

# **QUALITY ASSURANCE AT UHS**



**University of Health Sciences Lahore**

# QUALITY ASSURANCE AT UHS



**UNIVERSITY OF HEALTH SCIENCES LAHORE**



## FOREWORD

In its short history, University of Health Sciences (UHS) has achieved many notable milestones, from high standard evaluation procedures, to rigorous financial and administrative processes and excellence in teaching, research and development work. The University also demonstrates an overarching commitment to student support and a coherent approach to faculty development. However to build on these achievements requires clearly defined goals, policies, processes, support structures and monitoring mechanisms.

In this context we initiated the establishment of a Quality Enhancement Cell that would bring together the different strands of professional activity within the organization. A principled approach would be taken to Quality, to be shared by the faculty, students and the staff.

The objective of the Quality Assurance Programme is to provide confidence to the stakeholders that accurate and reproducible results are achievable by using methods, techniques, and procedures to collect, analyze, and report data. The Quality Assurance Programme acknowledges that the University community is comprised of competent professionals whose goals include maintaining and improving their level of competence. The Programme's aim is to achieve this goal as professional competence is deemed to be in the best interest of the staff, students, University and the public as a whole. As such, the University will work in cooperation to achieve this goal; remediation is an inherent component of the Programme.

UHS is a dynamic community of students, scholars and staff committed to performing at the highest levels. The University aims to provide a stimulating and innovative environment in which to work. Its approach to quality and continuous improvement is to learn from best practice in the medical education and other sectors and benchmark against leading research and development institutes and universities nationally and internationally. The Quality Enhancement Cell will address all areas of the University's activity focusing on their contribution to and alignment with the strategic goals.

This Handbook of Quality Assurance is a result of the Quality Initiative at UHS. It addresses quality improvement initiatives at all levels. Protection of the employee / student interest is the prime consideration in determining the University's Quality Assurance strategies and mechanisms. Accordingly, the Quality Assurance Programme addresses both quality control (*activities which seek to identify and eliminate individual professional performance falling below acceptable standards of competency*) and quality improvement (*systematic processes of activities intended to improve individual professional performance in order to maintain and improve competency*). The guiding principles for the Quality Assurance Programme are, therefore, feasibility, desirability, appropriateness and acceptability. The University of Health Sciences has been in existence for a relatively short period of time, however in that period has developed its own values and strategies which underpin the quest for excellence.

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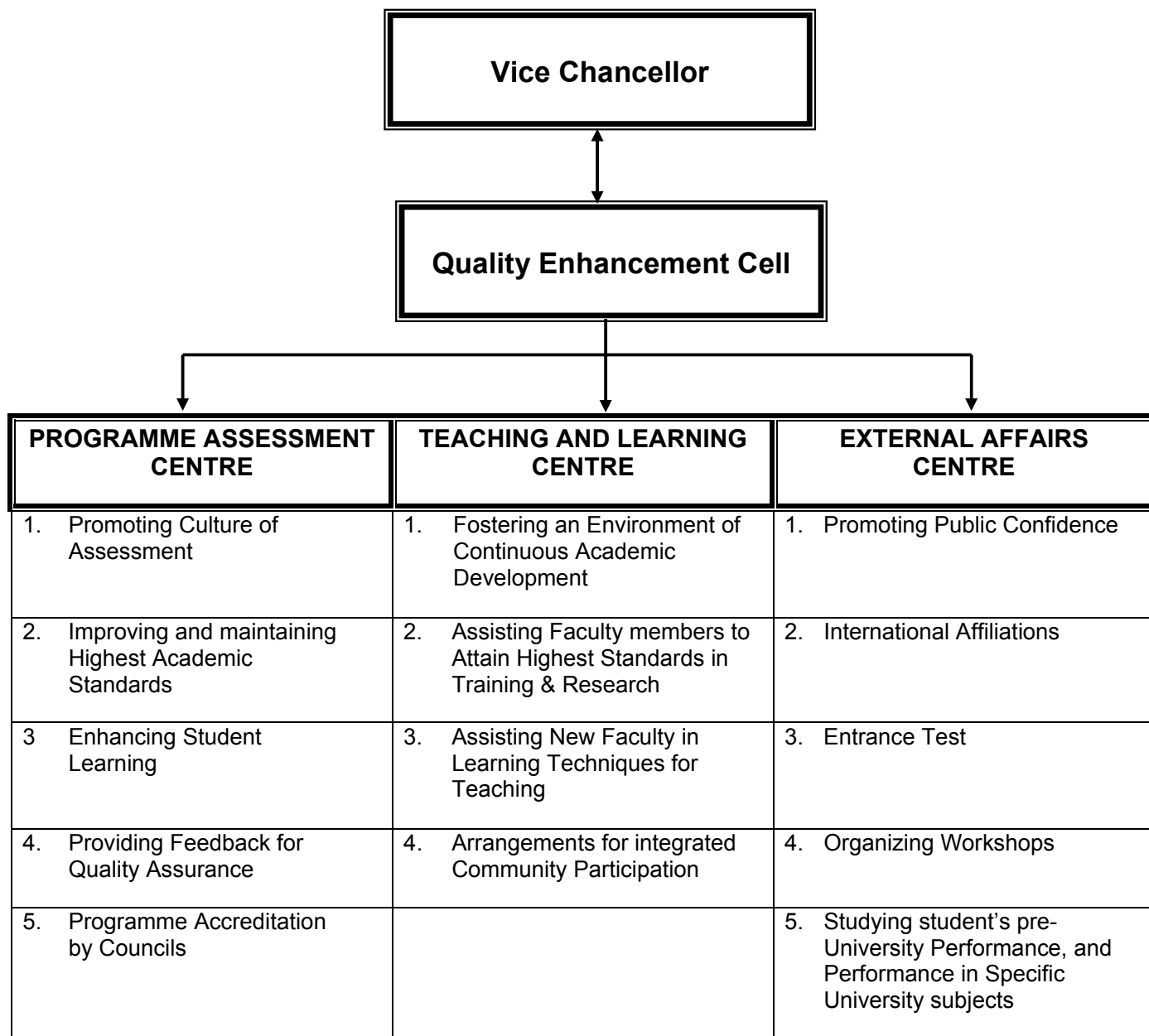
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# QUALITY ENHANCEMENT CELL

## The Organization





Section – I

# **INTRODUCTION**

## 1. INTRODUCTION

Quality Assurance is a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. A sustainable quality assurance programme enhances employment opportunities, improves the medical education and training of future trainees, harnesses future leaders, facilitates an enabling learning environment, and enriches the academic and intellectual landscape.

The development of Quality Assurance is a continuous process and therefore, continuity of strategies, actions and efforts is a prerequisite for quality in medical education. Quality Assurance including its processes, procedures and outcomes of assessment is a challenge and its management is even a greater challenge to practitioners seeking workable guidelines, evidences of good practices and tools that will facilitate the process.

### 1.1 Defining Quality Assurance

It is the responsibility of the University to maintain and improve the standards of quality of its academic activities as a degree awarding institution. In this context, Quality Assurance can be defined as:

***"A collection of systematic evaluation processes to monitor and review performance, identify quality outcomes, and recommend improvement of the academic departments and programmes of the University of Health Sciences(UHS). It includes all the means by which UHS can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced"***

### 1.2 Background

University of Health Sciences is making concerted efforts to improve the quality of medical education to meet international standards in the provision of high-quality teaching, learning, research and service. A focused and precise

approach is being developed at the University for the best results and consistency in the process of the Quality Assurance and Enhancement. Thus various long- and short-run initiatives of UHS are aimed particularly at improvement of the quality of knowledge being imparted on the footsteps of institutions around the world.

### 1.3 Rationale for the Handbook

This Handbook defines a comprehensive set of policy instruments, developed for Quality Assurance and Quality Enhancement Cell (QEC) established at UHS. This document is complete with guidelines, evidences and various Quality Assurance tools to play a key role in academic quality assurance and enhancement across the board. It also underlines precise and efficient processes and procedures of quality assurance that plays an important role in capacity building at the University. The goals set out here refer to internationally practiced academic standards and frameworks for assessment and evaluation of academic quality assurance and its enhancement.

### 1.4 Principles of Quality Assurance Processes at UHS

The process of quality assurance is embedded on certain quality assurance principles and is based on practices currently carried out around the world to assure and improve quality standards in medical education.

The **Nine (9) Principles of Quality Assurance** are given below:

- i. Focus on the **prime needs of students and society**.
- ii. **Leadership** (bonding vision, aims and strategies in the educational community).
- iii. **People's participation** (confirming the effective and equitable participation of all without discrimination and allowing the full use of their abilities for the benefit of medical education and the society).
- iv. Focus on tools (quality assurance processes, as well as the learning outcomes)

- v. Adopting decisions on the basis of fact (encourage requiring judgments to be evidence- based and logical)
  - vi. Continuous improvement (recognizing the commitment to respond to changing global needs of quality assurance systems in medical education).
  - vii. Autonomy (respecting the responsibility of UHS for its academic activities).
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Section – II

**QUALITY ASSURANCE COMMITTEE**  
**&**  
**GUIDELINES FOR QUALITY**  
**ENHANCEMENT CELL**

## 2.1 Role of UHS in Quality Assurance

Quality in medical education is a dynamic entity and therefore various factors that determine quality of higher education must set in equilibrium at a level that matches with international expectations and standards. These factors include, inter-alia, leadership, quality of faculty, quality of students, curriculum, infrastructure facilities, research and learning environment, governance, strategic planning and assessment procedures.

The University of Health Sciences, being aware of the situation, was keen to develop a strategic vision to address the relevant issues with a strong support to push the equilibrium up and to make it match the international standards of quality in medical education learning. The UHS has adopted a multi-dimensional approach focused on the issue of quality, with particular emphasis on:

- i. The improvement of quality of faculty
- ii. Infrastructural improvement
- iii. Improvement of research and learning environment
- iv. Improvement of curricula
- v. Addressing governance issues
- vi. Assessment issues
- vii. Accreditation of new academic programs

## 2.2 Quality Assurance Committee (QAC) at UHS

In order to look after the key issues of Quality Assurance, the University of Health Sciences will constitute a Quality Assurance Committee (QAC) with the objective of *“Developing an effective and workable system of quality assurance and enhancement at the University”*.

## 2.3 Mission, Vision and Strategic Goals of Quality Assurance Committee

### 2.3.1 Mission

*‘To integrate the concept of quality assurance at UHS in higher learning with compatibility through capacity building’*

### 2.3.2 Vision

*"Developing a viable and sustainable mechanism of quality assurance in higher learning at UHS to meet the rising challenges of transforming the country into a knowledge economy"*

### 2.3.3 Strategic Goals of Quality Assurance Committee

The Quality Assurance Committee is established at UHS as a monitoring body and it shall be the source of capacity building for quality assurance and enhancement at the Campus. The policies designed to achieve the following goals will be implemented through Quality Enhancement Cell, established at UHS. The strategic goals of Quality Assurance Committee are:

- i. Developing practical guidelines of quality assurance in cross cutting areas of medical education at the University.
- ii. Developing guidelines for establishing Quality Enhancement Cell, its Monitoring & Evaluation.
- iii. Capacity building to enhance the standards of quality assurance in medical education at UHS.

## 2.4 Guidelines for the Quality Enhancement Cell

The Quality Enhancement Cell is established at UHS in the light of the Guidelines given below:

- i. QEC is responsible for promoting public confidence thus facilitating/safeguarding the enhancement in quality and standards of the award of degrees.
- ii. QEC is responsible for the review of quality standards and the quality of teaching and learning in each subject area.
- iii. QEC is responsible for the review of academic affiliations with other institutions in terms of effective management of standards and quality of programs.
- iv. QEC is responsible for defining clear and explicit standards as points of reference to the reviews to be carried out.



- v. QEC is responsible to develop qualifications framework by setting out the attributes and abilities that can be expected from the holder of a qualification, i.e. Bachelors, MBBS, BDS, B.Sc. & M.Sc. Nursing/ Allied Health Sciences, M. Phil and PhD.
- vi. QEC is responsible to develop programme specifications. These are standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed on successfully completing a specific program.
- vii. QEC is responsible to develop quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities.
- viii. QEC is responsible to ensure that the University's quality assurance procedures are designed to fit in with the arrangements in place nationally for maintaining and improving the quality of medical education.
- ix. QEC is responsible to develop procedures for the following:
  - Approval of new programmes
  - Annual monitoring and evaluation including programme monitoring, faculty monitoring, and student's perception.
  - Departmental review
  - Student feedback
  - Employer feedback
  - Faculty feedback
  - Quality assurance of Master's, M. Phil. And Ph.D. degree programs.
  - Subject review
  - Institutional assessment
  - Programme specifications
  - Qualification framework



Section – III

# **Concepts of Quality Assurance**

### **3.1 Concepts of Quality Assurance**

The Quality Enhancement Cell (QEC) at UHS will play a key role for introducing, defining and developing all the quality assurance policies and practices in medical education. The concepts involved in developing these policies and practices are illustrated below.

### **3.2 Academic Standards**

#### **3.2.1 Intended Learning Outcomes (ILOs):**

The Intended Learning Outcomes (OLIs) are the knowledge, understanding and skills which the University will intend for its programmes that are integrated into mission statement and developed to reflect the use of external reference standards at appropriate level. The Intended Learning Outcomes will be satisfied while reporting through self assessment and for external assessment of Quality Assurance.

#### **3.2.2 Curricula:**

The quality of curricula plays an important role in defining the quality of teaching and learning outcomes. Thus, QEC at UHS will ensure to integrate the quality procedures in developing and improving the quality of curricula with consistency to respond to new developments in research and teaching.

#### **3.2.3 Student Assessment:**

Student Assessment is comprised of a set of processes, including examinations and other activities conducted by the University to measure the achievement of the intended learning outcomes of a course / programme.

Student Assessments also provide the means by which students are ranked according to their achievements. UHS will ensure that students are well informed about the criteria by which they will be assessed and be given an appropriate structured feedback that will support their continuing learning. This is because student feedback is helpful in revising/improving the current standards to a certain level of improvement.

### **3.2.4 Student Achievement:**

The quality assurance system of University will be in place effectively to assure that levels of students' achievements are maintained with due consideration to the use of reference points, moderation and evaluation of achievement.

### **3.3 Quality of Learning Opportunities:**

The clarity of concepts on Academic Standards needs to be followed by developing a common understanding on quality of learning outcomes which is one of the key objectives of whole process of integrating quality assurance.

The quality of learning opportunities at UHS will be evaluated against the following reflective indicators that need to be satisfied to meet the global standards:

#### **3.3.1 Teaching and Learning:**

There are effective teaching and learning systems, informed by a shared, strategic view of learning and the selection of appropriate teaching methods. Due attention will be paid to the facilitation of the independent learning.

#### **3.3.2 Student Support:**

The university will facilitate / support students in academic and general problems so that they can make progress satisfactorily through their programme in which they are enrolled.

#### **3.3.3 Learning Resources:**

UHS will ensure that:

- i. The facilities at the campus for learning are appropriate, adequate and used effectively.
- ii. The University staff of all kinds namely, academic, support, technical and administrative is adequate and meets the requirements of academic standards and strategies for learning and teaching.

- iii. The faculty of the University is competent enough to effectively teach, train, facilitate learning, and maintain a scholarly approach for teaching and learning strategies.

### **3.4 Research and Other Scholarly Activities:**

As per mandate, the Quality Enhancement Cell established at UHS will be responsible to assure that the system to organize research and other scholarly activities related to the teaching and supervision of medical students is relevant to their mission.

### **3.5 Community Participation:**

The concept of integrated community participation in the whole process of learning and teaching is relatively a new concept. Therefore, the QEC at UHS will introduce this concept to the society it is serving and later to the wider environment. The level of success in community participation can be assessed through Quality Assurance system in the following areas:

- The contribution it makes
- The range of activities, relevance to the university's vision and mission
- Effective Practice

### **3.6 Quality Management and Enhancement:**

The quality management and enhancement system at UHS will focus on the following areas:

- Governance and Leadership
- Academic Leadership
- Academic Quality Audit
- Self-Evaluation
- Internal peer-review
- External peer-review
- Management and Evaluation of Stakeholders' Feedback



Section – IV

## **Quality Assurance Framework**

## 4.1 Three Stages of Quality Assurance at UHS

The stages of quality assurance listed below are in line with the international Quality Assurance practices and these are for the purpose of guiding management, faculty and students of the University.

### Stage I :

Setting up of quality assurance standards and criteria at UHS to assure the desired level of engagement and ownership of all stakeholders.

- Standards for Quality Assurance
- Standards for Accreditation
- Doctrines/ Manuals/ Guidelines

### Stage II :

Developing Internal Quality Assurance System (IQA) at UHS.

- Self Assessment Manuals

### Stage III :

Developing External Quality Assurance System (EQA) at UHS.

- Peer - Reviews
- Programme Accreditation Standards
- Intitutional Accreditation Standards
- Doctrines/ Guidelines/ Manuals

## 4.2 Two Levels of Quality Assurance at UHS

### 4.2.1 Quality Assurance at Programme Level

University of Health Sciences will assure that Programme Level Quality Assurance processes are in place, as Programme Level Quality Assurance System has been identified as an essential component for accuracy of information to standards.

- Need based establishment of programme Accrediting/ Auditing Bodies at UHS
- Self-Assessment Reports
- Programme Accreditation Reports
- Programme Ranking lists

#### **4.2.2 Institutional Level Quality Assurance at UHS**

The institutional level quality assurance processes will be developed at UHS with the goal that quality is the central focus of the University at all levels and is integral part of all the academic practices. It involves all aspects and tiers of academic research and scholarships including students, faculty, staff, governance, management, infrastructure, facilities, and funding etc.

#### **4.3. Evaluation & Assessment System for Quality Assurance**

The Evaluation and Assessment System for Quality Assurance at UHS will be twofold:

- **Internal Quality Assurance System** involving Self Assessment (Academic Departments / Administrative Departments / Assessment by Students / Stakeholders).
  
- **External Quality Assurance System** that involves Peer-Review (National Experts / International Experts / Stakeholders).





Section – V

**Evaluation & Assessment System  
for  
Quality Assurance**

University of Health Sciences will ensure the provision of quality of medical education to the students through self assessment system of quality assurance and by working with a satisfactory system of external quality assurance.

## **5.1 Internal Quality Assurance System at UHS (Self Assessment)**

Self assessment is defined as an ***“Assessment conducted by an institution to assess whether their programmes meet the educational objectives and outcomes, with the purpose to improve programme’s quality and to enhance students learning”***. Generally, this process involves continued / comprehensive information in a systematic way about the quality being achieved at the institution.

### **5.1.1 Elements of a Successful Assessment**

- Purpose identification
- Outcomes identification
- Measurements and Evaluation design
- Data collection
- Analysis and Evaluation
- Decision-making regarding actions to be taken.

### **5.1.2 Objectives of Self Assessment at UHS**

- Maintain and continuously enhance academic standards.
- Enhance students’ learning.
- Verify that the existing programmes meet their objectives and institutional goals.
- Provide feedback for quality assurance of academic programmes.
- Prepare the academic programme for review by accreditation bodies.

### **5.1.3 Self Assessment Process at UHS**

The self-assessment is based on several criteria. To meet each criterion a number of standards will be satisfied

#### **Criteria:**

1. Programme Mission, Objectives and Outcomes.

2. Curriculum Design and Organization
3. Laboratories and Computing Facilities
4. Student Support and Guidance
5. Process Control
6. Faculty
7. Institutional Facilities
8. Institutional Support

### **Criteria 1: Programme Mission, Objectives and Outcomes**

*Standard 1-1: The programme must have documented measurable objectives that support departmental and an institution's mission statements.*

#### **How to meet Standard 1-1 at UHS**

- Documenting / describing, the alignment of each programme objective with Departmental / University's mission statements.
- Outlining the main elements of the strategic plan to achieve the programme mission and objectives.
- Describing for each objective how it was measured and made

*Standard 1-2: The programme must have documented outcomes for students. It must be demonstrated that the outcomes support the programme objectives and that the students are capable of performing these outcomes.*

#### **How to meet Standard 1-2 at UHS**

- Conducting a survey of graduates every year.
- Conducting a survey of alumni every year.
- Conducting a survey of employers every year.
- Carefully analyzing the questions asked during projects presentations.

*Standard 1-3: The results of programme's assessment and the extent to which they are used to improve the programme must be documented.*

#### **How to meet Standard 1-3 at UHS**

- Describing the actions to be taken, based on the results of periodic assessments.

- Describing the major future programme improvement plans based on recent assessments.
- Listing the strengths and weaknesses of the programme.
- Listing the significant future development plans for the programme.

*Standard 1-4: The department must assess its overall performance periodically using quantifiable measures.*

#### **How to meet Standard 1-4 at UHS**

- Student's evaluation for all courses
- Presenting performance measures for research activities. These will include journal publications, funded projects, and conference publications per faculty per year.
- Presenting performance measures for community services. This will include number of short courses per year, workshops and seminars organized.
- Indicating faculty and students satisfaction regarding the administrative services offered by the department.

### **Criteria 2: Curriculum Design and Organization**

*Standard 2-1: The curriculum must be consistent and support the programme's documented objectives.*

#### **How to meet Standard 2-1 at UHS**

- Associating the programme content (courses) with programme objectives.
- Completing the matrix shown below, by linking courses to programme objectives.

Courses/Groups of Courses	Objectives				
	1	2	3	4	5
1					
2					
3					

*Standard 2-2: Theoretical background, problems analysis and solution design must be stressed within the programme's core material.*

**Meeting Standard 2-2 at UHS**

- Indicating which courses contain a significant portion (more than 30%) of the elements in standard 2-2.

Elements	Courses
Theoretical background	
Problem analysis	
Solution design	

*Standard 2-3: The curriculum must satisfy the core requirements for the programme, as specified by the respective accreditation body.*

*Standard 2-4: The curriculum must satisfy the major requirements for the programme as specified by the institution or the respective accreditation body.*

*Standard 2-5: The curriculum must satisfy general, professional and other requirements for the programme, as specified by the respective accreditation body*

**(Address standards 2-3, 2-4 and 2-5 using information provided in Table for Standard 2-2)**

*Standard 2-6: Oral and written communication skills of the student must be developed and applied in the programme.*

**How to meet Standard 2-6 at UHS**

- Indicating the courses within the programme that will satisfy the standard.
- Describing how they will be applied and integrated throughout the programme

**Criteria 3: Laboratories and Computing Facilities**

*Standard 3-1: Laboratory manuals / documentation / instructions for experiments must be available and readily accessible to faculty and students.*

#### **How to meet Standard 3-1 at UHS**

Preparing the Laboratories manuals, documentation and standard operating procedures for code of conduct for laboratories.

*Standard 3-2: There must be adequate support personnel for instruction and Maintenance of the laboratories.*

#### **How to meet Standard 3-2 at UHS**

Indicating for each laboratory, support personnel, level of support, nature and extent of instructional support

*Standard 3-3: The University computing infrastructure and facilities must be adequate to support programme's objectives.*

#### **How to meet Standard 3-3 at UHS**

- Describing / documenting, how the computing facilities will support the computing component of the programme.
- By identifying the one word (if any) in computing infrastructure and facilities with similar departments in reputable institutions.

### **Criteria 4: Student Support and Guidance**

*Standard 4-1: Courses must be offered with sufficient frequency and number for students to complete the programme in a timely manner.*

#### **How to meet Standard 4-1 at UHS**

- Evolving strategy for department's course offering.
- Explaining how often the required courses will be offered.
- Explaining how often the elective courses will be offered.

*Standard 4-2: Courses in the major area of study must be structured to ensure effective interaction between students and faculty.*

#### **How to meet Standard 4-2 at UHS**

Describing the criteria for achieving the effective student / faculty interaction in courses taught by more than one person.

*Standard 4-3: Guidance on how to complete the programme must be available to all students and access to academic advising must be available to make course decisions and career choices.*

#### **How to meet Standard 4-3 at UHS**

- Describing the method for informing the students about programme requirements.
- Describing the advised system and indicating the indicators for measuring its effectiveness.
- Describing the student counseling system and how students can get professional counseling when needed.
- Ensuring if students have access to professional counseling, when needed.
- Indicating the opportunities available for students to interact with practitioners, and to have membership in technical and professional societies.

#### **Criteria 5: Process Control**

*Standard 5-1: The process by which students are admitted to the programme must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.*

#### **How to meet Standard 5-1 at UHS**

- Describing the programme's admission criteria.
- Describing the policy regarding programme/ migration.
- Evaluating the admission criterion and see if the evaluation results can be used to improve the process.

*Standard 5-2: The process by which students are registered in the programme and monitoring of students progress to ensure timely completion of the programme must be documented This process must be periodically evaluated to ensure that it is meeting its objectives.*

### **How to meet Standard 5-2 at UHS**

- Documenting the process of registering the students in the programme.
- Describing the process of monitoring the students' academic progress and verification of their programme of study to adhere to the degree requirements.
- Indicating & evaluating the process of registration and see whether the evaluation results can be used to improve the process.

*Standard 5-3: The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.*

### **Meeting Standard 5-3 at UHS:**

- Ensuring that highly qualified faculty is recruited for the programme.
- Indicating methods for retaining of excellent faculty members.
- Documenting that evaluation and promotion processes are in line with the University's mission statement.
- Evaluating the process and see whether the evaluation results can be used to improve the process.
- Conducting Faculty Performance Evaluation every year.
- Conducting Faculty Satisfaction Survey every year.

*Standard 5-4: The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.*



**Meeting Standard 5-4 at UHS:**

- Describing the process and procedures to ensure that teaching and delivery of course material is effective and focuses the students learning.
- Evaluating the process and see whether the evaluation results can be used to improve the process.

*Standard 5-5: The process that ensures that postgraduates have completed the requirements of the programme must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.*

**Meeting Standard 5-5 at UHS:**

- Describing the procedures to ensure that postgraduates meet their programme requirements.
- Evaluating the procedure and see whether the evaluation results can be used to improve the process.

**Criteria 6: Faculty**

*Standard 6-1: There must be enough full time faculty who are committed to the programme to provide adequate coverage of the programme areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence and must hold a Ph.D. in the discipline.*

**Meeting Standard 6-1 at UHS:**

- Completing the following table indicating programme areas and number of faculty in each area.
- Conducting Faculty Performance Evaluation every year.

<b>Programme</b>	<b>Number of faculty members</b>	<b>Number of faculty with Ph.D. degree</b>
<b>Total</b>		

*Standard 6-2: All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programmes for faculty development must be in place.*

**Meeting Standard 6-2 at UHS:**

- Describing the criteria for faculty to be deemed current in the discipline and based on these criteria and information in the Faculty Performance Evaluation Form, what percentage of them are current.
- Ensuring that full time faculty members have sufficient time for scholarly and professional development.
- Describing existing faculty development programmes at the departmental and University level and demonstrating their effectiveness in achieving faculty development.
- Describing the evaluation of faculty programmes and see whether the evaluation results can be used for improvement of the process.

*Standard 6-3: All faculty members should be motivated and have job satisfaction to excel in their profession.*

**Meeting Standard 6-3 at UHS:**

- Indicating programmes and processes in place for faculty motivation.
- Obtaining faculty input using faculty satisfaction survey on programmes for faculty motivation and job satisfaction.
- Describing the effectiveness of these programmes.

**Criteria 7: Institutional Facilities**

*Standard 7-1: The institution must have the infrastructure to support new trends in learning such as e-learning.*

**Meeting Standard 7-1 at UHS:**

- Describing infrastructure and facilities that will support new trends in learning.
- Indicating the adequacy of the facilities.

*Standard 7-2: The library must possess an up-to-date technical collection relevant to the programme and must be adequately staffed with professional personnel.*

**Meeting Standard 7-2 at UHS:**

- Describing the adequacy of the library's technical collection.
- Describing the support rendered to the library.
- Preparing a Standard Operating Procedure for Library working and code of conduct

*Standard 7-3: Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.*

**Meeting Standard 7-3 at UHS:**

- Ensuring the adequacy of the classrooms (multimedia, computer etc).
- Ensuring the adequacy of faculty offices (Computer, Internet etc)

**Criteria 8: Institutional Support**

*Standard 8-1: There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.*

**Meeting Standard 8-1 at UHS:**

Ensuring the level of adequacy of secretarial support, technical staff, office equipment and lab equipment.

*Standard 8-2: There must be an adequate number of high quality postgraduate students.*

**Meeting Standard 8-2 at UHS:**

- Enlisting the number of postgraduate students for the last three years.
- Providing the faculty, the postgraduate student ratio for the last three years.

*Standard 8-3: Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.*

**Meeting Standard 8-3 at UHS:**

- Describing the resources available for the library.
- Describing the resources available for laboratories.
- Describing the resources available for computing facilities.

## **5.2 External Quality Assurance System (PEER- REVIEW)**

### **5.2.1 Introduction**

Review by peer's means that *"The institution has a reasonable expectation that the visiting reviewers should hold, or have recently held, equivalent professional position(s) to those with whom they conduct their enquiries in the institution. They should have the confidence of the institution and, when offering professional opinion on their area of expertise, they are credible in the eyes of the institution."*

### **5.2.2 Peer – Review at UHS**

Peer-review is an essential part of the quality assurance process as practiced in the world. UHS will conduct the process of Peer-Review for assessment and quality assurance at all levels, for this purpose the peer- reviewers will be appointed and their process of selection will be a systematic one, a certain standard and quality in all procedures will be followed in terms of international compatibility. The reviewers will not be assigned to their own institutions to assure transparency and they should not have any conflict of interests.

Quality Enhancement Cell at UHS will arrange the training for academic and support staff involved in the process of quality assurance at different stages "on the method, the role and task assigned, including the Peer Review writing skills".

The process of continued capacity building on the subject will assure the success of applying the quality assurance procedures and processes across the board.

### 5.2.3 Code of Conduct for Peer-Review at UHS

The reviewer is expected to:

- Take all reasonable steps to know and understand the quality assurance process of the University.
- Ensure that they remain up to date with any developments in the published method, including attending conferences and workshops arranged for peer-reviewers by the University.
- Conduct their roles and activities in reviews in a way that fully respects the published method and protocols of the University, including reaching justifiable evidence- based judgments.
- Undertake their part in review in a way that respects the mission of the University and avoids bringing to the process any prejudices.
- Show courtesy to all colleagues with whom they will work in the review team and in the University, including respect for their views and opinion.
- Complete the assignment on time and to a high professional standard.
- Respect the confidences shared in the course of the review, so that they do not divulge any information on the self-evaluation, the findings of the review team or the conduct of the review to any other institution, any member of the public or the media.
- Contribute as requested by the Quality Assurance Committee of UHS, to the evaluation of the process by offering constructive comment of their experiences as a reviewer.

### 5.2.4 Specification for Peer – Reviewers at UHS

All reviewers actively engaged in the schedule of arrangements should meet the following specification

- All reviewers allocated to a review have successfully completed the training
- Reviewers will be provided with the Quality Assurance Guidelines and Self Assessment criteria's with the supporting materials.
- Reviewers will be allocated to reviews that are within their competence

- Reviewers will make themselves available with the agreement of their organization
- Reviewers will make themselves available for the whole of the scheduled review
- Reviewers will not be assigned to a review where the University believe there to be a potential conflict of interest
- Reviewers will take a professional interest in the process and the advancement of academic affairs of the University.

### **5.3 Personal Specification of Peer – Reviewers at UHS**

Reviewers need to have sufficient status and reputation for their views to be respected in the academic community. They also need to bring to the process a high order of skills in communication and evaluation. All candidates for the role of reviewer will be invited to submit a CV and write a letter in English that sets out how they meet the specification and the contribution they feel they can make to the process as a reviewer.

#### **5.3.1 Essential**

- Current or recent academic experience including successful teaching practice and at least five years teaching and / or research and / or community projects within the last 10 years.
- Those in professional practice in a relevant discipline; who have recent, direct experience of academic activity will also be considered
- Proven abilities in communication in Urdu and English including, listening; joining group discussion, rapid reading with understanding, and concise clear writing to tight deadlines.
- Competence in the use of and interpretation of numbers including, the accurate analysis of datasets, verification, reconciliation techniques, and presentation of valid data in support of a judgment.
- Proven in evaluation including, appraisal of the context, identifying logical and irrational arguments, making sound judgments based on facts, adjusting judgments in the light of additional information or well-argued alternative views in a professional context and a willingness to justify judgments.

### 5.3.2 Desirable

- IT Skills, including the use of computer, internet and preferably MS Word.
- Current or recent experience in moderation or marking external examining
- Effective practice in curricula developments, including the writing of outcome-related curricula documents, action plans for programme / course improvements or strategies for learning, teaching and assessment.
- Acknowledged track record in research and other scholarly activities.
- Recognized contributions to society or the community within the normal range of academic activities (e.g. projects, consultancy, teaching, coaching or mentoring).

### 5.4 Review Chairs at UHS

Review chairs will meet all the above requirements, except relevant academic activity in the discipline under review, and in addition will need to demonstrate:

- Recent experience in internal and / or external review methods.
- Proven qualities of leadership, management of people and information in task groups or projects.
- Abilities to implement procedures and protocols consistently yet fairly to accommodate local circumstances.
- Effective chairing of reviews and meetings including thorough planning, collaboration with other key participants and time management.
- Ability to assess the evidence available and the validity of emerging judgments.
- Ability to write cogently to deadlines and edit the writing of reviewers to meet the specification for the review report.
- Ability to evaluate the review and make constructive suggestions for the continuing improvement of the method.

- On request, additional contributions to the process through, for example, conference, editing the review reports generated by others, and the preparation of materials for briefing reviewers and University's competent authority.

#### **5.4.1 Composition of a Review Team at UHS**

The key criteria for the composition of the team will be as follows:

- The minimum number of reviewers will be three, plus a review chair. The size of the team will vary according to the scale and complexity of the University's academic activity
  - The team will be led by a review chair who may or may not have relevant expertise in the discipline
  - The team will cover every specialist teaching and research interest in the University
  - Where appropriate, a team may include a reviewer from professional practice
  - Where appropriate, a team may include a reviewer who offers relevant regional and international perspectives
  - Potential conflicts of interest in the team will be avoided, and the University will seek the cooperation of reviewers till end.
-





Section – VI

**Future Vision for Quality  
Assurance at University of  
Health Sciences**

## 6.1 Future Vision of Quality Assurance at UHS

The development of Quality Assurance system is a continuous process, thus a continuous focus on reviewing the development needs is required and UHS have to be more responsive to these. In line with the world practices, the major areas carving the future dimensions of Quality Assurance at the University are:

- Development of Quality Culture at UHS
- World Quality Label

## 6.2 Quality Culture at UHS

The quality culture in medical education may be defined as follows:

*"It is an organic internal rather legislated external- approach by a University towards dealing with the delivery of quality courses. Quality Culture is based around an internal system of continuous quality which seeks to establish quality medical education through a holistic approach on a day to day basis"*

The ultimate objective of the establishment of QEC at UHS is to develop and promote a Quality Culture in the academia. This culture can not be developed over night; it involves certain time period, directed efforts and substantial evidence of good governance to lead the move. Complete execution of the Self Assessment policy and process will facilitate to achieve the goal in broader terms.

Development of a Quality Culture at an institution is an art of holistic approach to account for all aspects of quality in terms of faculty, research, students, curricula management, governance, accreditation and recognition of qualifications.

Once this Quality Culture is developed at UHS, then it will become easy to practice the processes and procedures which can likely bring high standards of quality in medical education across the board.

## 6.3 Expected Outcomes of Developing a Quality Culture at UHS

Some of the expected outcomes of developing a quality culture at UHS are enlisted below:

- Satisfaction of increasing demand of accountability to justify the massive public spending in medical education.

- Increased scope to diversify income sources other than public funding on grounds of quality provision.
- Increased magnitude and level of contribution to national and social development, building up a knowledge economy.
- Increased internationalization level in medical education with greater frequency of student and faculty mobility across border, provision of cross-border education opportunities and partnership etc.
- Enhances status in globalization arena of medical education to achieve the benefits of competitiveness in international market with highly skilled professionals, research and technologies.

#### **6.4 World Quality Label (WQL)**

Many of the Quality Assurance Agencies have standard functioning across the world in the recent decades. A few of the strong networks for quality assurance such as APQN (Asia Pacific Quality Network) and INQAAHE (International Network of Quality Assurance Agencies in Higher Education) are also active in establishing a harmony and uniformity across borders.

There are three major categories of these Quality Assurance Agencies working at international level:

- **State Driven QAA**
- **Private**
- **Intermediate Form.**

The Quality Assurance Agencies perform a number of functions to assure and enhance the quality of higher education across the globe. Some of the Quality Assurance Agencies are practically involved in accreditation process at institutional and programme level, some are doing only institutional accreditation whereas others are, merely dealing with quality assurance procedures development without directly dealing with setting of academic standards, benchmarks or final assessment decisions. Consequently, clear variations are evident in procedural details, assessment techniques and protocols followed by different agencies.

**“World Quality Label is one of the future goals of UHS”**

The World Quality Label may be defined as follows:

*“A Quality Label that is given to internationally trustworthy quality assurance and accreditation agencies (QAAs), under the legitimacy of a consortium formed by international groups IAUP (International Association of Universities Presidents), the INQAAHE (International Network of Quality Assurance Agencies in Higher Education) and UNESCO. The WQL awarded to an agency guarantees that this agency meets the internationally defined standards for trustworthy quality assurance. These include clear commitment to develop standards of academic quality among the institutions and programmes evaluated by it, fair and appropriate quality assessment procedures, well developed and publicly available protocols, published reports, etc. As a consequence, the quality mark of QAA signifies that institutions and programmes evaluated by this agency meet trustworthy standards of academic quality. Students, academic staff, programmes and institutions wishing to cooperate with these programmes and institutions in the context of various forms of internationalization of higher education, can have a reasonable confidence in their quality.”*

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Section – VII

**Proformae**  
**for**  
**Quality Assurance**

## GUIDELINES FOR COMPILING COURSE SPECIFICATION

The University of Health Sciences will have a file for each course "Course File" containing the course specification, samples of previous examination sheets, and results of student evaluation of the course as well as the percentages of students dropping out, passing, and failing the course. The file should include any other relevant information.

The University will ensure the existence of two copies of the course file, one for the course lecturer and the other for the head of the department or program coordinator. This will help in performance follow-up.

### A) Basic Information

#### 1. Programme Title

Write the title of the programme(s) which contain the course, and identify major/minor elements, where relevant.

#### 2. Department offering the programme(s):

Write the name of the department responsible for programme(s).

#### 3. Department responsible for the course:

Write the name of the department responsible for teaching the course.

#### 4. Course code:

Write the code (the letter(s) and the number that identify the course). If there is no code, then leave the space blank.

#### 5. Year:

Write the year of the programme for the students.

#### 6. No. of hours:

Write the number of weekly contact hours of the course divided into lectures, exercise and lab.

**7. Authorization date of course specification:**

Write the year in which the course specification has been authorized.

**B) Professional Information****1. Course Aim**

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities.

**2. Intended Learning Outcomes of the course:**

Express the ILOs of the course in terms of:

**a. Knowledge and understanding**

The main information to be gained and the concepts that should be understood from the course.

**b. Intellectual skills**

Explain the intellectual skills, which the course will assist in developing in the students such as; analysis, capability for creative thinking, problem identification and solving ... etc.

**c. Professional skills**

These skills demonstrated by the ability of the student, after completing the course, to apply and adopt the topics into professional applications.

**d. General and transferable skills**

Skills of a general nature, which can be applied in any subject area, including: written and oral communication, the use of new technological tools, group working, problem solving, management ... etc.

**3. Course content:**

Write in the main course topics, the number of hours allocated for teaching each topic for lectures as well as for seminars, tutorials, exercises, laboratory work, etc.

**4. Teaching and learning methods:**

Identify the methods used in delivering the course such as sessions, information collection from different sources, assignment, field visits, and case studies etc.

**5. Student Assessment Methods**

- a. Write down the assessment methods used, such as written examination (mid-term, regular, at the end of term) class activities (reports, discussion, practical... etc.).
- b. Time Schedule: identify the percentage of marks allocated to each assessment tool mentioned above

**6. List of Text Books and References**

- a. Lectures notes: When notes are available, specify whether they are prepared in the form of a book authorized by the department or are handed out to students part by part.
- b. Essential books (text books): When the lecturer uses one book that covers the course contents, specify the book.
- c. When the lecturer uses more than one book, which contains parts of the course specify the books and the topics covered by each.
- d. General references, journals, periodicals, newspapers, web sites, which enrich the learning process should also be listed.

The references that should be identified in the above items should be written in a standard way (publisher, edition, year, and author etc. Refer also to locations for reading or buying the specified references.

**7. Facilities required for teaching and learning:**

The facilities include: appropriate teaching accommodation, including teaching aids, laboratories, laboratory equipment, computers etc, facilities for field work, site visits etc, which are necessary for teaching the course.





# COURSE SPECIFICATION PROFORMA

## 1. Basic Information

a. Programme Title: \_\_\_\_\_

b. Major or minor elements of the programme (use extra sheet if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Department offering the programme: \_\_\_\_\_

d. Course code: \_\_\_\_\_

e. Year: \_\_\_\_\_

f. Number of Hours: \_\_\_\_\_

g. Course Specification approval date: \_\_\_\_\_

## 2. Professional Information

I. Overall aims of the course (use extra sheet if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

II. Intended learning outcomes of course (ILOs):

a. Knowledge and understanding

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**b. Intellectual skills**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**c. Professional skills**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

**d. General and transferable skills**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

**3. Contents:**

Topic	No. of hours	Lecture	Tutorial/Practical

**4. Teaching and Learning methods:**

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

**5. Students assessment methods**

- i. \_\_\_\_\_ to access: \_\_\_\_\_
- ii. \_\_\_\_\_ to access: \_\_\_\_\_
- iii. \_\_\_\_\_ to access: \_\_\_\_\_
- iv. \_\_\_\_\_ to access: \_\_\_\_\_
- 

**6. Assessment Schedule:**

Assessment 1 \_\_\_\_\_ Week: \_\_\_\_\_

Assessment 1 \_\_\_\_\_ Week: \_\_\_\_\_

Assessment 1 \_\_\_\_\_ Week: \_\_\_\_\_

Assessment 1 \_\_\_\_\_ Week: \_\_\_\_\_

**7. Weightage of assessments**

Mid-term examination	%
Final-term examination	%
Oral examination	%
Practical examination	%
Other types of assessment	%
Total	100%

**8. List of references**

a. Course notes: \_\_\_\_\_

b. Essential books (text books (use extra sheet if needed)): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Recommended books (use extra sheet if needed): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. Periodicals, websites....etc: \_\_\_\_\_

\_\_\_\_\_

**9. Facilities required for teaching and learning:**

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**Course Coordinator:**

**Head of Department**

**Date / /**

**Date / /**

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## GUIDELINES FOR WRITING ANNUAL COURSE REPORT

At the end of the year, the course – coordinator will submit a course report to the Head of the department.

### A) Basic Information

#### 1. Course title and code

Write the title and the code (the letter(s) and the number that identifies the course). If there is no code, leave the space blank.

#### 2. Programme

Write the title of the programme(s) to which the course contributes.

#### 3. Year

Write the programme year(s) of the students attending the course.

#### 4. Number of hours

Write the number of weekly contact hours of the course divided into lectures, exercise and lab.

#### 5. Teaching staff

Write the name(s) of lecturer(s) teaching the course.

### B) Statistical Information

#### 1. No. of students starting the course:

Write the number of students starting the course at the beginning of the academic year.

#### 2. Results of students' assessment:

Write the number and percentage of students who have passed and failed.

**3. Distribution of passed students according to:**

Fill in the allocated space, the number, as well as the percentage of students each grade.

**C) Professional Information****1. Course Topics Taught**

In the first column of the table, write the topics actually covered in the year. In the second column of the table, write the actual hours spent in covering each topic. In the third column, write the name of the lecturer covering each topic. Write in the space provided the percentage of the specified topics actually covered. State the reasons for the failure to cover any of the specified topics. If topics, not included in the course specification, were taught, justify this action.

**2. Teaching and learning methods:**

Tick in the appropriate rectangle, the method used, write any comments

**3. Student Assessment****a. Methods of assessment**

Tick in the appropriate place the method(s) used.

**b.** State the rules applied for the selection of the examination committee. State the names of the members of the examination committee.

**c.** State the involvement of external evaluator in:

- The match between the examination and the topics taught
- The existence of grading criteria in examination sheets.
- The allocation, distribution and weightage of marks.
- Effectiveness of the overall assessments in measuring the achievement of the intended learning outcomes (ILOs).

**4. Facilities and teaching materials:**

Tick the boxes provided to indicate whether or not the facilities for learning and teaching materials are adequate. If there are any inadequacies, identify them, together with any problems in the delivery of the course or achieving the ILOs, which resulted.

**5. Administration constraints:**

State any administrative constraints related to teaching and learning (lack of: some facilities or funds, teaching aids, site visits, qualified personnel for laboratory and administration). Also mention any management problems or regulations, which impeded the delivery of the course and the achievement of the ILOs.

**6. Results of course evaluation by students:**

State the main points resulting from the analysis of students' evaluation of the course, and the response to any criticisms by the faculty members delivering the course, together with their proposals for dealing with those issues.

**7. External evaluator' comments:**

State the issues raised by the external evaluator and the responses from the faculty members delivering the course, together with their proposals for dealing with those issues.

**8. Course enhancement:**

- a. List the issues identified in the action plan form the previous year and whether or not they have been dealt with effectively. When issues have not been effectively dealt with, give reasons, and include in the current year's action plan. Write the issues not handled from those raised in the previous report and the reasons for over looking such issues.
- b. Action plan for programme enhancement over the next academic year: List:
  - i. Issues and actions required.
  - ii. Time schedule.
  - iii. Person(s) responsible for the successful achievement of the specified area.

The action plan is fundamental to the success of the quality system. It appears at the end of the report, because it is the result of all of prior analysis. Enhancement can only take place if issues are identified and then acted upon and resolved. The action plan identifies the issues, prioritizes them, and dictates the necessary action to be taken. It also clearly places the responsibility for the implementation of the action and the resolution of the associated issues, in a given time scale on named individuals.

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## ANNUAL COURSE REPORT PROFORMA

### A. Basic Information

I. Course Title : \_\_\_\_\_

II. Course code: \_\_\_\_\_

III. Programme Title \_\_\_\_\_

IV. Year: \_\_\_\_\_

V. Number of Hours:

Lectures  Tutorials / Practical  Total

VI. Names of lectures contributing to the delivery of the course:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**Course Coordinator:** \_\_\_\_\_

**External Evaluator:** \_\_\_\_\_

### B. Statistical Information

No. of students attending the course: No.  %

No. of students completing the course: No.  %

#### Results:

Passed: No.  %  Failed: No.  %

**Grading of successful students:**

Excellent: No.  %  Very Good: No  %

Good: No.  %

**C. Professional Information**

**1. Course teaching:**

Topics actually taught	No. of hours	Lecturer

Topics taught as a percentage of the content specified:

<70%  70-90%  >90%

Reasons in detail for not teaching any topic:

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If any topics were taught which are not specified, give reasons in detail:

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**2. Teaching and learning methods:**

Lectures:

Practical training / laboratory:

Discussion Sessions:

Seminar / Workshop:

Class activity:

**Case study:**

Other assignment / homework:

If teaching and learning methods were used other than those specified, list, and give reasons:

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**3. Student Assessment**

Method of assessment

Percentage of Total

Written examination

Oral examination

Practical examination

Other assignments / class work

Total

100%

**Members of examination committee:**

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**Role of external evaluator:**

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**4. Facilities and teaching materials:**

Totally Adequate	<input type="checkbox"/>
Adequate to some Extent	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>
List any inadequacies	<input type="checkbox"/>

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**5. Administrative Constraints**

**List any difficulties encountered:**

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**6. Student Evaluation of the course:**

**List any criticisms:**

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**7. Comments from External Evaluator(s)**

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**8. Course Enhancement:**

**Progress on actions identified in the previous year's action plan:**

**a. Action plan completed:**  YES  NO

**If "YES"**

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**If "NO", give reasons**

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9. Action Plan for the academic year (specify the year)

Actions Required	Completion Date	Person Responsible

Course Coordinator: Signature \_\_\_\_\_

Date:     /     /

\_\_\_\_\_



# Employer Survey

(To be filled in by the Head of Department after the completion of each academic year)

**The purpose of this survey is to obtain employers' input on the quality of education University of Health Sciences is providing and to assess the quality of the academic program. The survey is with regard to University of Health Sciences, graduates employed at your organization.**

**KEY: 1 : Poor      2 : Fair      3 : Good      4 : Very Good      5 : Excellent**

## 1. General Information

a. Organization name: \_\_\_\_\_

b. Organization Type:

 Public

 Private

c. Total Number of UHS graduates in your organization: \_\_\_\_\_

d. Department Name: \_\_\_\_\_

### KNOWLEDGE

1      2      3      4      5

Problem formulation and solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collecting and analyzing appropriate data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to link theory to Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to design a system component or process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### COMMUNICATION SKILLS

1      2      3      4      5

Oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**INTERPERSONAL SKILLS**

**1            2            3            4            5**

Ability to work in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciation of ethical values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**WORK SKILLS**

**1            2            3            4            5**

Time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter this field. (use additional sheet if required)**

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**Date** \_\_\_\_\_

\_\_\_\_\_





# Faculty Course Review Report

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

## 2. General Information

- a. Department Name: \_\_\_\_\_
- b. Name of Course Coordinator:: \_\_\_\_\_
- c. Course Title: \_\_\_\_\_
- d. Course Code (if any): \_\_\_\_\_
- e. Session: \_\_\_\_\_
- f. Total number of Students in the course: \_\_\_\_\_
- g. Total number of Class Lectures: \_\_\_\_\_
- h. Total number of Class Assignments: \_\_\_\_\_
- i. Others (please specify): \_\_\_\_\_

## 3. Distribution of Grade/Marks and other Outcomes:

Postgraduate	Originally Registered	% Grade A	% Grade B	% Grade C	D	E	No Grade	Total
No. of Students								

## 4. Overview / Evaluation (Course Coordinator's Comments):

**Feedback: First summarize, and then comment on feedback received from:**

### 1) Student (Course Evaluation) Questionnaires:

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### 2) External Examiners or Moderators (if any)

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**3) Curriculum:** Comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives).

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

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**5) Enhancement:** Comment on the implementation of changes proposed in earlier Faculty Course Review Reports.

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**6)** Outline any changes in the future delivery or structure of the Course that this term's experience may prompt.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**(Course Coordinator)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
**(Head of Department)**



# ALUMNI SURVEY

**KEY: 1 : Poor    2 : Fair    3 : Good    4 : Very Good    5 : Excellent**

## 10. General Information

a. Name at the time of enrolment / Year of Passing: \_\_\_\_\_

b. Gender

MALE

FEMALE

c. UHS Registration Number (if available): \_\_\_\_\_

d. Programme(s) completed at UHS (please tick the appropriate box(es))

- M. Sc. Nursing
- M.Sc. Medical Lab Technology
- M.Sc. Biomedical Engineering
- M. Phil
- PhD

e. Contact Information (Home / Mobile): \_\_\_\_\_

f. Email Address: \_\_\_\_\_

g. Are you presently employed

YES

NO

**If YES please specify where:** \_\_\_\_\_

h. Would you like to be interested in volunteering your expertise by imparting training or delivering lectures at UHS as visiting faculty?

YES

NO

**If YES please specify the area:** \_\_\_\_\_

i. **Additional Academic Qualifications / Certifications (including those in progress)**

Most recent one first and also specify (year) and Institution:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**11. Academic and Student life at UHS**

Reflecting back on your UHS experiences please answer the following questions using the aforementioned KEY:

a. How well did your education at University of Health Sciences prepared you for the current world learning:

1	2	3	4	5
---	---	---	---	---

b. How would you characterize the teaching facilities (classrooms, labs, etc.) at UHS?

1	2	3	4	5
---	---	---	---	---

c. How would you describe the availability of information resources (library, computer access, etc?)

1	2	3	4	5
---	---	---	---	---

d. Overall, how satisfied are you with your Experience at UHS?

1	2	3	4	5
---	---	---	---	---

e. To what extent do you think your education at UHS contributed to your knowledge, skills and personal development in each of the following areas?

**I. Knowledge**

a. Problem formulation and solving skills

1	2	3	4	5
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b. Collecting and Analyzing appropriate Data

1	2	3	4	5
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c. Ability to link theory to practice

1	2	3	4	5
---	---	---	---	---

d. Ability to design a system component or process

1	2	3	4	5
---	---	---	---	---

e. Computer Knowledge

1	2	3	4	5
---	---	---	---	---

**II. Communication Skills**

- |                        |   |   |   |   |   |
|------------------------|---|---|---|---|---|
| a. Oral Communication  | 1 | 2 | 3 | 4 | 5 |
| b. Report Writing      | 1 | 2 | 3 | 4 | 5 |
| c. Presentation Skills | 1 | 2 | 3 | 4 | 5 |

**III. Work Skills**

- |                           |   |   |   |   |   |
|---------------------------|---|---|---|---|---|
| a. Time management Skills | 1 | 2 | 3 | 4 | 5 |
| b. Judgment               | 1 | 2 | 3 | 4 | 5 |
| c. Discipline             | 1 | 2 | 3 | 4 | 5 |

**IV. Interpersonal Skills**

- |                                   |   |   |   |   |   |
|-----------------------------------|---|---|---|---|---|
| a. Ability to work in teams       | 1 | 2 | 3 | 4 | 5 |
| b. Independent Thinking           | 1 | 2 | 3 | 4 | 5 |
| c. Appreciation of Ethical Values | 1 | 2 | 3 | 4 | 5 |
| d. Professional Development       | 1 | 2 | 3 | 4 | 5 |

**12. Achievements**

University of Health Sciences is keen to know the kind of achievements its alumni are making in their respective professions and other fields of interest. Kindly list any recognition or awards received on an organizational, national or international level including Research. Please list most important including (year).

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

**5. General Comments**

Please make any additional comments or suggestions, which you think would help strengthen the programme(s) at UHS. (New courses that you would recommend and courses that you did not gain much from)

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**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_



## FACULTY PERFORMANCE EVALUATION FORM

PART 1. PERSONAL INFORMATION		
Name	Title of Position	Grade of Post
Employed Since	Appointment Type	Department / Institute / Lab
Period covered by report: From _____ To _____		

PART 2. RESEARCH AND SCHOLARSHIP
----------------------------------

### 2.1 RESEARCH PROJECTS UNDERTAKEN (Current year)

1. Project Title: _____ _____
Date of initiation: _____
Anticipated date of completion: _____
Funding for this project: <input type="checkbox"/> HEC <input type="checkbox"/> PMRC <input type="checkbox"/> UHS Other _____

2. Project Title: _____ _____
Date of initiation: _____
Anticipated date of completion: _____
Funding for this project: <input type="checkbox"/> HEC <input type="checkbox"/> PMRC <input type="checkbox"/> UHS Other _____

3. Project Title: _____ _____
Date of initiation: _____
Anticipated date of completion: _____
Funding for this project: <input type="checkbox"/> HEC <input type="checkbox"/> PMRC <input type="checkbox"/> UHS Other _____

*(Please add additional sheets (where applicable))*





**2.2.2 INTERNATIONAL:**

<b>ATTENDED</b>	<b>ARRANGED</b>

**2.3 PERSONAL RESEARCH PUBLICATIONS**

**2.3.1 National Journals**

Number of papers published in HEC recognized national indexed journals (for current year): \_\_\_\_

Provide below reference of the published research paper (please use additional sheets where applicable)

- 1.
- 2.
- 3.
- 4.
- 5.

**2.3.2 International Journals**

Number of papers published in HEC recognized international indexed journals (for current year): \_\_\_\_

Provide below reference of the published research paper (please use additional sheets where applicable)

- 1.
- 2.
- 3.
- 4.
- 5.

#### 2.4 BOOKS WRITTEN (Current year)

Provide reference of book/s, chapter/s of books, monograph/s or any other formal scientific activity:

- 1.
- 2.
- 3.
- 4.
- 5.

### PART 3. TEACHING (weekly/monthly)

#### 3.1 TEACHING LOAD

##### Lecture details

SR. NO	DATE	TIMINGS	TOPIC	STUDENT FEEDBACK FORMS SUBMITTED WITH DME
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**3.2 SUPERVISION OF RESEARCH****Number of publication/s of student/s under supervision**

SR. NO    NAME OF STUDENT    LOCAL    INTERNATIONAL    REFERENCE

1				
2				
3				
4				
5				

**3.3 CURRICULUM RELATED**

New programs developed within field of interest:

- 1.
- 2.
- 3.
- 4.
- 5.

Number of MCQ's developed: \_\_\_\_\_

**PART 4. DME FEEDBACK****1. Personality:** How is the incumbent in person?


**2. Communication skills:** How are the incumbent's interpersonal and communication skills?


**3. Organizational skills:** How well organized is the incumbent, especially in terms of punctuality in submitting assignments, department-level research project reports and student-related project reports?


**4. Any other observations/suggestions:**


**REMARKS BY VICE CHANCELLOR**


\_\_\_\_\_



# FACULTY SURVEY

*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. Please indicate how satisfied are you with each of the following aspects at your department?*

**KEY: 1: Very Dissatisfied 2: Dissatisfied 3: Neutral 4: Satisfied 5: Very Satisfied**

## 1. General Information

a Academic Rank at UHS:

Professor	Associate Professor	Assistant Professor	Lecturer
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b. Appointment type:

Contract	Tenure Track	Deputation
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c. Years of service at UHS: \_\_\_\_\_

## 2. Feedback

a.	The intellectual stimulation of your work.	1	2	3	4	5
b.	Level of teaching/research you currently do.	1	2	3	4	5
c.	Research facilities (equipment etc) are available.	1	2	3	4	5
d.	Your interaction with students.	1	2	3	4	5
e.	Cooperation you receive from colleagues	1	2	3	4	5
f.	The mentoring available to you.	1	2	3	4	5
g.	Administrative support to the department	1	2	3	4	5
h.	Salary and compensation package.	1	2	3	4	5
i.	Job security and stability at the department	1	2	3	4	5

- j. The overall climate at the department. 

1	2	3	4	5
---	---	---	---	---
  
- k. Capacity to grow Professionally 

1	2	3	4	5
---	---	---	---	---
  
- l. Independence of thought 

1	2	3	4	5
---	---	---	---	---
  
- m. You are satisfied with your career at UHS and want to continue working here. 

1	2	3	4	5
---	---	---	---	---

**3. What are the best programs/factors currently available in your department that enhance your motivation and job satisfaction**

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**4. Suggest Programs / Factors that could improve your motivation and Job Satisfaction:**

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## RESEARCH STUDENT PROGRESS REVIEW FORM

(To be filled out by Master/M.Phil/PhD Research Students)

Student Name: _____	Programme: _____
Department: _____	Year: _____

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

### 1. For Research Student to Complete:

- a) Date of admission to the Department \_\_\_\_\_
- b) Date of initiation of research \_\_\_\_\_
- c) Date of completion of Course work \_\_\_\_\_
- d) Date of submission of Synopsis / Defence \_\_\_\_\_
- e) Marks obtained (**for second year students**) \_\_\_\_\_
- f) Do you have any comments on the level of supervision received?  
 \_\_\_\_\_  
 \_\_\_\_\_
- g) What do you plan to achieve over the next 3 months?  
 \_\_\_\_\_  
 \_\_\_\_\_
- h) Do you have any comments on generic or subject-specialist training you may have received or would like to receive internally and/or externally?  
 \_\_\_\_\_  
 \_\_\_\_\_
- i) Do you have easy access to sophisticated scientific equipment? \_\_\_\_\_
- j) Do you have sufficient research material / commodities available? \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

**2. Supervisory Committee Comments**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Co-Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Co-Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**3. Comments by HoD**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**4. Convener, Advance Study and Research Board**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**5. Head, QEC Action: (including monitoring of Follow-up action)**

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





## STUDENT COURSE EVALUATION FORM

PART 1. BASIC INFORMATION	
Department: _____	Course Title: _____
Name of the Teacher: _____	Year of Study: _____

### PART 2. CORE QUESTIONS

2.1 Mark each item according to the following scale:

**SA= Strongly Agree, AG= Agree, UC= Uncertain, DA= Disagree, SD= Strongly Disagree**

COURSE CONTENT AND ORGANIZATION	SA	AG	UC	DA	SD
The learning outcomes & course objectives were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Course workload was manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENT CONTRIBUTION	SA	AG	UC	DA	SD
You participated actively in the Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You think you have made progress in this Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approximate level of your own attendance during the whole Course	<input type="checkbox"/> <25%		<input type="checkbox"/> 26% - 50%		
	<input type="checkbox"/> 51% - 75%		<input type="checkbox"/> >75%		

<b>Learning Environment and Teaching Methods</b>	<b>SA</b>	<b>AG</b>	<b>UC</b>	<b>DA</b>	<b>SD</b>
You think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning and teaching methods encouraged your participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall environment in the class was conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms were satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>LEARNING RESOURCES</b>	<b>SA</b>	<b>AG</b>	<b>UC</b>	<b>DA</b>	<b>SD</b>
Learning materials (Lesson Plans, Course Notes, and Handouts etc.) were relevant and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommended reading Books etc. were relevant and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The provision of learning resources in the library was adequate and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The provision of online learning resources was adequate and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>QUALITY OF DELIVERY</b>	<b>SA</b>	<b>AG</b>	<b>UC</b>	<b>DA</b>	<b>SD</b>
The Course stimulated your interest and thought on the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pace of the Course was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ideas and concepts were presented clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>ASSESSMENT</b>	<b>SA</b>	<b>AG</b>	<b>UC</b>	<b>DA</b>	<b>SD</b>
The method of assessment were reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on assessment was timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on assessment was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PART 3. ADDITIONAL CORE QUESTIONS**

<b>Instructor / Teaching Assistant Evaluation</b>	<b>SA</b>	<b>AG</b>	<b>UC</b>	<b>DA</b>	<b>SD</b>
You understood the lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The material was well organized and presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecture was responsive to student needs and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Tutorials</b>	<b>SA</b>	<b>AG</b>	<b>UC</b>	<b>DA</b>	<b>SD</b>
The material in the tutorials was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are happy with the amount of work needed for tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tutor dealt effectively with your problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Practical's</b>	<b>SA</b>	<b>AG</b>	<b>UC</b>	<b>DA</b>	<b>SD</b>
The material in the practical's was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tutor dealt effectively with your problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Please specify the best features of the Course: (use additional sheet if required)**

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**5. The Course could have been improved by: (use additional sheet if required)**

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Date \_\_\_\_\_



## SURVEY OF DEPARTMENT OFFERING M. PHIL / PhD PROGRAMMES

(To be filled by the Head of Department)

Head of Department: _____ Department: _____ Year: _____
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**To be submitted by the HoD / Quality Officer to the QEC**

### 1. General Information

- a. Date of initiation of M. Phil and PhD Programme \_\_\_\_\_
- b. Total number of academic journals subscribed in area relevant to M. Phil and PhD \_\_\_\_\_
- c. Programme \_\_\_\_\_
- d. Number of computers available per PhD student \_\_\_\_\_
- e. Is internet facility available in the Department? \_\_\_\_\_

### 2. Research Output

- a. Total number of articles published last year in International Journals that are authored \_\_\_\_\_
- b. by faculty members and students in the department \_\_\_\_\_
- c. Total number of articles published last year in National Journals that are authored \_\_\_\_\_
- d. by faculty members and students in the department \_\_\_\_\_
- e. Total number of poster / oral presentations made last year Internationally: \_\_\_\_\_
- f. Total number of poster / oral presentations made last year Nationally: \_\_\_\_\_
- g. Total number of ongoing funded research projects in the department \_\_\_\_\_
- h. Total Research Funds available to the Department from funding agencies \_\_\_\_\_

- i. Number of active international linkages, exchange of researchers / students / faculty etc with details

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**3. Student Information**

- a. Number of M. Phil and PhD degrees conferred to date to students from the Department during the past three academic years: \_\_\_\_\_
- b. Number of M. Phil and PhD students currently enrolled in the department: \_\_\_\_\_
- c. Ratio of number of students admitted to the total number of applicants for PhD programme: \_\_\_\_\_

**4. Programme Information**

- a. Entrance requirements into M. Phil and PhD Program  
  
\_\_\_\_\_
- b. PhD program is based on research only? \_\_\_\_\_
- c. Maximum number of years in which a PhD degree has to be completed after initial date of enrollment in PhD program: \_\_\_\_\_
- d. Number of PhD candidates who have successfully completed their degree: \_\_\_\_\_
- e. Number of PhD candidates who after completing their PhD degree have applied for a vacancy at UHS: \_\_\_\_\_
- f. Total number of research papers published in National Journals per PhD research candidate: \_\_\_\_\_
- g. Total number of research papers published in International Journals per PhD research candidate: \_\_\_\_\_

- h. Total number of International examiners to which the M. Phil and PhD thesis is sent: \_\_\_\_\_
- i. Total number of National examiners to which the M. Phil and PhD thesis is sent: \_\_\_\_\_
- j. Details of selection of an International examiner from advanced countries carried out?  
\_\_\_\_\_  
\_\_\_\_\_

**Comments by HoD (if any)**

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_



## SURVEY OF GRADUATING STUDENTS

**KEY: 1: Strongly Disagree    2: Disagree    3: Agree    4: Strongly Agree**

### 1. General Information

a. Current Degree at UHS:

b. Specify the name of the Department: \_\_\_\_\_

c. Gender

### 2. Programme

a. Your program of study adequately prepared you for further study in your field:

b. Required courses were scheduled to make timely progress towards degree requirement:

c. Your program adequately prepared you for employment in your field:

d. Your program requirements were appropriate and well-defined:

e. As a researcher your program of study provided you with quality investigation experiences and skills:

f. The program was effective in enhancing team – working abilities:

g. The work in the program was too heavy and induced a lot of pressure:

h. You would recommend your program to others interested in your field at UHS:

i. Considering all factors, you are satisfied with your graduate program:

**3. Curriculum**

a. Your program curriculum provided a balanced scope of material needed in your area of specialization.

1	2	3	4
---	---	---	---

b. Your program's core course requirements provided adequate preparation for subsequent courses.

1	2	3	4
---	---	---	---

c. Required courses were offered regularly and as scheduled.

1	2	3	4
---	---	---	---

d. The curriculum covered key concepts in detail:

1	2	3	4
---	---	---	---

e. Considering all factors, you are satisfied with the quality of curriculum.

1	2	3	4
---	---	---	---

**4. Resources**

a. Adequate Research resources were available:

1	2	3	4
---	---	---	---

b. Adequate computer facilities were available:

1	2	3	4
---	---	---	---

c. Availability of Lab Equipment

1	2	3	4
---	---	---	---

d. Adequate library resources and services were available and accessible

1	2	3	4
---	---	---	---

e. Adequate university services and support systems facilitated your education:

1	2	3	4
---	---	---	---

f. Classroom and other physical facilities provided a conducive learning environment.

1	2	3	4
---	---	---	---



## 5. Faculty

a. The Faculty stimulated productive student – faculty interaction:

1	2	3	4
---	---	---	---

b. You are satisfied with the teaching abilities of full time faculty:

1	2	3	4
---	---	---	---

c. You are satisfied with the teaching abilities of visiting faculty:

1	2	3	4
---	---	---	---

d. You are satisfied with the quality of advising you have received from the faculty in the following tasks:

— <b>Written Examination</b>	1	2	3	4
— <b>Oral Examination</b>	1	2	3	4
— <b>Thesis writing</b>	1	2	3	4
— <b>Preparing manuscripts for publication</b>	1	2	3	4
— <b>Preparing conference presentations</b>	1	2	3	4
— <b>Grant Writing</b>	1	2	3	4

## 6. At University of Health Sciences, have you had the opportunities to:

a. Collaborate with professionals outside the university on research:  YES  NO

b. Conduct your own research:  YES  NO

c. Engage in a community – based project:  YES  NO

d. Attend professional workshops:  YES  NO

e. Attend a paper or poster at a conference:  YES  NO

f. Publish research paper as Author:  YES  NO

g. Publish research paper as co-author:  YES  NO

7. What are the best aspects of your program:

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8. What aspects of your program could be improved:

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## PERFORMANCE BASED EVALUATION OF FACULTY BY STUDENTS

PART 1. BASIC INFORMATION		
NAME OF THE TEACHER	COURSE	DEPARTMENT
EVALUATION PERIOD: FROM: _____ TO: _____		

PART 2. EVALUATION
--------------------

2.1 Mark each item according to the following scale:

0= Poor,

1= Fair,

2= Good,

3= Excellent

TEACHING TECHNIQUES	Poor	Fair	Good	Excellent
Demonstrates sufficient command of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes effective use of audio visuals resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes clear and practical demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stimulates student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes use of logical and purposeful questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides interesting and adequate reinforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides motivation and leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVE PLANNING	Poor	Fair	Good	Excellent
Displays evidence of preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directions to students are clearly thought out and well stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carefully plans student assignments / Quizzes for evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>STUDENT / TEACHER RELATIONSHIP</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
Maintains student interest and attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits balance among voice control, and tact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains a friendly and respectful teacher-student relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>LECTURE ROOM ENVIRONMENT</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
Environment is generally comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arrives on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaves class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is fair in evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents reading, writing, speaking, and listening strategies using concepts and language which students understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PROFESSIONALISM</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<i>Has Professional behavior</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintains confidentiality</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Knowledge and skills of subjects area taught</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Provides information on recent and current developments in the subject</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PART 3. COURSE</b>
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<b>COURSE</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<i>The subject matter presented in the course has increased your knowledge of the subject</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course integrates theoretical concepts with real-world applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assignments and quizzes covered the materials presented in the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PART 4. RESEARCH</b>
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RESEARCH	Poor	Fair	Good	Excellent
<i>Helps in topic / research material search</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Impact of teacher's individual research / analytical skills on your project</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Encourages and motivate in use of equipment in the laboratory</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Motivates to publish your research findings in an appropriate scientific journal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PART 5. COMMENTS</b>
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**Objective Comments, if any**

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Date \_\_\_\_\_



## EMPLOYEE PERFORMANCE EVALUATION FORM

PART 1. Basic Information			
(To be completed by the supervisor)			
Name	Title of Post	Level	At this post since
Grade of post	Since employed	Appointment type	
Department	Period covered by report:		
	From: _____ to: _____		

<p>PART 2. – Working Plan – Setting Objectives, Key Assignments, Training Plans and Related Competencies (To be completed by the Supervisor and the Staff Member)</p> <p>2.1 At the beginning of the reporting period, and after discussion with the Staff Member, the Supervisor lists, in descending order of priority, the key assignments and objectives planned for the period, usually 5-8 objectives. The objectives should be stated in a SMART [1] format, which clearly indicates how success will be measured, normally in terms of quality, quantity, deadline or cost. It is an opportunity to document the experience, assess the strengths and weaknesses and identify priorities for the coming years.</p>	<p>PART 4 – Performance Evaluation</p> <p>(To be completed by the Head of department / In-charge Section)</p>	
	<p>At the end of the reporting period, the Staff Member and the Supervisor evaluate the achievements by indicating if the objectives were fully met, partially met or not met, and add brief comments as necessary.</p>	<p>4.1a Assessment and comments by Staff Member</p>

<p><u>This assignment applies only to Supervisors.</u></p> <p>a) At the beginning of the reporting period, complete departments work plans and part 2.1 of the PER for all Supervisees.</p> <p>b) During the reporting period, meet with supervisees to review individual objectives and performance.</p> <p>c) At the end of the reporting period, complete PERs of all supervisees. Competencies: <b>Planning, Setting Standards, Monitoring, and Coaching</b></p>			
<p><b>Before initiating below, the Supervisor and the Staff Member should agree on a date for their first performance-related discussion (see Part 4.1 below)</b></p>			
Date:	Staff Member's initials:	Supervisor's initials:	Planned date for first performance discussion:

<p><b>PART 2. –CONTINUED – JOB-RELATED LEARNING &amp; TRAINING NEEDS ASSESSMENT AND EVALUATION</b></p> <p style="text-align: center;">(To be completed by the Supervisor and the Staff Member)</p>		
<p><b>Recommendation for Competency Development:</b> Immediately after setting the above objectives &amp; key assignments, the Supervisor, in consultation with the Staff, should recommend any learning/training that is required by the staff member to perform evolving functions, or enhance performance of any of the above tasks.</p>		
<p>2.2 List below the specific recommended learning activities, the task (s) to be performed, the expected results, the costs if any, and the expected date for completion of the learning or training activity. Like objectives in 2.1, these should be written in a SMART objective format</p>	<p>At the end of the reporting period, comment on whether the learning/training activities were undertaken and its impact on performance.</p>	
	<p>4.1a Assessment and comments by Staff Member</p>	<p>4.1b Evaluation and comments by Supervisor</p>

**PART 3. – MAJOR ASSIGNMENTS ADDED OR DELETED DURING THE REPORTING PERIOD**

(To be completed by the Supervisor and the Staff Member)

**1. SMART = Specific, Measurable, Achievable, Realistic, Time-bound**

During the reporting period the Supervisor indicates what <u>major</u> assignments were added or deleted, if any. (The Staff Member should initial and date each entry.)	4.1a Assessment and comments by Staff Member	4.1b Evaluation and comments by Supervisor
(x)  Competency:		
(x)  Competency:		

**PART 4 – PERFORMANCE DISCUSSIONS / WORKPLAN REVIEW** (To be completed by the Supervisor and the Staff Member)

4.1 Performance-related discussions are essential between staff and supervisors to assess performance and progress of the work plan. Besides discussions at the beginning and end of the reporting period, there must be at least two other performance discussions during the reporting period. List below the dates on which such discussions were held.

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First performance discussion: date to be set upon completion of Parts 2.1 and 2.2 and should be within the first 3 months of the reporting period.

(1) Date: \_\_\_\_\_ Supervisor’s and Staff Member’s initials: \_\_\_\_\_

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Second performance discussion: date to be set immediately following first performance discussion.

(2) \_\_\_\_\_ Supervisor’s and Staff Member’s initials: \_\_\_\_\_



<p>4.2 GENERAL COMMENTS: Comment for example, on overall workload; on the assignments undertaken, job description and the category/level of the Staff Member, on any other factor(s) (e.g. learning/training needs) which might have helped or hindered their achievement. Comment also on the quality and frequency of performance-related discussions.</p>	
<p>4.2a Staff Member's comments:  Staff Member's initials and date:</p>	<p>4.2b Supervisor's comments:  Supervisor's initials and date:</p>

**PART 5 – PERFORMANCE RATING BY THE SUPERVISOR** (To be completed by the Supervisor after discussion with the Staff Member)

<p>Competency ratings are an amplification of the assessment of the staff member's accomplishments in Part 4 above. Please use the following rating scale to assess how the staff member applied each of the competency areas listed below in performing his/her key assignments, objectives and overall duties and responsibilities. A performance rating of 3 represents that staff "fully met expectations".</p>		
<p>RATING SCALE: The following ratings are used to describe a level of performance by the Staff Member which, on balance, throughout the entire reporting period:</p> <ul style="list-style-type: none"> <li>5 - in many instances, continuously and substantially exceeded expectations</li> <li>4 - frequently exceeded expectations</li> <li>3 - fully met expectations</li> <li>2 - met most expectations, however, there is room for improvement</li> <li>1 - met few expectations</li> </ul>		
<b>Competency Areas</b>	<b>RATING</b>	<b>COMMENTS</b>
	<p>Use only whole numbers from 1 to 5</p>	<p>All performance ratings, particularly ratings of 1, and 5 must be substantiated by comments and/or examples, and supported by the evaluation of the staff member's performance in Section 2 above.</p>
<p>5.1 <b>TECHNICAL KNOWLEDGE:</b> Exercises relevant expertise or utilizes knowledge of a technical nature that requires specific training, experience, and education relevant to UHS work and one's specific functional area. (Understanding and creativity in applying technical and professional knowledge, skills and expertise required for the job. Degree to which the staff member stays abreast of latest developments).</p>		

<p><b>5.2 PLANNING, SETTING STANDARDS, AND MONITORING WORK (QUALITY OF WORK):</b> Sets clear and realistic objectives for work plans and programmes. Monitors performance against objectives. Meets established productivity standards, deadlines and work schedules. Accomplishes accurate work with minimal assistance or supervision (Productivity in terms of accuracy, attention to detail, efficiency, and effectiveness).</p>		
<p><b>5.3 DRIVE FOR RESULTS (QUANTITY OF WORK):</b> Effectively translates ideas into actions. Has a drive to implement goals &amp; objectives, to accomplish tasks, ensuring the end-results are delivered before deadlines. Makes things happen through perseverance &amp; tenacity. Achieves quantifiable &amp; measurable results. Identifies areas for improvement &amp; takes necessary steps to implement those changes. (Productivity in terms of the amount of work completed, speed of work &amp; ability to meet deadlines).</p>		
<p><b>5.4 INITIATIVE/JUDGMENT:</b> Takes effective action without being told. Analyzes problems and suggests effective solutions. Develops realistic plans to accomplish assignments.</p>		
<p><b>5.5 TEAM WORK:</b> Cooperates and works effectively with others in the pursuit of common goals. Promotes and demonstrate trust, mutual respect and a cooperative work environment. Understands the organization's policies, procedures, goals, and purpose as required for the job. (Effectiveness in working harmoniously with other staff members, or with other persons outside the organization)</p>		
<p><b>5.6 INNOVATION / CHANGE:</b> Is receptive to new ideas. Adapts to new situations and changes in the work environment. Identifies opportunities to improve work processes. Demonstrates creativity and contributes new ideas.</p>		

<p><b>5.7 COMMUNICATION:</b> Effectively presenting thoughts and ideas in a clear, concise, and readily understood manner. Listens to and acknowledges others perspectives and views. Conveys work-related information and ideas to others in oral and / or written communications effectively. Convey information and explain problems that arise in the course of the job by using clear and concise communication.</p> <p>Comment on the Staff Member's use of more than one working language. (If difference exists between oral and written ability, please describe).</p>		
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**PART 5 cont'd – PERFORMANCE RATING BY THE SUPERVISOR**

<p><b>5.6a GENERAL COMMENTS – Supervisor:</b></p> <p>Comments, for example, on the Staff Member's overall performance and on any strengths, competencies or qualities which he/she has (e.g. creativity, leadership) which are particularly noteworthy. Also indicate any competencies, which, is strengthened, would enhance his/her performance.</p>			
<p><b>5.6b PERFORMANCE FEEDBACK:</b></p> <p>To what extent were the above brought to the attention of the Staff Member during the reporting period?</p>			
<p>*If the evaluation is rated Satisfactory, it is strongly recommended that the evaluation meeting between the supervisor and employee include the development of goals and objectives for the upcoming performance period.</p>			
Supervisor's name:	Title:	Signature:	Date:

<b>PART 6 –STAFF MEMBER’S REVIEW OF RATINGS/ASSESSMENT BY SUPERVISOR</b>	
<p>6.1 AGREEMENT WITH RATINGS – Staff Member:</p> <p>(a) Do you agree with the ratings and comments given by your Supervisor in Part 5 above? Check one box.</p> <p>(b) If you do not agree with your Supervisor’s assessment, please identify the ratings/comments with which you disagree and briefly explain why.</p> <p>6.2 GENERAL COMMENTS – Staff Member:</p> <p>Comment, for example, on your overall performance and on any relevant strengths, competencies or qualities which you possess (e.g. creativity, Leadership etc.) which you feel are particularly noteworthy. Also indicate any attributes, competencies, etc. which, if strengthened, would enhance your performance</p>	<p>(a) <input type="checkbox"/> Entirely                      (b) <input type="checkbox"/> Mostly</p> <p>(c) <input type="checkbox"/> To some extent              (d) <input type="checkbox"/> Not at all</p>

<b>PART 7 – REVIEW/COMMENTS BY THE SECOND REPORTING OFFICER</b>	
Note: The Supervisor must not act as the Second Reporting Officer.	
<p>7.1 GENERAL COMMENTS – Second Reporting Officer:</p> <p>Comment on your familiarity with the staff member’s work; the consistency and reasonableness of the ratings and comments given by the Supervisor; and any significant statement(s) made by the Staff Member.</p>	
<p>7.2 Was the completion of the PER unduly delayed by either yourself, the STAFF Member or the Supervisor?</p> <p>If “Yes”, what was/were the reason(s) and what action has been/will be taken to prevent future delays?</p>	<p><input type="checkbox"/> Yes                      <input type="checkbox"/> No</p>
<p>Second Reporting Officer’s name:</p>	<p>Title:    Signature:    Date:</p>

<b>PART 8 – FINAL REVIEW AND SIGNATURE BY STAFF MEMBER AND SUPERVISOR</b>	
<p>8.1 Signatures: The Staff Member's and Supervisor's signatures are acknowledgement that they have received a copy of this report. It is not an indication on their part of whether or not they agree with its contents. No further comments should be added at this point.</p>	<p>Supervisor's Signature and Date:</p>  <p>Staff Member's Signature and Date:</p>

The process is now complete. Unless the Staff Member indicates in Part 8.2 below that he/she intends to issue a statement of explanation or a rebuttal, this PER will be placed on his/her official status file.

<p><b>8.2 EXPLANATION/FORMAL REBUTTAL:</b></p> <p>I am aware that, i may, within 30 days of signing part 8.1 of this report, either (a) submit a statement of explanation or (b) submit a formal rebuttal.</p>	<p>[ ] I intend to submit a statement of explanation: or</p> <p>[ ] I intend to submit a formal rebuttal.</p>  <p>Staff Member's Initials and Date:</p>
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## ADMINISTRATIVE PERFORMANCE EVALUATION

(To be filled by the Staff Members)

PART 1. ADMINISTRATIVE DATA			
Administrator's name	Title of position	Grade of post	At this post since
Employed since	Appointment type	Department / Cell	
Period covered by report: From _____ To _____			

PART 2. EVALUATION
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**KEY:** **NA** = Not applicable or not observed, **UL**: Unsatisfactory and lack of satisfactory progress over time, **U** = Unsatisfactory, **3 - 4 - 5**; Low, medium, high satisfactory performance range.

### Effective Leadership

NA UL U 3 4 5

Facilitates the development of a shared mission and vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages and uses a variety of strategies to assess performance accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies current principles and practices to encourage effective teaching / management / research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies organizational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates communication skills that are clear, direct, and responsive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity for ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Effective Relationships with the Staff Members**

	NA	UL	U	3	4	5
Good team player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interprets, clearly expresses, and promotes the vision, mission, programs, activities, and services of the university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays positive behavior to, peers and other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tries hard to assure learning opportunities for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives proper and generous credit to others for their contributions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Fulfilment of Professional Responsibilities**

	NA	UL	U	3	4	5
Shows strong interest for his/her own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective mentor of personnel to attain promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes personal keen interest in university matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models ethical behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Effective Administration and Management**

	NA	UL	U	3	4	5
Carries out supervision, evaluation, and management functions for the university effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of policies, procedures, regulations and legal requirements within the scope of his/her responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies current knowledge of additional programs (such as transportation, food services, maintenance, and facilities management) within the scope of his/her responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make sound and timely decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and uses all available resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observance of work hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals effectively in crisis resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PART 3.EVALUATOR’S ADDITIONAL COMMENTS CONCERNING:**

**3.1 Effective Leadership**


**3.2 Effective Administration and Management**


**3.3 Effective Relationships with the Community**




**3.4 Fulfilment of Professional Responsibilities**


**ADMINISTRATOR'S COMMENTS:**


Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

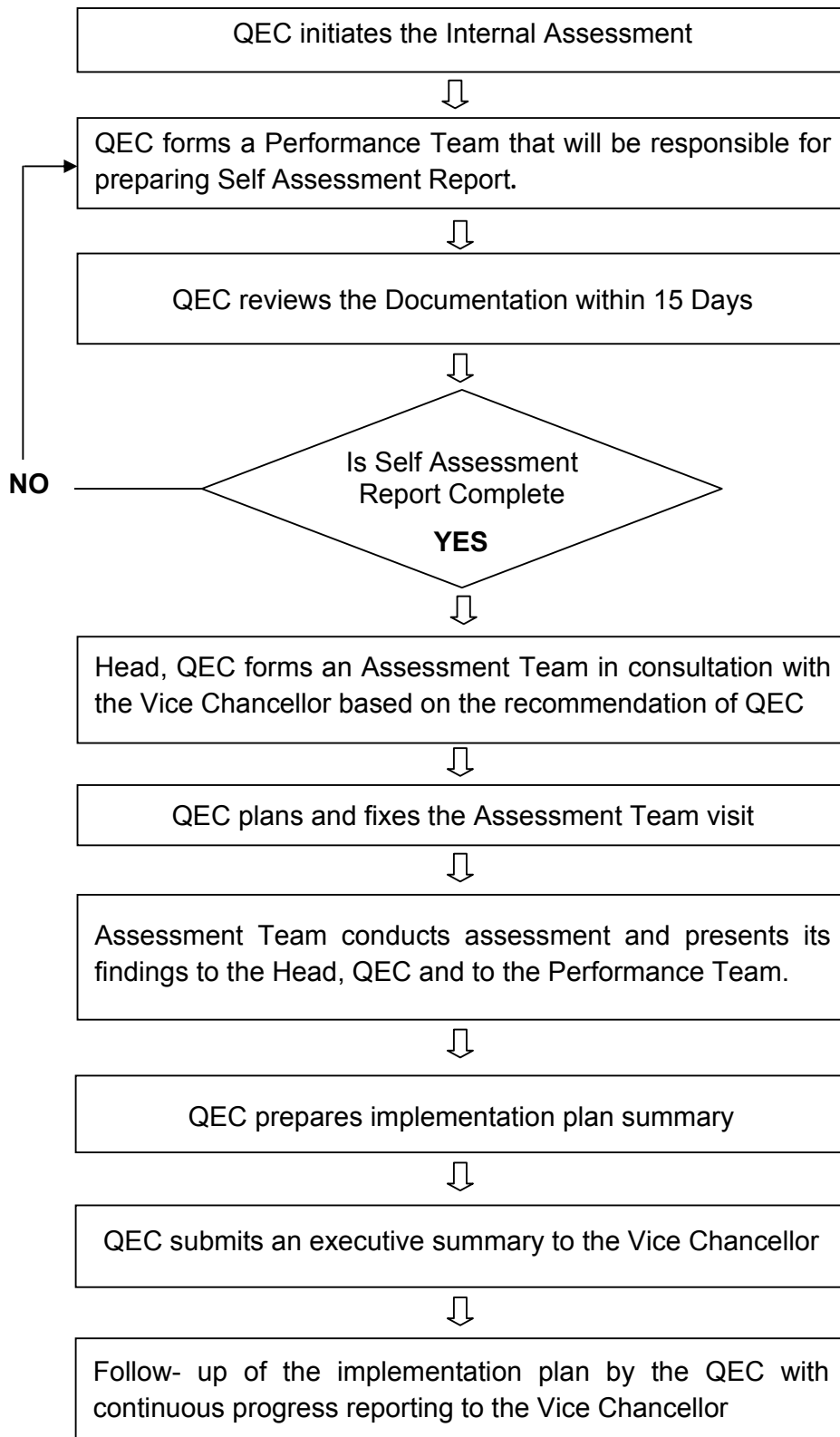
Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_



Section – VIII

**Standard Operating Procedures  
for  
University Internal Assessment**



**UNIVERSITY OF HEALTH SCIENCES LAHORE**

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