Document Name & No.	Evaluation Policy

BAQAI MEDICAL UNIVERSITY

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	Name/Committee	Signature	Date
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BAQAI MEDICAL UNIVERSITY

Evaluation Policy

(Version-1)

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Contents

1. INTRODUCTION:

The undergraduate educational programs at Baqai Medical University are designed to ensure that participants graduate with a common foundation of knowledge, skills, attitudes and values. The professional education prepares graduates for ensuing education in primary or specialty care areas or research. The postgraduate programs allow the graduate to enhance their knowledge, skill and attributes in a formal setting in very specific chosen areas.

The curriculum is under the direction of the Curriculum Committee, which reports directly to the Academic Board of the College or Institutes. There is a University Evaluation Committee for program evaluation.

A learner centered approach is taken in curricular planning, making use of both traditional and constructivist perspective in different programs.

2. MANDATE

This evaluation strategy is developed for the University by this committee to present to the Academic Council. It will be reviewed and debated by the said Academic Council and then in turn be given for implementation to Program Evaluation Committee.

3. PURPOSE OF EVALUATION

To establish formal, ongoing program evaluation procedures to demonstrate the extent of which the ALL constituent and affiliated Colleges and Institutes of Baqai Medical University are achieving their educational outcomes on the basis of defined learning objectives. This strategy is focused on quality assurance procedures to comply with Accreditation processes pertain to evaluation of program effectiveness. ALL undergraduate programs like MBBS, BDS, Pharm.D. DPT, BSN, MPH, PhD, just to name a few will be covered by this policy including the programs which are not named in this document yet being conducted by ANY College or Institute of Baqai Medical University.

The University will collect and use a variety of formal outcome data to demonstrate the _____ which its students are achieving relevant educational program objectives and to improve program quality. These data sets are to be collected during each program enrollment like end of the semester, year and after program completion as deemed for by the various regulatory bodies of the Academic Council of the University.

To achieve these elements, several sources of data are gathered, including measurement of student satisfaction of their courses, clerkship rotations, and instructors as well as outcome data from a variety of sources that will be used by the Curriculum Committee, its sub-committees, Assessment Committee, Module and Year and other committees and working groups in curriculum design.

4. GOALS:

Provide on a regular basis a variety of high quality and timely

- Student Feedback of courses, clinical rotations, and instructors

- Reports based on outcome data and analyses to the Curriculum Committee

- Monitor the extent to which the planned changes to the curriculum have been implemented

5. Approach to the Evaluation

a) Key Principles

The development and implementation of the Program Evaluation Strategy should be based on the following key principles:

i) Collaborative

The strategy presented in this document takes a collaborative approach to team evaluation and will continue to be a negotiated process among key stakeholders including administration, faculty, and students in both

its development and implement. _____ responsibility and decision making is shared by key stakeholders, the evaluation is responsive to the needs of the program as well as those of program stakeholders.

ii)   Centralized

This proposed strategy should involve a centralized system administered through the Quality Enhancement Cell of BMU with the Evaluation Committee reviewing the procedure centralization of the evaluation process will facilitate the overall evaluation of the undergraduate curriculum as well as curricular change.

iii)   Reflective

Program Evaluation Strategy is intended to promote reflective practice by the Module _____, Chairs of Committees, Principals and Directors to respond to student feedback.

iv)   Student Involvement

Students should be actively involved in the ongoing evaluation of courses and clinical _____. They are encouraged to express their opinions and to provide formal feedback on content and pedagogical strategies as well as to make suggestions for improving the exchange of information.

v)   Judicious

The significance of recognizing and responding to feedback in a timely manner is accepted as a quality process in the evaluation strategy as it allows students to observer changes to a course as they experience it, rather than moving on without ever knowing whether their formal feedback had any effect. The evaluation system should also support faculty development by joining practical, suitable feedback to faculty. Information about the implementation and outcomes of the programs will be communicated to key stakeholders, including program administrations, faculty and students, on a regular basis.

vi)   Reliable and Valid

In order to ensure the reliability and validity of the program evaluation, data and methodological hi triangulation will be employed data will be examined from different sources such as interviews, observations, questionnaires, and documents and over time and a amalgamation of qualitative and quantitative research methods will be used.

All evaluation instruments will be designed in consultation with key stakeholders an _____ ts will be reviewed by key stakeholders in order to validate the findings.

6. Evaluation Model

This strategy will consist primarily of process and outcome evaluations. The Context. Inp_____ and Product (CIPP) model will be the basis in judging the program's value. CIPP is a decision-formed approach to evaluation and highlights the systematic provision of information for program management and operation However, some specific sources of data will also assess the unmet needs of medical students, reflecting needs assessment. The three evaluation components are discussed be

a) Needs Assessment

   It will help to identify the subject or specific areas that are not included in the program to develop the competencies in the program

b) Process Evaluation

   The framework will determine the extent to which components in the curriculum is being implemented as intended. It will review

   - actually being delivered
   - to the intended students
   - in the intended amount
   - at the intended level of quality

Specifically, the intended and actual goals, objectives, inputs, activities, and output to the program will be identified. Then, any differences between what is intended and what is _____ delivered will be highlighted. The framework should include measures to review cause evaluations, examination reviews, and feedback.

c) Outcome Evaluation

Outcome evaluations measure the extent to which students are achieving various outcomes in accordance with the given formal curriculum of individual programs.

7. Objectives of the Evaluation

Based on the model and strategy presented above, the following objectives were developed for the BMU Program Evaluation. The Quality Enhancement Cell should be able to:

a) Measure the extent to which the curriculum is implemented as intended.

b) Assess the degree of the horizontal and /or vertical integration of content and Competencies across the curriculum in modules and years

c) Identify factors that facilitated the implementation of the curriculum.

d) Categorize issues that inhibited the execution of the curriculum.

e) Determine the extent to which the goals/objectives of individual course an optional clerkship are achieved.

f) Identify the strengths and weaknesses of the program.

g) Determine the overall level of satisfaction of key stakeholders with the practice as appropriate.

h) Determine the level of knowledge/skill retention by students over time.

i) Determine the extent to which the program improved students' educational skills

j) Identify any unforeseen outcomes related to the program.

k) Categorize the most pertinent knowledge/skills acquired through the program.

l) Judge the extent to which the overall outcomes program were achieved.

m) Identify curriculum content that will meet the needs of current and possibly are practice.

n) Provide feedback to the Curriculum Committee to assist the future development and/or implementation of the program.

8. Methodology/Sources of Data

All data which will be collected can be in the form of questionnaires, direct in_____, Delphi method and other validated methods and will focus on the aligning the same with the above given objectives.

a) Internal Sources of Data

   i) Program Level Objectives Self-Assessment by students, faculty, administrate

   ii) Feedback from students

   iii) Feedback from faculty

   iv) Feedback from alumni

b) External Sources of Data

c) Analysis of Internal/External Sources of Data   L

   i) Correlation between Feedback from different sources

   ii) Learning Environment

9. Program Efficacy Review Report

a) An annual report will be generated by the Quality Enhancement Cell of BMU on all programs being conducted on their curriculum and delivered to the following:

    i)   Chairperson Curriculum Committee

    ii)   Principals / Directors

    iii)   Vice Chancellor

    iv)   Academic Council

b) An Executive Summary will be produced to be presented to Higher F *iv* >n Commission and other relevant regulatory bodies.