission and seek to retain them through best provisions and exploration for accomplishment of their goals. The institution holds integrity while interacting with its students. The best measure of institutional success is the success of its students during and after their enrollment in the Institution, as students are the prime beneficiaries of the HEIs.

The institution ensures quality of admission practices for all kind of students including transfer, graduate, non-degree, part time, self-finance etc. and provides additional support services to facilitate them in accomplishment of their educational goals. The criteria of admission, retention, recruitment, and academic success vary according to student needs, mission, objectives & structure of the institution. However, admission criteria and practices are significant for retention and success of students. Periodic review of admission criteria and policies based on the information provided by analysis of student persistence and attrition data.

An HEC recognized institution maintains the following standards for admission and retention of students:

- Admission criteria and policies available to inform the prospective students and parents to make right decisions
- Harmony of admission policies and practices with the institutional mission and supportive to accomplishment of mission successfully
- Complete and accurate information regarding academic programs and other educational offerings
- Comprehensive information on institution-wide assessment results and statements of expected learning outcomes to inform the prospective students
- Information and appropriate advice regarding financial aid, scholarships, grants, loans and refunds etc.
- Policies and procedures for credit recognition and transfer of credits etc.
- Student success assessment on ongoing basis to evaluate the match between admitted student attributes and goals of the institution and programs and reflection of these assessment results in further improvement of admission and retention policies.

Standard 7: Institutional Resources

The human, physical, technological, financial and information resources of an institution are appropriate, sufficient and accessible to realize its mission. The institution demonstrates effective and efficient utilization and continued development of these resources.

Institutional management of resource acquirement, appropriate allocation and utilization is pivotal for planning, goals achievement, mission fulfillment and integrity. The effective use of internal and external resources plays significant role in institutional performance.

Institutional resources such as financial, physical, technological, equipment & supplies, research, staffing, and all kind of other resources should be an essential element of planning, allocation and assessment at all tiers. The institutional priorities are reflected through respective allocation of resources among various programs, units, and individuals. The planning process conveys guidelines for decision making regarding allocation of resources, rather each plan itself provides the methodology of rational reviewing and monitoring of all respective institutional support resources. The institution

should be capable to acquire, maintain and develop the appropriate physical and technological resources such as building (rented or owned), fully equipped classrooms & laboratories, grounds, materials, student, and faculty housing etc. While the information resources such as library and instructional technology should be capable to develop an atmosphere conducive to teaching, learning and research, capacity building/ training of faculty, students and staff is imperative to train them for effective use of library and instructional technology.

As far as the significance of financial resources is concerned, the efficiency of utilization of institutional resources is linked up with equally strong financial plan required to acquire, allocate and develop these resources. A detailed analysis of financial data and financial plan provided by the institution should reflect that it has sufficient financial 35 resources to acquire other resources and to realize its mission and goals within an acceptable time period. Components of a usual financial plan include forecast of revenues, expenses, investment income and a statement of financial position at the end of a fiscal year. Preferably, the data available with the institution should be of at least two recent fiscal years and financial plan for two additional years should also be available for evaluation

An HEC recognized HEI demonstrates the following fundamental elements of institutional resources:

- Well developed and practiced strategies to evaluate and assess the level of availability and efficiency of utilization of institutional resources
- Policy and consistency of policies and procedures guiding the allocation of resources
- Appropriate resource allocation approach to address the needs of faculty, staff and students relevant with accomplishment of the institutional mission
- Comprehensive Master Plan and Life-Cycle Management plan encompassing the infrastructure and facilities
- Streamlined process of educational and other equipment supply, maintenance, replacement and development according to new technological advancements which is essential to support all academic programs and research
- Efficient institutional control over acquisition, allocation, and development of resources linked with planning and consistency of policy
- Annual independent audit system with follow up mechanism to respond to any audit concerns
- Process of periodic assessment of efficient utilization of resources.

The institution conducts periodic assessment of its physical, technological, information and financial resources in line with its mission, needs identified for present,

and planned for future, based on rational planning and budget allocation. The adequacy, efficient utilization and impact of institutional resources are evaluated systematically. The results of these assessments are used for further improvement.

Standard 8: Academic Programs and Curricula

The academic programs offered by institution are consistent with its mission and goals. These programs culminate in identified competencies of students and lead to degrees, diplomas or certificates in widely recognized fields of study. The institution works effectively to plan, provide, evaluate, assure, and improve the academic quality and integrity of its academic programs, curricula, credits and degrees awarded.

Key elements in evaluating the success of an institution's academic programs are identified as consistency with institution's mission, suitability to depth and breadth of student learning and levels of study and provable ability of students to integrate knowledge. Primary goal of an educational institution is teaching & learning whether at undergrad or graduate level. While individual goals of undergraduate study may vary. Generally, under graduate study has an immediate goal of advance study such as Master, Doctor, or a formal recognized credit through structured learning above graduate level, whereas graduate studies should offer focused study and relevant specialized research in compliance with the institutional goals and implications for teaching environment.

Academic Programs and Curricula of a recognized institution should have the following characteristics:

- Adequate Content, firmness and depth to be characterized as different levels of study with clear distinction between different levels of study i.e. Pre-College, College, and University and between nature of study i.e. undergraduate and graduate study
- Association amongst design of specific curricula, programs, learning activities,♣ articulated program goals, and overall mission of the institution
- Responsiveness to modern notion of research findings methods of inquiry.

Evaluation of academic programs and their continuous improvement is an ongoing responsibility of a recognized HEI and it is supposed to demonstrate that:

- Academic programs and curricula are harmonized with its mission in terms of areas of study, adequacy of content, breadth of knowledge, and scope to conduct at all levels

- Formal offering of Undergraduate, Graduate, Post Graduate and or professional programs leading to earn a degree or any other education credential/certificate developed to advance the learning experience of students and to encourage the blend of extended learning base
- Availability of adequately learned faculty with credentials suited to graduate curricula
- Promoting research and independent thinking at graduate level required for advanced studies
- Program goals are outlined in terms of student learning outcomes
- The academic programs and curricula designed is supported by the required facilities, instructional equipment, library, faculty, and staff
- Consistency of academic programs, their goals and related activities with the institutional mission
- Curricula and course syllabi incorporate expected learning outcomes
- Program outcomes and student learning is assessed in relation with goals and objectives of the academic programs and these results are used for improvement of program effectiveness and student learning

The institution offers recognized academic programs and curricula consistent with its mission and effective in achieving the learning goals of students including required skills and degrees, diplomas and certificates. The academic quality standards are equally compatible at national and international level for the purpose of Students' and Credits' mobility and recognition. These academic quality standards are evaluated systematically and results are used for continuous quality improvement and enhancement.

Standard 9: Public Disclosure & Transparency

The institution provides complete, accurate, accessible and adequate information to its students, prospective students, other stakeholders and intended audiences to help them in making informed decisions regarding education.

The information publishes a Current University Catalogue through its website, print media, and communication which is sufficient to meet the requirement of its students, prospective students, their parents and interested public members in order to make informed decisions about their education. The set of information provided by the institution for public disclosure includes list of its current faculty, indicating departmental faculty status and distinguishing between those who have full- and part-time status, showing degrees held and the institutions granting them. The details of

names and positions of administrative staff and members of the academic, governing, and legislative bodies are also included.

An HEC recognized HEI is expected to hold and reflect a policy of Public Disclosure on the basis of characteristics given below:

- The website of institution is developed, maintained and updated to meet the requirement of interested public
- Appropriate institutional support for implementation of Policy to inform intended audiences through electronic, print media, and communication
- Adherence to ethics of public disclosure policy to support students for informed decision making regarding their education
- Activities designed and executed to realize the communication strategy for information of interested public
- Responsiveness to inquiries about institution and its programs.

A systematic process of periodic review is designed and implemented to assure that print and electronic publications of institution are adequate, complete, current, and transparent in nature and broad in scope. The results of these periodic review reports are used for improvement in Public Disclosure Policy.

Standard 10: Assessment & Quality Assurance

The institution should have developed and implemented a Self-Assessment & Internal Quality Assurance process that helps in evaluating its effectiveness in realizing its mission and achieving its goals, and its compliance with external assessment and quality assurance standards both at national and international level.

Assessment is a systematic process of gathering, reviewing and using important quantitative and qualitative data and information from multiple and diverse sources about academic programs, for the purpose of improving student learning, and evaluating whether academic and learning standards are being met. The results of Assessment need to be used for consistency of improvement in student learning, teaching, research and governance etc.

The effectiveness of an institution is directly reliant upon magnitude and quality of contribution made by each program and service provided to achieve the institutional goals as a whole. Thus the standard of Assessment & Quality Assurance builds upon on all other Performance Evaluation Standards for the HEIs defined in this document. This standard ties together the assessment results of all other fundamental elements into wholesome manner to conclude that how well an Institution is working collectively

to realize its mission, to achieve its goals and to support student learning which is considered as one of the key goals of academic institutions.

Quality is the means through which an institution can guarantee with confidence and certainty that the standards of its educational provision are being maintained and enhanced. The HEC expects from the Universities and HEIs to be committed to enhance the quality of their programs within the context of their mission, goals, resources, capacities, and creating an enabling environment in which teaching, learning, research and other services of universities occur. Self-Assessment and Quality Assurance stands central to the whole performance evaluation process which believes that each institution is committed to continuous improvement in quality and is capable of demonstrating that its mission is being fulfilled. Quality is a professional responsibility which is owned by the institution which subsequently recognizes the professional responsibility of each individual for quality assurance and improvement.

An HEC recognized institution is assumed to demonstrate the following assessment Quality Assurance characteristics:

- Efficacy of a formal, organized and consistent system of Quality Assurance and Self-Assessment containing a process of evaluating and improving the programs and services and realization of institutional mission.
- Compliance of QA and Assessment System meeting the following criteria:
  - o Integration of program goals and goals of services with each other through a foundation provided in the institutional mission and subsequent goals.
  - o Systematic and consistent use of a combination of qualitative and quantitative measures through the best use of available data and information, its relation with the goals, and usefulness of results to inform the decisions and future planning.
  - o Collaboration between faculty and university administration for the purpose of facilitating each other in goals achievement at both levels.
  - o Practicality and plainness to understand and to be owned by the respective tiers.
  - o Standard and consistent periodic evaluation mechanism of the university assessment and QA system and processes.
- Evidences of the use of university quality assessment results for further improvement in planning by sharing of these results with the respective constitutional and legislative bodies and responsible individuals.
- Documented strategic plans of the institution to reflect the consideration of QA and Assessment results.

An effective self-assessment and Internal Quality Assurance System (IQA) is developed and applied through a QEC or any other similar structure for the purpose of realization of institutional mission and improved compatibility at national and international level. The IQA, self-assessment and University Quality Standards and Assessment adoption process efficiently corresponds to External Quality Assurance system and it is capable of integrating the assessment results for institutional quality enhancement.

Standard 11: Student Support Services

The institution demonstrates adequate and efficient student support services that enable students to achieve their educational goals directly and facilitates the overall process of achieving institutional mission. Enabling learning environment needs institutional sensitivity to wider range of students' life issues including their mental & physical health and safety because Quality of Campus Life significantly affects the student learning. The institution requires a well-organized and integrated system of student support services that play significant role in achieving their educational goals.

A staff leadership and broad institutional commitment is a complementary factor to success of these services. These services become an integral part of the whole educational activity and help in strengthening the learning outcomes. The adequate and appropriate services that may include sports and extracurricular activities, general cleanliness and pleasant outlook of the campus & classrooms, cafeteria and health center facilities, efficient system of re-dressal of grievances etc, create an enabling learning environment with greater efficiency of education delivery system. The student support services model should be flexible and responsive in nature to address full spectrum of diverse needs of students, their abilities and cultural diversity. The service should include also support to admissions, registration, orientation, financial aid/scholarships, advising, counseling, housing/hostels, child care, placement, tutoring, cultural programs, and security while consistency with institutional mission demands flexibility of these services according to scope of educational services delivery model of the respective institution.

Student support services should be efficient to address the needs of diverse student community including older students, international students, students with disabilities, distance students, and students under multi-campus arrangement. Further, the roles and responsibilities of students as partners in the educational process should be clearly conveyed to them by the institution.

An HEC recognized HEI demonstrates the following attributes of Student Support Services:

- An efficient student support services program responsive to student needs and strengths, consistent with institutional mission, supportive to student learning objectives and easily accessible.
- Adequate student advisory services and processes.
- Efficient professional cadre to provide students' support and advisory services.
- Effective system of redressing the students' grievances and complaints.
- Updated and complete record of student complaints, grievances and institutional responses.
- Inbuilt mechanism of student support services' assessment and using the assessment results for further improvement.
- Regulated and institutionally administered athletic programs to channelize the energies of students towards positive competition.

The institution demonstrates the development and implementation of an efficient and adequate range of student support services that help students in achieving their educational goals and facilitate the overall process of realization of institutional mission. The periodic assessment results of student support services are used for continuous improvement of the delivery and quality of these services.
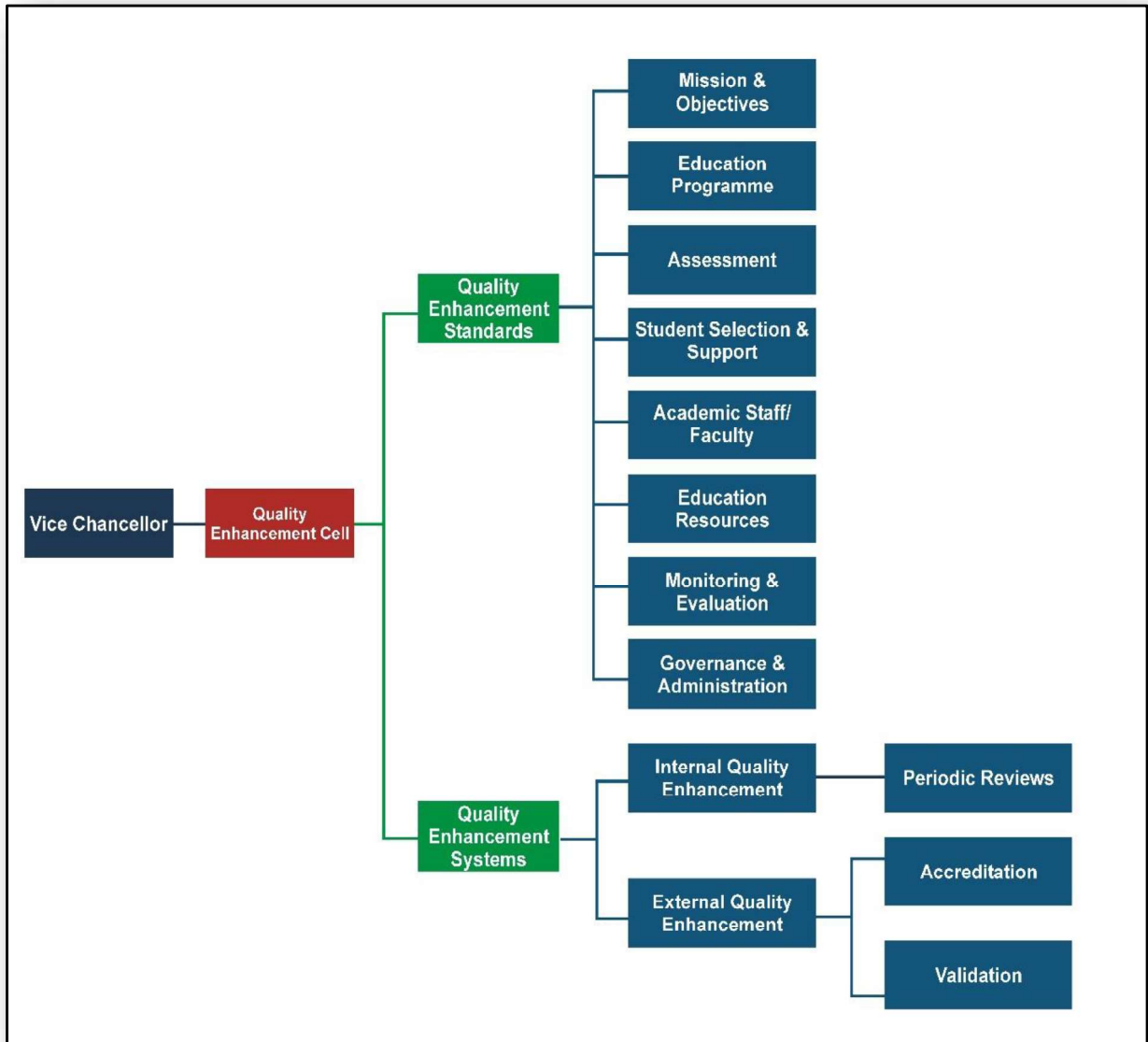
QEC Tool Box

The Higher Education Commission is making concerted efforts to improve the quality of higher education and to move university education to meet international standards in the provision of high-quality teaching, learning, research and service. Focused and precise approach is being developed for the best results and for consistency in the process of the Quality Assurance & Enhancement in higher education in the country. It reflects an effort to sensitize higher education institutions to the changes taking place internationally and bring higher education in Pakistan into complete harmony with the shifting paradigms at leading institutions around the world. Thus, various long and short run initiatives of the Higher Education Commission are aimed particularly at improvement of the quality of knowledge being imparted at the universities and other higher education institutions.

QEC uses has designed many survey forms to keep a check on the learning and teaching process. These proforma have been approved from the academic council of the university. Tools include

- HEC guidelines   For university
- Performance evaluation report   For faculty
- 360° evaluation proforma trainees   For university residency program
- Performance evaluation report   For post graduate trainees

  *HEC guidelines are available

360° Evaluation Proforma

Quality Assurance Model RMU

Quality Assurance Model RMU diagram:

- Vice Chancellor → Quality Enhancement Cell
  - **Quality Enhancement Standards**
    - Mission & Objectives
    - Education Programme
    - Assessment
    - Student Selection & Support
    - Academic Staff/Faculty
    - Education Resources
    - Monitoring & Evaluation
    - Governance & Administration
  - **Quality Enhancement Systems**
    - Internal Quality Enhancement
      - Periodic Reviews
    - External Quality Enhancement
      - Accreditation
      - Validation

Functions Of QEC

- Cause evaluation of performance of the university.
- Advise institution in ensuring a proper balance between teaching and research.
- Develop guidelines and facilitate the implementation of a system of evaluation of performance of faculty members and institution.
- Encourage, support and facilitate training programs, workshops and symposia.
- Guide university in designing curricula that provides a proper content of basic sciences and social sciences in the curricula of each level and guide and establish minimum standards for good governance and management.
- Student feedback
  - Feedback of program running for undergraduates is collected
- Workshops feedback
  - Feedback is collected at the end of each workshop.
- Feedback of annual lectures of University residency program trainees
  - Feedback is collected at the end of every lecture.
- CPC feedback
  - Feedback is collected at the end of each CPC.
- Data of all the feedback is then entered and analyzed in IBM SPSS version 22
- Then report is compiled and presented to the director DME and then worthy vice chancellor.
- Monitoring of admissions, inductions and examinations.
- Student's complaints are also entertained.

QUALITY ASSURANCE AND QUALITY ENHANCEMENT CELL TEAM

NAME	DESIGNATION
Prof. Dr. Naeem Zia	Director
Dr. Rabbia Khalid	Deputy director
Mr. Tabassum	Data entry operator
Mr. Sajjad	Runner

QEC Meeting

Infrastructure Requirements

According to HEC, university must have

- A separate QEC secretariat

- Access to each and every department of the university

- Minimum 5 faculty members

    o 1 director
    o 1 deputy director
    o 1 senior officers
    o 1 data analysis
    o 1 runner
- 3 computers minimum for the staff along with the internet facility
- Budget allocation
- Presence of the director QEC in the syndicate meeting, faculty appointments and plagiarism committee
- National / international membership In the HEC recognized quality assurance agencies
- Quality awareness seminar / conference / workshop which should be arranged by the QEC (minimum 1 annually)

SECTION-II

Quality Assurance of Monitoring Procedures

Introduction

The Quality Assurance of the university's teaching, learning and administrative environment is maintained through well – designed monitoring procedures. At any given time, systems and procedures are subject to both internal and external monitoring systems that are detailed in this section. The internal and external quality assurance procedures are subject to a number of external monitoring by the accreditation body and the Higher Education Commission of Pakistan.

Monitoring is an evolving and ongoing process within the university quality assurance procedures. The annual monitoring procedures entails a number of activities including physical inspection of systems and procedures, feedback from students and staff and the production of annual monitoring reports. These monitoring processes not only help understand the efficacy of the teaching and learning environment, but also help assess shortcoming in the quality assurance systems and tools. Often, these process help in crafting the quality assurance tools and mechanisms those are fit for purpose. These quality assurance and monitoring procedures are detailed in this section.

Quality Assurance Standards

Quality assurance standards in the university are prepared based on the criteria set by the Higher Education Commission of Pakistan. Also we take advantage of European standards and other international standards, and has developed regulations, policies and standards that are related to teaching, learning and student support, the university benefited from its own experience in the development of standards, procedures and indicators that have a direct correlation to the education and learning environment at the university. The method of drawing standards evolves periodically depending on the adjustments required by the quality assurance processes at the university.

Admissions Of The Students

All students are selected by the Centralized Induction Policy (CIP), formulated by Pakistan Medical and Dental Council (PMDC). Students have to appear and pass the admission test which is conducted by University of Health Sciences (UHS), Lahore which is a MCQs based test. Merit list is created on the basis of the entry test, intermediate and matric marks by applying a formula.

Induction Of The Faculty

Faculty is hired by the CIP. Candidates are short listed who then appear in the interview with the Vice Chancellor of the university and other senior faculty members (Special Selection Board). Punjab Public Service Commission also recommends the faculty members to the Health Department. In addition to above Board of Members (BOM), Contract, Adhoc and Transferred faculty from some other institutes is also there.

Internal Monitoring System

Internal Quality Team

We have an internal quality team whose members have been selected by the worthy Vice Chancellor (office orders attached in annexure D). Team includes

1. Dr. Qasim Ali, Senior Registrar Surgery Department
2. Dr. Muhammad Saad, Senior Registrar Medicine Department
3. Dr. Naheed Bano, Associate Professor of Obs & Gynae Department
4. Dr. Nosheen Qureshi, Assistant Professor of ENT Department
5. Dr. Ammara Ijaz, Assistant Professor of Pathology Department

Monitoring and Quality Enhancement of Undergraduate Curriculum

University faculty periodically review the curriculum content drawing upon student and teachers feedback, examiners' reports and academic reviewers on the relevance of the course to the given content and time. The curriculum review includes an in – depth analysis of the relevance of the learning outcomes.

Undergraduate Modular Curriculum

Modular curriculum was designed by the worthy faculty of Basic Sciences in order to teach basic sciences to our students in relevance with the clinical sciences right from their entry in Medical University. The faculty members through their meticulous efforts and passionate attitude have so far developed the complete curriculum for the 1st year and 2nd year MBBS. The integrated modular curricula for 3rd, 4th and final year MBBS are under process.

Monitoring Of Teaching And Learning Activities

Students Surveys

At the end of each module, a well – crafted student survey is placed online for students to provide their feedback on the course material, course delivery, teachers and facilities of teaching and learning environment. The university students fill out this form and results are analyzed in order to enhance learning opportunities for students. Student survey is an essential quality assurance instrument in eliciting beneficiary feedback and thus the outcomes of course.

Teachers Surveys

Faculty member surveys in parallel to the students' surreys complement the feedback process. Faculties' views on the student experience, curriculum assessment systems and supporting physical infrastructural are elicited every semester. This feedback from faculties, coupled with that from students, gives a clear picture of areas where there is dissatisfaction and a need for enhancement.

Peer Review

Peer review is an important mechanism in the teaching of course, peer review or tutorial monitoring mainly entails a tutorial visit to a classroom to monitor colleague's lecture in order to assess it. The reviewers assess the lecture in terms of strength and weakness and provide comments on the official form prescribed for monitoring. This is more a collective exercise and less rigid, if carried out in a professional manner

Annual Monitoring Report

The annual monitoring report is a comprehensive document produced at the end of each academic year, the report focuses on the developments and challenges in respect of all the teaching and learning issues. The evidence provided by the report includes quantitative and qualitative information. The respective faculties give an account of all matters concerning their faculty and this includes statistical data supported by the qualitative analysis of the students' enrolment, withdrawal, progression, achievement and failure trends. The annual monitoring report includes an analytical commentary of the course material, assessment design, and students learning outcomes, teachers' performance, appeals and complaints, grievances systems, student and teacher feedback, examiners' comments and responses. The annual monitoring report prepared a comprehensive institutional overview to determine the performance at the institutional level and at the level of the program in colleges.

Undergraduate Student Attendance Data Base

Software has been developed showing academic data of each and every student of RMU. All undergraduate data collection analysis and policy making, faculty data, demographic profile, attendance record, academic performance and leave record are regularly maintained.

Undergraduate Student Monitoring Cell

For maintaining discipline in academics, curricular and extra-curricular activities, monitoring cell is excellently covering the lectures, wards, practicals and tutorials. Examinations and hostel monitoring has also been accomplished. Parents are well informed about students' progress quarterly through mails and telephonic calls.

Software has also been developed for undergraduate students with e-portal having all personal information, registration and CPC.

QEC keeps a close eye on the whole academic sessions and make sure that proposed lectures annual calendar has been followed. Along with that QEC also make sure that proposed learning objectives has been achieved. (Both learning objectives and lectures annual calendar are provided to each and every student in the beginning of the year)

Students Counseling And Career Planning

Rawalpindi Medical University is unique in its student-centered approach. Its aim is to provide students with an environment which is conducive to their learning. However, medical schools and studies can be very stressful. The university has made arrangements of looking after the concerns of the students by assigning Group Facilitators or Student Liaison Officers in DME who provides students with confidential counseling services regarding future career planning as well as difficulties in studies.

University Training Monitoring Cell (UTMC)

A hallmark of the academic development work at RMU is the establishment of University Training Monitoring Cell (UTMC) to monitor and regulate the training activities of the university's postgraduate scholars. Upon selection through Punjab Residency Program, all trainees get UTMC registration number after filling their bio data forms and their enrollment in University software. UTMC look after every matter related to university residency program.

First table:

S	Year	Hospital	RTMC RMU	Speciality Name	Candidate Name	MS/MD	Supervisor	Joining date	Completion date	Rotations Completed			Research
1	2016	HFH	007RMUMS-SUR/HFH-2/JAN-16	Surgery	Adil Shafi War	MS	Prof. Idrees Anwar	30/01/2016	29/01/2020	Urology	Plastic Surgery	Peads Surgery	
2	2017	HFH	011RMUMS-SUR/HFH-3/JAN-17	Surgery	Kiran Shifa Syed	MS	Prof. Idrees Anwar	24-01-2017	23/01/2021	Nil			
3	2015	HFH	004RMUMD-GAST/HFH-1/JAN-15	Gastroenterology	M. Danish Niaz	MD	Prof. M Umar	31-01-2015	25/01/2021	Nil			
4	2017	HFH	012RMUMD-MED/HFH-1/JAN-17	Gastroenterology	Aftab Raheem	MD	Dr. M Umar	24-02-2017	23/01/2022	Nil			
5	2017	HFH	013RMUMD-NEP/HFH/JAN-17	Nephrology	Shehroz Ahmad	MD	Dr. Naveed Sarwar	24-01-2017	23/01/2022	Nil			
6	2017	HFH	014RMUMS-NSUR/HFH/JAN-17	Neurosurgery	M. Jazib Ijaz	MS	Prof. Nadeem Akhtar	28-03-2017	27/03/2022	Nil			
7	2017	HFH	015RMUMS-NSUR/HFH/JAN-17	Neurosurgery	Atiq ur rehman	MS	Prof. Nadeem Akhtar	04/04/2017	03/04/2022	Nil			
8	2015	HFH	005RMUMS-NSUR/HFH/JAN-15	Neurosurgery	Saima Asghar	MS	Prof. Nadeem Akhtar	04/04/2015	04/04/2020	Plastic Surgery	Orthopedic Surgery	SU-II - Peads Surgery	
9	2017	HFH	016RMUMS-ANAT/HFH/JULL-17	Anesthesia	Naseer Ahmad	MS	Prof. Jawad Zaheer	07/07/2017	06/07/2022	Nil			
10	2017	HFH	017RMUMS-ANAT/HFH/JUL-17	Anesthesia	Abida qadir	MS	Prof. Jawad Zaheer	17/07/2017	19/07/2022	Nil			
11	2017	HFH	018RMUMS-ANAT/HFH/JUL-17	Anesthesia	Mehwish Arshad	MS	Prof. Jawad Zaheer	17/07/2017	19/07/2022	Nil			
12	2017	HFH	019RMUMD-RAD/HFH/JUL-17	Diagnostic Radiology	Muhammad Abubakar	MD	Dr. Nasir Khan	07/07/2017	06/07/2022	Nil			
13	2017	HFH	020RMUMD-GAST/HFH/JUL-17	Gastroenterology	Ahsan Nawaz	MD	Prof. M Umar	07/07/2017	06/07/2022	Nil			
14	2017	HFH	021RMUMS-SUR/HFH-3/JUL-17	General Surgery	Ziaullah Khalid	MS	Prof. Idrees Anwar	07/07/2017	03/09/2022	Nil			
15	2017	HFH	023RMUMS-SUR/HFH-1/JUL-17	General Surgery	Sana Munir	MS	Prof Jangir Sarwar	31/07/2017	30/07/2021	Nil			
16	2017	HFH	023RMUMS-GYN/HFH-1/JUL-17	Obstetrics & Gynecology	Habiba Noreen	MS	Prof. Rizwana Chaudhri	07/07/2017	06/07/2021	Nil			
17	2017	HFH	024RMUMS-SUR/HFH-2/JUL-17	Obstetrics & Gynecology	Saadia Saba	MS	Prof. Idrees Anwar	07/07/2017	06/07/2021	Nil			
18	2017	HFH	025RMUMS-GYN/HFH-2/JUL-17	Obstetrics & Gynecology	Alifa Zahid	MS	Prof Rizwana Chaudhri	31/07/2017	30/06/2022	Nil			
19	2017	HFH	026RMUMS-GYN/HFH-3/JUL-17	Obstetrics & Gynecology	Humera Javed	MS	Dr. Nabeela Waheed	07/07/2017	06/07/2021	Nil	SU-II HFH		
20	2017	HFH	027RMUMS-ENT/HFH/JUL-17	Otorhinolaryngology ENT	Memoona Afzal	MS	Prof. M Ajmal	31/07/2017	30/07/2022	Nil			
21	2017	HFH	029RMUMD-PAED/HFH/JUL-17	Pediatrics	Muhammad Arslan	MD	Prof. Rai M Asghar	17/07/2017	19/07/2021	Nil			
22	2017	HFH	030RMUMD-PAED/HFH/JUL-17	Pediatrics	Muhammad Sarfraz Anwar	MD	Dr Raja Tariq	17/07/2017	19/07/2021	Nil			
23	2017	HFH	031RMUMS-PE-SUR/HFH/JUL-17	Pediatric Surgery	Sadia Jamil	MS	Dr. Naeem Liaqat	31/07/2017	03/09/2022	Nil			
24	2017	HFH	034RMUMD-CARD/HFH/JULY-17	Cardiology	Mirza Adnan Baig (RIC)	MD	Dr. Fazal ur Rehman	16/09/2017	15/09/2019	Nil			
25	2017	HFH	035RMUMD-CARD/HFH-3/JUL-17	Cardiology	Ahsan Khalid (Ric)	MD	Prof Khurram	16/09/2017	15/09/2019	Nil			
26	2017	BBH	033RMUMS-ANAT/BBH/JUL-17	Anesthesia	Nazish kazam	MS	Dr Shafique	09/07/2017	12/07/2022	Nil			
27	2017	BBH	033RMUMD-CARD/BBH/JUL-17	Cardiology	Mohsin	MD	Dr Imran Saeed	04/07/2017	11/07/2022	Nil			
28	2017	BBH	035RMUMD-DERM/BBH/JUL-17	Dermatology	Khizra Hashmi	MD	Dr Nadia	03/07/2017	02/07/2022	Nil			
29	2017	BBH	036RMUMD-RAD/BBH/JUL-17	Diagnostic Radiology	Abrar ahmad	MD	Dr Misbah Durani	04/07/2017	03/07/2022	Nil			
30	2017	BBH	037RMUMS-SUR/BBH-1/JUL-17	General Surgery	Sulman Mushtaq	MS	Prof Naeem Zia	01/08/2017	31/07/2021	Nil			
31	2017	BBH	038RMUMS-SUR/BBH-1/JUL-17	General Surgery	Mujahid-ur-Rehman	MS	Dr Anees	18/07/2017	19/07/2021	Nil			
32	2017	BBH	039RMUMS-GYN/BBH/JUL-17	Obstetrics & Gynecology	Zahida Saeed	MS	Prof. Shagufta sial	12/07/2017	11/07/2022	Nil			
33	2017	BBH	040RMUMS-OPH/BBH/JUL-17	Orthopaedic Surgery	Hussain Ali	MS	Prof. Riaz Ahmed	12/07/2017	11/07/2022	Nil			
34	2017	BBH	041RMUMS-OPHIOD/JUL-17	Orthopaedic Surgery	Umer shafique	MS	Prof. Riaz Ahmed	12/07/2017	11/07/2022	Nil			
35	2017	BBH	042RMUMS-URO/BBH/JUL-17	Urology	Shoaib Rasool	MS	Dr. Zein El Amir	03/08/2017	31/07/2022	Nil			
36	2013	BBH	002RMUMS-OPH/BBH/JUL-13	Orthopaedic Surgery	Asad Noor Mirza	MS	Prof. Riaz Ahmed	21/07/2013	23/09/2018	G. Surgery	Plastic Surgery	Urology	
37	2016	BBH	008RMUMS-OPH/BBH/JAN-16	Orthopaedic Surgery	Fakhar sadat	MS	Prof. Riaz Ahmed	26/01/2016	22/01/2021	G. Surgery	Plastic Surgery		
38	2016	BBH	09RMUMS-OPH/BBH/JAN-16	Orthopaedic Surgery	Muhammad Azeem	MS	Prof. Riaz Ahmed	22/01/2016	25/01/2021	G. Surgery	Plastic Surgery		
39	2016	BBH	043RMUMS-OPH/BBH/JAN-16	Orthopaedic Surgery	M. Shahzad Farid	MS	Prof. Riaz Ahmed	29/01/2016	28/01/2021	G. Surgery	Urology		

Second table (continuation):

Research	Workshop		Annual Lecture					MCQ's Result & Annual Lecture 2018				Category
	Communication	Computer	2/15/2018	3/15/2018	4/19/2018	5/17/2018	7/12/2018	8/30/2018	8/30/2018	9/27/2018	9/27/2018	
	√	√	√	√	√	√			50%			A
	√	√	√	√	√		√	√	40%			A
	√	√	√	√					Absent			B
	√	√	√	√	√			√	50%	√	64%	B
	√		√	√	√	√	√	√	50%	√	64%	B
	√	√	√	√	√		√	√	60%	√	45%	B
	√	√	√	√	√	√	√	√	60%	√	64%	B
	√	√	√	√	√		√		Absent	√	73%	B
	√	√	√	√	√		√		80%	√	82%	A
	√	√	√	√	√			√	Absent			A
	√	√	√	√	√	√			Absent	√	91%	A
	√	√	√	√	√	√	√		60%	√	91%	A
	√	√	√	√	√	√	√		50%	√	82%	B
	√	√	√	√	√	√	√		40%	√	82%	A
	√	√	√	√	√	√	√		70%	L/Absent	L/Absent	A
	√	√	√	√	√		√	√	60%			A
	√	√	√	√	√		√	√	Absent	√	73%	A
	√	√	√	√	√		√	√	Absent	√	73%	A
	√	√	√	√			√		60%	√	82%	A
	√	√					√		Absent	√	54%	A
	√	√	√	√	√	√	√	√	40%	√	82%	A
	√		√	√	√	√	√	√	50%	√	82%	A
	√	√	√				√	√	70%	√	82%	B
	√	√	√						Absent			C
	√	√	√			√			Absent			C

University Training Monitoring Cell (UTMC)

Research Infrastructure Of RMU And Monitoring Of Research Activities

Office of Research Innovation & Commercialization (ORIC)

Cultivating the culture of research has always been envisioned as one of the main supports of RMU, as a means to ripen healthcare professionals capable of contributing to the development of their country and the world. ORIC was established in the year 2017 at RMU which is not only responsible for University wide research operations but it also strives for the development and implementation of high-quality research initiatives in addition to establishment of innovation and entrepreneurship.

Institutional Research Forum (Irf)

Forum encompassing eight members was established in 2014 that monthly meets and assesses research projects of faculty, undergraduates, postgraduate trainees and visitor researchers for Ethical and Institutional approval.

Institutional Research and Ethics Forum's Meeting

Research Directory

Research Directory of RMC was also assembled in 2014 that covers information of all the research related activities and publications of faculty carried till December 2013. Latest directory is Departmental Research Directory 2019 which contains the published research information from all the 44 departments of RMU and allied hospitals.
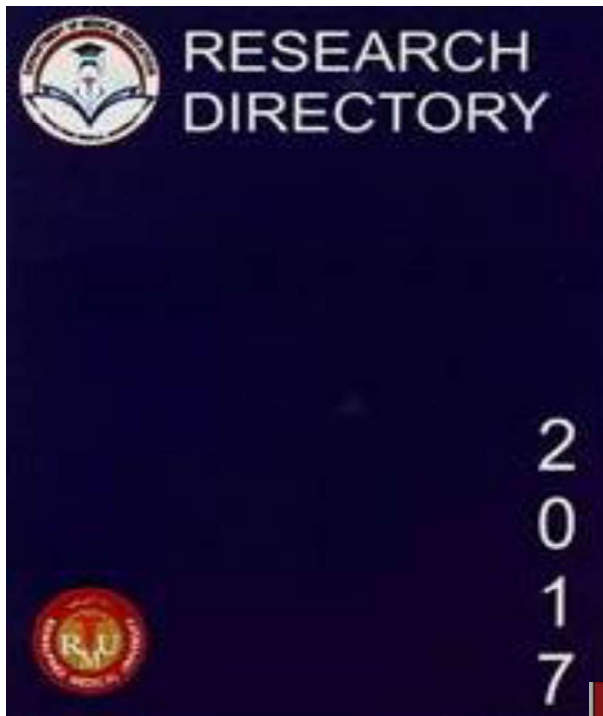
Student Research Directory

Student research directory 2019 has also been published which contain all the published articles of all the students (1st year to final year).

Rawalians Student Research Society (RARS)

Society was also established in 2014 that successfully links the students of RMC with the research unit of RMC and facilitates them in every way.

Journal of RMC

Rawalpindi Medical University has its own Journal named as JRMC.

Student Journal of RMC

In addition to the above Student Journal of Rawalpindi Medical College(SJRMC) have also been published that has given RMU the privilege of becoming one of the pioneers in public sector institutes to publish a journal absolutely dedicated journal for young researchers i.e. undergraduates.

International Scientific Conferences of RMU

International scientific conferences of RMU are held on annual basis with special involvement of International RMU Alumni.

Quality Assurance of Monitoring Procedures

EXTENAL MONITORING SYSTEMS

We have an external quality team whose members have been selected by the worthy Vice Chancellor (office orders attached in annexure E). Team includes

1. Dr. Muhammad Salim Qureshi, Retired Professor of Medicine, KRL General Hospital, Islamabad
2. Dr. Syed Irfan Ahmed, Retired Professor of Medicine, Rawalpindi Medical Collage now upgraded as Rawalpindi Medical University

SECTION-III

Quality Assurance of Assessment Systems

Introduction

To ensure the quality of learning and teaching at the university the quality of pedagogical knowledge and academic growth gauged through the level of learning outcomes acquired by students. Thus, the assessment policies and systems are crucial elements of the university teaching and learning activities. University has a rigorous monitoring and evaluation system that examines assessment practices at all levels of compliance to assessment design, grading and examination rules.

The university is always committed to pursuing a policy that will provide a fair assessment, clear and consistent with the standards and regulations. Assessment policy is ensuring students stay aware of what is expected of them, their progress and academic achievements. These policies to assess students correspond with quality assurance standards applied by the university, and with the academic assessment criteria, and the implementation of any assessment procedures in the comprehensive review of the program of study.

The assessment process of the courses consists of multiple components: preliminary exams, final exams, projects and work papers required by students as well as other extracurricular activities. All this information provided to the students at the beginning of the semester and curriculum and teaching materials are distributed for each course along with a study plan, which includes the course contents, description, objectives and how to calculate scores and dates of submission of projects, work papers and any relevant course activities.

This chapter will include the assessment system for undergraduates and post graduates.

All this information is published in the student guide booklet, on the university website and this information covers all aspects of the assessment, including examinations and markings. Chapter below shows the details of the assessment.

Examination cell:

Before the establishment of the Rawalpindi Medical University examination of the MBBS students was conducted by the University of Health Sciences, Lahore (UHS). After the up gradation of Rawalpindi Medical College in May, 2017 exam of the under and post graduates will be conducted by the university itself.

Examination cell has been established at RMU which have a Controller and a Deputy Controller. This cell has a very grave duty of conducting examination of undergraduates. In conventional system we have class tests, sub stages, stages, send up and professional exam in the end of the year. Whereas in the newly introduced modular system we have mid modular exam, end of block exam and finally professional exam. QEC keeps a close eye on all the examination procedure. It also makes sure that strict secrecy has been maintained for the exams.
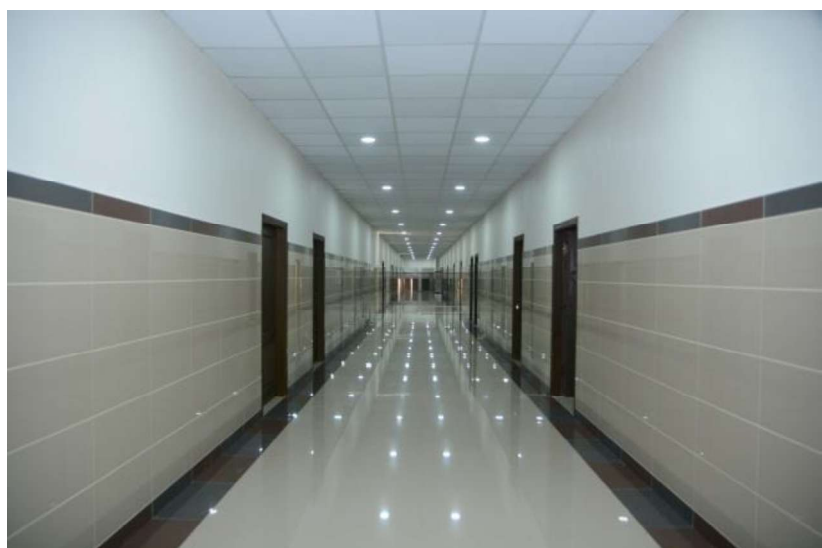
Assessment Procedure For University Residency Program

Transparent assessment plans has been defined for these residents. These assessments are meant to score 6 core competencies among the residents as per ACGME guidelines. These are

1. Medical knowledge
2. Patient care
3. Interpersonal and communication skills
4. Professionalism
5. Practice based learning and improvement
6. System based learning

To assess the quality of the training of the university residents, 360-degree evaluation proforma has been designed, which are composed of 9 proforma including evaluation of the trainee by the paramedical staff and patient's attendant. These proforma are available on the university official website (http://rmur.edu.pk/QEC.php?id=50). All the supervisors have to send these 360 degree evaluation proforma after every 6 months. These proforma are then analyzed and average percentage is calculated for each competency and an evaluation report is prepared for every university program resident, which is then sent to their supervisors. Supervisors then conduct the counseling session according to the evaluation of each trainee and send the report to quality enhancement cell.

SECTION-IV

Quality Assurance of Planning and Development

Planning and Development (P & D)

For planning and development we have separate department with the name of P & D department. It has a fully dedicated director who creates a feasibility report and then formulates a PC-1.

P & D department basically has to look after three main components to formulate PC-2.

- Human resources (HR)
- Infrastructure
- Revenue component (equipment)

For solving the problems related to **HR**, P & D members discuss with the stakeholders about the shortage. Stakeholders give the details and make an estimate which is then discussed with the Accounts department. Accounts department give their recommendations. Summary is then prepared by the P & D department which is then sent to worthy Vice Chancellor for approval.

For issues related to infrastructure, end users explain their requirements which are then communicated to building department (architecture department). They identify the site, give the scope of the work and make a layout plan. After which they give their estimate and finally a summary is prepared by the P & D department which is then forwarded for sanctioning.

Shortage or issues related to equipment are communicated to the P & D department by the consumers. They communicate the information with the biomedical engineers which then give their specifications and prepare a summary for authorization from Vice Chancellor.

After participation and discussions, feasibility report is prepared which is also known as Project Concept Note. This Project Concept Note is submitted to government, which after discussion give their prioritization and according to the priority release the funds.