National Guidelines For Quality Assurance Scheme (QAS) For Undergraduate Medical and Dental Education In Bangladesh

Directorate General of Medical Education (DGME)
Ministry of Health & Family Welfare

May 2025

National Guidelines
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Updated by
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Ministry of Health & Family Welfare

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Supported by
World Health Organization (WHO)
Bangladesh

List of Acronyms

ACC	Academic Coordination Committe
BDS	Bachelor of Dental Surgery
BMEAC	Bangladesh Medical Education Accreditation Council
BMDC	Bangladesh Medical and Dental Council
BMRC	Bangladesh Medical Research Council
CME	Centre for Medical Education
DGHS	Directorate General of Health Services
DGME	Directorate General of Medical Education
QA	Quality Assurance
QAS	Quality Assurance Scheme
HMPD	Health Manpower Development
HRH	Human Resources for Health
IQAB	Institutional Quality Assurance Body
MBBS	Bachelor of Medicin and Bachelor of Surgery
MEU	Medical Education Unit
MOHFW	Ministry of Health and Family Welfare
MEFWD	Medical Education and Family Welfare Division
MSC	Medical Skills Center
NPO	National Professional Officer
NQAB	National Quality Assurance Body
OSCE	Objective Structured Clinical Examination
OSPE	Objective Structured Practical Examination
RPCD	Research, Publication and Curriculum Development
SOE	Structured Oral Examination
SAR	Self-Assessment Report
WHO	World Health Organization

Foreword

Quality assurance is the cornerstone of any effective healthcare education system. As the medical field continues to evolve rapidly, it is imperative that our educational institutions uphold the highest standards in teaching, training and research. The quality assurance scheme has been developed as a strategic framework to ensure that all medical and dental colleges under our supervision maintain excellence in academic delivery, infrastructure, clinical exposure, and ethical standard.

This initiative reflects our commitment to nurturing competent, compassionate, and skilled healthcare professionals who are prepare to meet the diverse challenges of modern medicine. The scheme is aligned with global benchmarks while respecting local context and needs, thereby supporting a continuous cycle of improvement and innovation in medical education.

I appreciate the endeavor of DGME to update the existing guidelines developed more than a decade ago. I also praise the collective efforts of educators, administrators, and quality assurance experts in bringing this initiative to completion. Together, we can ensure that the future of medical education in our region is not only promising but exemplary.

By acknowledging and supporting the QAS we reaffirm our commitment to producing competent, ethical and compassionate medical and dental graduates who are capable of contributing meaningfully to healthcare delivery and public health.

Let us move forward with dedication and a shared vision for excellence.

Professor Dr. Nazmul Hosain
Director General
Directorate General of Medical Education (DGME)
&
Chairman, NQAB

Acknowledgement

The implementation of a robust quality assurance scheme in undergraduate medical and dental education is essential to maintaining high standards in medical training and ensuring the future healthcare professionals are well prepared to meet the complex needs of patients and healthcare system. We acknowledge the efforts and commitment of all stakeholders involved in the development, execution and continuous improvement of the quality assurance processes.

This QAS encompasses critical components including different frameworks and processes.it ensures that medical education is aligned with national and international standards, promotes accountability, and foster a culture of continuous improvement.

This 'National Guidelines for Quality Assurance Scheme (QAS) of Undergraduate Medical and Dental Education in Bangladesh- 2025' is an updated version of existing national guidelines and tools for quality assurance scheme (QAS) for medical colleges in bangladesh developed by CME & DGHS in 2012 with the support of WHO.

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We express our sincere gratitude to the academic leadership, faculty members, external reviewer, accreditation bodies, and students whose active participation and feedback have been instrumental in upholding education excellence. Their collaboration helps ensure that the quality assurance program stays aligned with advancements in medical science and adapts to changing societal needs.

Rubina Yasmin

Prof. Rubina Yasmin
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&
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Quality Assurance Scheme in undergraduate Medical & Dental Education

Introduction

Quality medical education & proper training of the physicians/doctors is the most fundamental one that influence the quality of health care system.

The standard of medical education and quality assurance refers to the established criteria and guidelines that define the quality, scope, and outcomes of training for medical professionals. These standards ensure that medical graduates possess the necessary knowledge, skills, ethics, and professional behavior to provide safe and effective healthcare.

Quality assurance (QA) is one of the major ways for maintaining or improving standards of medical education and consequently health care delivery. medical/dental colleges have to demonstrate QA in order to guarantee that their produced doctors are competent enough as per curricular objectives. QA involves monitoring of teaching /learning and assessment methods being practiced at the medical institutes.

Those who have responsibility for ensuring quality health care and those who have responsibility for the training of health care providers have a common purpose of ensuring optimum health care to the community, based on the needs and resources and should be working in partnership to achieve their goal. Medical education must be community-oriented and competence-based to meet these requirements.

Objectives of QA Scheme

- To achieve the highest quality academic standards
- To improve teaching-learning quality and enhance students' performance
- To optimize Institutional academic capacity & performance
- To support academic staffs to enhance personal development.
- To create opportunities for better communication at all levels.
- To produce safe & competent medical and dental graduate

Principles of QA Scheme

The quality assurance scheme has been built on the following principles:

Accountability:

Medical/dental colleges are accountable to the stakeholders (students, public, regulatory bodies) of bangladesh to produce quality medical graduates who are competent to deliver the health care based on the community requirements.

Transparency :

Transparent reporting of quality process and outcomes (e.g. graduate performance and accreditation status)

Self-Evaluation :

Each medical college will operate the QA process using self-assessment report (SAR) format.

External Peer Review :

A system of nationally organized independent peer review of the MBBS & BDS course is recognized as the primary safeguard of QA. In this context, mechanisms for a wide spectrum of external advice are provided in the review and evaluation processes.

These principles provide the basis for the organizational frame work (councils and committees), within which the quality of teaching and learning can be considered, and the operational framework (processes and procedures), by which the MBBS and BDS course can be monitored and evaluated.

The QA scheme for medical/dental education, outlined in this guidelines, has been agreed in principle by the medical and dental colleges of bangladesh. It is designed to:

- Provide an organizational framework within which QA can be established and carried out.
- Prescribe procedures to be adopted in relation to MBBS & BDS course planning, approval and review.
- Formalize the external input to the QA process from students, external examiners & external peer reviewers.
- Establish a faculty development and review scheme for academic staff to support the QA process.

Organizational Frameworks

Organizational framework for the QA scheme comprised of -

- National framework
- Institutional framework

National Framework :

The relevant national bodies such as the Medical Education & Family Welfare Division (ME&FWD), Bangladesh Medical and Dental Council (BMDC) & Bangladesh Medical Education Accreditation Council (BMEAC) will play strategic roles. Within this framework National Quality Assurance Body (NQAB) will be formed, that will oversee QA in medical education and ensure that the standards are maintained in all medical colleges. Quality assurance Cell will be formed to act as a secretariat in the DGME. The QA process will be assessed by using checklist of quality assurance during visits of medical/ dental colleges for academic approval by representatives of the MEFWD, DGME, BMDC, and Dean of concerned affiliated university. BMEAC will visit according to its guideline. To ensure the quality of paired college academic coordinator will visit as required.

Institutional Framework:

Within the medical and dental colleges, the institutional framework in the name of Institutional Quality Assurance Body (IQAB) will implement QA in relation to the MBBS/ BDS course.

This IQAB Consists of:

- Academic Council
- Academic Co-ordination Committee
- Phase Co-ordination Committees
- External Examiners
- Peer Review Committee

Composition and Responsibilities of Organizational framework
National Quality Assurance Body (NQAB)

Committee	Committee Members	Responsibilities
1. NQAB	1. Advisor- Secretary (Medical Education and Family Welfare Division) 2. Chairman: Director General, DGME 3. Member: President, BM & DC 4. Member: Chairman, BMEAC 5. Member: Chairman, BMRC 6. Member: Additional Secretary (Medical Education wing, medical education and & Family Welfare Division) 7. Member: Additional Director General (ME) 8. Member: Dean, Faculty of Medicine, Dhaka University 9. Member: Dean, Faculty of Medicine Chittagong Medical University 10. Member: Dean, Faculty of Medicine, Khulna Medical University. 11. Member: Dean, Faculty of Medicine Rajshahi Medical University. 12. Member: Dean, Faculty of Medicine Sylhet Medical University 13. Member- secretary: Director, Centre for Medial Education	• The NQAB will oversee the quality assurance in medical and dental education and ensure that standards are maintained in all public and private medical colleges by carrying out reviews and monitoring of the quality assurance process. • Conduct meeting of NQAB with principals and academic coordinators of all medical & dental colleges twice in a year. • Review the annual reports; take necessary action as per existing rules. • Recommend remedial actions for improvement. • Review other reports send by quality assurance cell. • Arrange facilities for research activities of faculties of medical/dental colleges • Setting a benchmark for a standard of quality. • Ensure accreditation standard of colleges. • Other activities related to quality assurance when necessary.
2. Quality Assurance Cell	1. Chairman: ADG (ME) 2. Member: Assistant professor (CME) 3. Member secretary: Assistant director (RPCD)	• Formulation and update of checklist for visit to medical and dental colleges in relation to standard of quality assurance. • Collect report from different authorities • Select pair college for each and every medical/dental college. • Collect annual reports from all colleges • Compile annual reports. • Submit the compiled reports to the NQAB. • Provide feedback to the colleges.

Institutional Quality Assurance Body (IQAB):

Committee	Committee Members	Responsibilities
1. Academic Council	1. As per directives of MEFWD. 2. One member from the governing body of non govt. medical colleges will be a member of the meeting of academic council when the agenda of quality assurance will be discussed. (Applicable only for non-government medical college)	• Accountable to NQAB in relation to academic activities • Responsible for implementing curriculum. • Recommend & take initiative for faculty development program. • Select academic coordinator for the academic coordination committee • Select the phase coordinator for the respective phases • Select the student representatives for academic coordination committee & phase coordination committee. • Arrange orientation programs for new teachers about quality assurance system. • Send the annual report of the college to the quality assurance cell of DGME. • Takes appropriate action in response to the annual report and feedback from the NQAB particularly in relation to QA and academic standards. • Conduct meetings three times a year and at any time if needed • Take necessary actions for accreditation activities
2. Academic Coordination Committee (ACC)	1. Chairperson: Academic Coordinator-Vice- principal (Academic) will be Academic Coordinator of Medical colleges. If no vice-principal, then any senior professor/ senior regular associate professor selected by the Academic Council, who will be accepted by teachers and students of all phases, with academically sound and having leadership character. Members Phase coordinators of 4 phases. (P-I, P-II, P-III and P-IV)	• Accountable to the academic council • Oversee the academic activities. • Chairperson of academic coordination committee will present the annual report on operation of MBBS /BDS course to the academic council & ensure that the recommendations of academic council are implemented. • Sit four times in a year and any time if needed • Prepare annual report of college • Ensure extra-curricular activities (annual sports, cultural programs and annual magazine etc.) in the colleges as well as mention the events in the annual report. • Prepare academic calendar when necessary. • Chairperson will act as the members secretary of faculty development & review committee • Perform other activities as given by academic council.

Committee	Committee Members	Responsibilities
3. Phase Coordination Committee (PCC) (P-I, P-II, P-III and P-IV)	1. Chairperson: Phase Coordinator will be chairperson of each phase coordination committee and head of the department will be the phase coordinator. members: 2. Subject coordinator of each phase. (Senior most teacher of each subject of respective phase will be the subject coordinator) Two bangladeshi students representatives (for each phase according to the result of professional exam, one male & one female)	• Accountable to ACC • Phase coordinator act as leader of the respective phase in relation to the academic activities. • Analyze the students' course evaluation questionnaires • Prepare the annual report of the phase for the ACC and submit it to the academic coordinator • Arrange bi-monthly meeting to consider how their particular phase of the course is progressing and any time if needed • The phase coordinators will meet with the academic coordinator every three months to share experiences of the operation of the course and any time if needed. They have to compile and analyze relevant information from students and the minutes of the all meetings. • Approve the list of the eligible students for the professional exam and publish it. • Chairperson will act as a member of faculty development & review committee.
4. Subject Coordinators	1. For each subject one subject coordinator (Head of the department)	• Accountable to the respective Phase coordinator. • Coordinate activities of the respective subjects. • Coordinate the delivery of the teaching learning program within the respective subject. • Ensure that the program of teaching & learning is worked out in a logical sequence and is made known to both academic staff and students and delivered as scheduled. • Sit monthly with all faculty members and anytime if needed
5. Student represent-atives	Two bangladeshi students from each phase. One male & one female according to the result of professional exam/admission test result	• Represent the students and convey their opinions to the committees by collecting views from fellow students about : ○ The total course, including the quality of teaching and current assessment system with suggestions for improvement and the facilities available ○ General environment ○ Individual subject appraisal with suggestions for improvement. • Student's representative will attend the meetings of different committees only at the time of discussion of concerned agenda.

Committee	Committee Members	Responsibilities
6. Faculty Development Committee	1. Chairperson: Principal 2. Co-chairperson: Vice principal (Academic) 3. Member secretary: Academic coordinator 4. Members : Four phase coordinators and a coordinator of medical education unit.	• Get information from head of the departments • Evaluate personal review form of faculty members • Recommends for faculty members for continuing professional development • Sit every four month and any time if needed.
7. External Examiner	Nominated by dean office for professional examinations.	• Required to submit a report to the convener covering standard of assessment, student performance, conduction of examinations, accommodation etc. and, make recommendations in the context of teaching /learning and assessment as per format (Annexure-III)
8. Peer review committee	Formed by academic coordinators of pair colleges	• Pair college will be selected centrally by DGME, pairs are not fixed, changeable. • They will review & share information with mutual respect and honour about: ◦ Teaching and learning ◦ Assessment ◦ Extracurricular activities ◦ Academic calendar ◦ Educational environment ◦ External examiners reports ◦ Students evaluation reports ◦ Annual report ◦ QAS related activities • Provide visit report to the principal of the pair college and copy to member secretary of quality assurance cell. Compare these issues with their own institutes for further development of his/her own institute.
9. Censor for professional exam.	Selected by quality assurance cell.	• Will monitor & report about standard & quality of professional examination of different colleges.

Operational Framework

The operational framework is the set of procedures by which the MBBS/BDS course can be evaluated. Since the quality assurance process is about monitoring standards, the medical/dental colleges recognize that this includes appropriate procedures for correcting deficiencies when they are identified. Within the operational framework there are sets of procedures for QA in medical education.

These are:

- Course Appraisal: procedures for planning, approval and review of courses, examining performance indicators, obtaining feedback form students.
- Faculty development and review scheme: implementing faculty appraisal and development.
- Reports of exchange review visit to pair college by academic coordinator.
- Reports of external examiners.
- Reports of external review visit team (Reports of committee for academic approval).

Course Appraisal:

Monitoring and evaluating the MBBS/BDS course are carried out through a formal process within the organizational framework. The phase co-ordination committee, academic co-ordination committee and the academic council ensures the quality of the colleges. Elements of course appraisal through these committees are outlined as follows:

- Students are required to respond a phase wise course evaluation questionnaire (Annexure I) regularly regarding quality of teaching, administration, the assessment system, and the contribution of teaching staff, facilities and the general environment.
- Student questionnaires are collated and analyzed by the phase co-coordinators.
- Phase coordinator appraises the course according to the guidelines of course appraisal.
- Phase co-ordination committee meet every three months to evaluate how the course is progressing and to discuss the problems raised by students or teachers to solve.
- Phase co-coordinators meet with the academic co-coordinator every four months to share the experiences of the operation of the course and discuss unresolved problems.
- The ACC meets on a regular basis to discuss the progression and delivery of the course as part of the on-going process of appraisal and evaluation and respond to any issue raised by phase coordination committee and/or academic council.
- Phase co-ordination committee prepare an annual report of the concerned phase for the ACC on the operation of the respective phases of the course and will submit it to academic coordinator.

- The academic coordinator prepares the annual report for the academic council, based on the external examiners report, reports of external review visit team, report of exchange review visit team of pair colleges by academic coordinators, annual report of phase co-ordination committee, ACC minutes, and students' admission and professional examinations results data.
- The academic council will take appropriate action in response to the annual report (Annexure V), particularly in relation to QA and academic standards, and makes recommendations for course development.

Faculty Development and Review Scheme:

The greatest asset of the medical colleges is their teaching staff. The quality of teaching and learning depends mainly on the qualities and presence of required number of the teaching staff. Within the QA process the opportunity is given for teaching staff to develop their abilities in relation to teaching and learning through the faculty development and review scheme. The academic council is ultimately responsible for the faculty development and review scheme and the heads of department are responsible for implementing it. The aims are to:

- Help academic staff develop as individuals, by supporting their professional development, enhancing job satisfaction and performance leads to improved quality of the medical college and ensures quality in medical education.
- Provide a means of communication between the staff member and the medical college so that an effective relationship between the needs of the individual and the institution may be achieved within the resources available.

It is emphasized that the aims of the scheme are positive. There is no connection of any sort with, for example, disciplinary procedures. The scheme applies to all teaching staff employed by the medical/dental college. A personal review form **(Annexure: II)** has to be filled up by each of the faculty, which will then be forwarded to the faculty development & review committee with comments and recommendations by the head of the respective department.

In the case of heads of departments and vice-principal the reviewer is the principal. The chairperson of quality assurance cell of DGME will be the reviewer for the principals of medical/dental colleges. It is vital to the scheme that the faculty development review process is conducted in a manner which the member of staff considers to be supportive and fair so that the outcome is constructive.

To help faculties with their personal development the colleges have on-going program of faculty development concerned with teaching and learning, assessment and evaluation, educational media, research methodology, research and technical writing, management and information technology etc.

These programs are offered either locally by the medical education unit (MEU), or nationally, by the centre for medical education (CME) as appropriate. The academic council considers as required the views of staff on the operation of the scheme and makes appropriate recommendations.

Faculty Development and Review Scheme:

Person Responsible	Activities
Academic Coordinator	Distribute personal review form and provide notes to heads of the department in consultation with co-chair (Vice Principal) & chairperson (Principal).
Head of Department	Distribute personal review forms. Collect review forms after filling up by faculty members. With recommendations submit those to the academic coordinator.
Faculties	Complete and submit personal review form to the head of the department.
Principal (As head of the faculty development & review committee)	Analyze action plans Formulate program for faculty development by medical education unit of respective institute or by CME or by BMRC as needed.

External Review:

The QA scheme in medical education has more to do with the way in which the colleges implement the course. External review of the institutional quality assurance practice will be done by exchange review visit team comprising academic coordinators of pair colleges, external examiners and external review visit team comprising representatives of director, CME and director, medical education. The external examiner system is a key element in the colleges QA scheme. The external examiners, appointed through the dean's office for a single round of examinations, are required to fill up the format for external examiner's report (Annexure: III) and prepare reports covering a number of aspects of the examinations and submit to the convener of examination in a sealed envelope to be handed over to academic coordinator/principal.

The NQAB will oversee the QA in medical/dental education and ensure the standard of the MBBS course in all medical colleges of bangladesh, by carrying out reviews of effectiveness of the QA process through different visits to medical college by its members or their representatives. The quality assurance cell will select pair college for each medical/dental colleges and will ensure visits of pair colleges by the academic coordinators and vice versa. The NQAB will organize annual review meeting/conference with all principals and academic coordinators of all medical/dental colleges after getting their annual reports.

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Annexure I
Questionnaire for Phase Wise Evaluation by Students

Instructions:

This questionnaire is given to you for your opinion and to assess your level of satisfaction about the teaching learning environment of the phase to which you belong. Your opinion is very valuable for the improvement of the academic activities and overall improvement of the teaching learning environment. Your identity will not be disclosed by any way because the questionnaire is anonymous. So your full co-operation is expected.

1. Please response to the following question (Give Tick mark on the appropriate response):

i) You are a student of which phase? 1stPhase ☐ 2ndPhase ☐ 3rdPhase ☐ 4thPhase ☐

ii) Gender: Male ☐ Female ☐

2. Level of Satisfaction:

VS (Very Satisfied), **S** (Satisfied), **NSND** (Neither Satisfied Nor Dissatisfied), **D** (Dissatisfied), **VD** (Very Satisfied)

SL. No.	Statements in relation to teaching-learning	Level of satisfaction				
		VS	S	NS ND	D	VD
01	The extent of teaching according to syllabus of this phase					
02	The extent of importance of students' opinions taken into consideration in teaching and learning in this phase					
03	Use of Teaching material (blackboard, whiteboard, multimedia etc.) by the teachers					
04	Classes held according to class routine in this phase					
05	Development of my knowledge in this phase					
06	Development of my practical skills in this phase					
07	Present ratio of the teachers and students in this phase					
08	Teaching skills of teachers					
09	Overall teaching of this phase					
10	Overall educational environment of this phase in favour of learning					

3. Statements in relation to assessment:

SL. No.	Statements in relation to assessment	Level of assessment				
		VS	S	NS ND	D	VD
01	In course/formative examination (Items, cards, terms) in this phase					
02	Written examination of this phase					
03	OSCE/OSPE of this phase					
04	SOE of this phase					

4. Statements in relation to Interpersonal Relationships:

SL. No.	Statements in relation to Interpersonal Relationships	Interpersonal Relationships				
		VS	S	NS ND	D	VD
01	Cooperation, advise and counseling provided by teachers in this phase					
02	Extent of unbiased behavior of the teachers to students					
03	Relationship between teachers and students					
04	Extent to which I have enjoyed the course in this phase					
05	Opportunities for extracurricular activities					
06	Services offered by students support center					

5. Physical Environment and library:

SL. No.	Physical Environment and Library	Physical Environment and library				
		VS	S	NS ND	D	VD
01	Overall condition of the classrooms					
02	Overall facilities in the library					
03	Environment for study in the reading room/Library					
04	Availability of required books in the library					
05	Extent of opportunities for internet use					
06	Extent of opportunities for photocopy use					

6. If you are a student of 3rd or 4th phase please respond to the following:

SL. No.	3rd or 4th phase students' response	Students' response				
		VS	S	NS ND	D	VD
01	Bedside/clinical teaching					
02	Residential field site training (RFST)					
03	Knowledge and clinical competency of the teachers					
04	Development of my clinical skill still now					
05	development of my communication skill still now					

7. If you reside in the college hostel please respond to the following:

SL. No.	Response of students' residing outside hostel	Students' response				
		VS	S	NS ND	D	VD
01	Overall environment of hostel					
02	Arrangement for meals in the hostel					
03	Arrangement for meals in the hostel					
04	Provision for indoor games					

8. Do you think that there are problems in formative assessment (Items, cards, terms) of this phase ?

Yes ☐ No ☐ If Yes- mention the problems of formative assessment:

9. Do you think that there are problems in overall teaching learning environment?

Yes ☐ No ☐ If Yes- mention the problems:

10. Mention your suggestions for the improvement of teaching learning and assessment of this phase:

Thanks for your cooperation

Annexure II
Personal review form of the faculty

Instruction:

Please complete the personal review form & submit it to the head of the department within the specified time

1. **Name of Department:**
2. **Phase:**
3. **Name of the faculty:**
4. **Designation:**
5. **Total Period of time as faculty member in the department**…....
6. **To what extent you are informed about the curriculum outline and assessment process of your discipline just after joining ?**
   Completely informed ☐ Partially informed ☐ Not at all informed ☐
7. **Do you know that MBBS curriculum is available on BMDC official website ?**
   Yes ☐ No ☐
8. **Have you ever attended any session on curriculum at your institute ?** Yes ☐ No ☐
   If not informed at all, did you ask for that ? Yes ☐ No ☐
9. **To what extent you are satisfied with your teaching capabilities ?**
   Completely satisfied ☐ Almost satisfied ☐ Partially satisfied ☐ Not satisfied at all ☐
10. **If not completely satisfied, what are the areas in which you need to develop yourself ?**
    Teaching methods ☐ Assessment methods ☐ Instruction material design ☐
    Information technology ☐ Research methods ☐ Other (Specify)
11. **Did you attend any training programs in any of the above mentioned areas ?**
    Yes ☐ No ☐
    If yes, mention the names of training program ?
12. **Are you involve any way in the phase coordination group activities:**
    Yes ☐ No ☐
    If yes, please mention your role in brief:
13. **Total teaching hours of your teaching within last 3 months**
    i) Lectures ---------- hours
    ii) Tutorials---------- hours
    iii) Practical---------- hours
    iv) Clinical teaching---------- hours
    v) Community Visits---------- days/hours
    vi) Demonstration---------- hours
    vii) Others (Please specify)----------
14. **To what extent the educational environment is supportive for your teaching ?**

i) Proper class room:	Completely ☐	Partially ☐	Not at all ☐
ii) Adequate logistic support	Completely ☐	Partially ☐	Not at all ☐
iii) Updated library	Completely ☐	Partially ☐	Not at all ☐
iv) Functioning MEU	Completely ☐	Partially ☐	Not at all ☐

If not completely supportive, mention the issues of educational environment that need to be resolved for better teaching/learning environment:.....
.....

15. Please mention your computer literacy capability

i) MS Word : Skilled ☐ Not all ☐ Some extent ☐
ii) Power point : Skilled ☐ Not all ☐ Some extent ☐
iii) Excel : Skilled ☐ Not all ☐ Some extent ☐
iv) Internet use : Skilled ☐ Not all ☐ Some extent ☐
v) SPSS : Skilled ☐ Not all ☐ Some extent ☐

16. Please provide information about research activities conducted by you with in last 12 months:

i) Number of research conducted: …….....
ii) Number of research guided / supervised by you:…….....……
iii) The number of papers published during the period:…….....…...……

17. Is the environment supportive for research?

Completely supportive ☐ Partially supportive ☐ Not supportive at all ☐
If not supportive at all, mention the reasons: …….....……..…

18. Please provide information about your involvement in wider activities:

State your involvement in institutional, national and international committees
if any (as a member of professional organization/association)

…….…..…....

19. Number of continuing medical education (CME)/ CPD programs attended within the last year.

i) At institute…….....……....……
ii) Other institute…….....…….....…

a) Is there any evaluation of teachers at your institute? Yes ☐ No ☐

20. In the coming year in which areas, you wish to improve yourself ?

21. Any other comments or observations for your faculty development:

22. Recommendations of head of the department for respective faculty member on his/her faculty development:

Thanks for your cooperation

Annexure: III
External Examiner's Report

1. Subject:.....

First Prof. ☐ Second Prof. ☐ Third prof. ☐ Final Prof. ☐

2. Period of examination: Starting date:...../...../..... Ending date:...../...../.....

3. Formative assessment procedures and documentation (All term & card exam.)

SA-Strongly Agree, **A**-Agree, **U**-Undecided, **DA**-Disagree, **SDA**-Strongly Disagree

SL. No.	Statements	SA	A	U	DA	SDA
01	The formative assessment procedures were satisfactory					
02	Records of formative assessment were adequate					
03	Question papers and scripts were readily available					
04	Examiner could review scripts					

4. Documents available for formative assessment were:

Attendance ☐ Marks of item cards ☐ Marks of card examination ☐

Marks of term examination ☐ Assignments of integrated teaching ☐

5. Formative assessment can be further improved by:

.....

.....

6. Quality of Summative Assessments (professional examination):

SL. No.	Statements	SA	A	U	DA	SDA
01	Quality of OSPE/OSCE was appropriate					
02	Quality of clinical skill assessments was appropriate					
03	Quality of practical assessments was appropriate					
04	Quality of s tructured oral examination was appropriate					
05	Overall environment of the examination was non-threatening					

7. Information about OSPE/ OSCE

i) Procedural station-

ii) Question station-

iii) Checklist used-

8. Information about SOE:

i) No. of question sets/cards for SOE.....

ii) Availability of structured answer/ rating scale .....

9. The quality of SOE, OSPE, Practical, Clinical skill assessment can be further improved by:

.....

10. Marking by internal examiner in professional examination:

SL. No.	Statements	SA	A	U	DA	SDA
01	Marking of SOE was as per rating scale					
02	Marking of OSPE/OSCE was as per checklist					
03	Marking of practical exam was objective and logical					
04	Marking of clinical skill assessment was structured and appropriate					

11. Student performance (During Professional Examination)

SL. No.	Statements	Below expectation	Met expectation	Above expectation
01	Level of knowledge.			
02	Level of skills.			
03	Level of attitude.			

12. Overall, the performance of the students in relation to list of competencies and outcome defined in curriculum

i) Below expectation.....…….....…..

ii) Met expectation…….....….....

iii) Above expectation……...….....

13. Overall comments (assessment process, formative & summative examination) & suggestions

Signed.....

Date:.....

Please return your completed form to the convener

Annexure-IV
Teachers Evaluation Form (by student)

Instructions: This questionnaire is given to you for your opinion about any teacher of your phase. Your opinion is very valuable for the improvement of the academic activities. Your identity will not be disclosed by any way because the questionnaire is anonymous. So your full co-operation is expected.

1. Name :
2. Designation:
3. Subject:
4. Phase of the student: ☐ 1st Phase ☐ 2nd Phase ☐ 3rd Phase ☐ 4th Phase
5. Name of the medical college:
6. Category of the medical college: ☐ Govt ☐ Non-govt

The number rating stands for the following: 1 = Never, 2 = Once in a while, 3 = Sometimes, 4 = Most of the times, 5 = Almost always.

If not applicable, leave it blank. Circle the number that best represents your experience with this teacher for each item. Please consider each item carefully and respond honestly.

SL. No.	Statements	Never	Once in a while	Some time	Most of the time	Almost Always
01	Starts class by capturing students' attention	1	2	3	4	5
02	Clearly states learning objectives at the start	1	2	3	4	5
03	Checks students' prior knowledge	1	2	3	4	5
04	Manages class time effectively	1	2	3	4	5
05	Speaks clearly and understandably	1	2	3	4	5
06	Uses effective teaching aids/materials	1	2	3	4	5
07	Encourages student participation	1	2	3	4	5
08	Summarizes key points at the end	1	2	3	4	5
09	Provides helpful references for study	1	2	3	4	5
10	Assesses student understanding during class	1	2	3	4	5
11	Creates a supportive learning environment	1	2	3	4	5
12	Motivates students to learn	1	2	3	4	5
13	Respects students opinions	1	2	3	4	5
14	Is approachable for help or questions	1	2	3	4	5
15	Promotes a positive academic atmosphere	1	2	3	4	5
16	I consider this teacher a role model	Yes		No		

Thanks for your cooperation.

Annexure: V
Format for Preparing Annual Report on Quality Assurance Scheme (QAS) of a Medical College

A. Cover Page (includes)

i) Name of the medical college/dental college:
ii) Year of establishment:
iii) Mailing address:
iv) Contact: Phone/ (WhatsApp): v) Fax:
vi) E-mail (Mandatory): vii) Website:

B. Executive Summary:

(Guideline: A brief description of strength and future prospects)

C. Details Information:

1. Basic Information of the Medical college/Institute:

i) Name of medical/dental college:.....
ii) Type of medical /dental college : ☐ Public ☐ Private
iii) How many teachers are working in your college at present ? .....
(Please attach the list dept. wise)
iv) How many teachers are working part- time ?…….....……
v) How many students are studying in your college at present ?....…….

2. Quality Assurance Scheme–Background Information of QAS of your medical college

a. In your Institute QAS is –
☐ Going on ☐ Not going on ☐ Yet to be started
b. Scheme started in the year:
c. Name of the academic coordinator with designation:
d. Names of phase coordinators with designation:
- 1st Phase …….
- 2nd Phase ……
- 3rd Phase……..
- Final Phase……..

e. Total number of meetings within last 12 months
- Academic council-
- Academic coordinator committee-
- Faulty development review committee-
- 1st phase committee meeting-
- 2nd phase committee meeting-
- 3rd phase committee meeting-
- Final phase committee meeting-

3. Curriculum execution:

a.The college has academic calendar for each batch ☐ Yes ☐ No

b.The college has daily schedule for each batch compatible to curriculum ☐ Yes ☐ No

c.The college has regular schedule of Integrated teaching ☐ Yes ☐ No

d.The college has regular schedule of generic topics ☐ Yes ☐ No

Thanks for your cooperation.

4. Student performance/Course appraisal:

a. Do your college collect questionnaire of phase wise evaluation by students ? ☐ Yes ☐ No

If yes, how often do you do that ? .....

b. What were the major suggestions given by the students ?

1st Phase-……..…

2nd Phase-……..…

3rd Phase-……...

Final Phase-……

c. What percentage of students passed in the last year ?

1st Prof.-

2nd Prof.-

3rd Prof-

Final Prof-

d. Do you give feedback about their performance ? ☐ Yes ☐ No

e. If yes, how do you do that ? ☐ Individual level ☐ Group level

f. Do you have functioning students' support system? ☐ Yes ☐ No

g. Do you have provision for student counseling ? ☐ Yes ☐ No (If yes– answer the next question)

Do you divide your faculty members for group of students as counselor ?

☐ Yes ☐ No

Please mention the name of counselors–

i).....

ii).....

5. Exchange review visit between pair colleges:

a. Do you have a pair college ☐ Yes ☐ No

b. If yes, Name of the pair college:

c. Number of visits by academic coordinator of the pair college:

d. Major suggestions given by the academic coordinator of the pair college:

e. If your medical/dental college does not have a pair college mention Why.....

…….....……

6. External Examiners:

a. External examiners' report collected during professional examinations-

☐Yes ☐No

b. Major suggestions given by external examiners:

i).....

ii).....

7. External review visit by representatives of MOH, DGME, BMRC, Respective University Dean

a. Have your college gone through the external review visit ? ☐Yes ☐ No

(If yes) when…….....……

b. Major suggestions given by external review visit team:

i).....

ii).....

8. Faculty Development and Review Scheme:

a. Do you have faculty a development program in your medical college ?

☐ Yes ☐ No (If yes)

i) Do your faculty members fill up the personal review form ? ☐Yes ☐No

ii) Do you have provision of an annual review meeting for faculty development ?

☐Yes ☐No

b. Mention the names of training conducted for the faculties at your colleges with number of participating members—

c. Do you have provision to evaluate class by students ? ☐ Yes ☐ No

d. Specific recommendations for faculty development & review scheme:

i).....

ii).....

9. Administrative External Review by MEFWD, DGME, BMDC etc. as mentioned earlier:

i) Did your college was reviewed by any external review team last year ?

If yes-When?

ii) Comments of review team: (Please Attached)

10. Remarkable Achievement under QAS last year:

i).....

ii).....

11. Journal:

i) Total No of issues of your journal published last year- (Attached)

12. Medical Education Unit (MEU):

i) Do you have functioning medical education unit (MEU) at your college ?

☐ Yes ☐ No

13. Medical Skill lab/ Simulation lab:

i) Do you have a functioning medical skills centre (MSC) at your college ?

☐ Yes ☐ No

14. Research:

i) Total number of researches conducted by teachers of your college last year:

ii) Mention name of teachers and department:

15. Publications:

i) Total No of publications done by teachers of your college last year:

National Journal-

International Journal-

16. Paper Presented:

i) Total No of papers presented by the teachers of your medical college/institute-

At national level-

At international level-

17. Extra-Curricular Activities:

i) Did your medical college/institute organize annual sports last year ? ☐ Yes ☐ No

ii) Did your college organize indoor games last year ? ☐ Yes ☐ No

iii) Did your medical college/institute organize annual cultural function last year ?

☐ Yes ☐ No

iv) Did your medical college/institute publish annual magazine last year ?

☐ Yes ☐ No

v) Did your medical college/institute organize annual parents meeting last year ?

☐ Yes ☐ No

vi) Are there any extracurricular activities which affect academic activity ?

☐ Yes ☐ No

If yes ? Which are those ?

18. What is your suggestions to improve quality assurance scheme in your college

.....

.....

NB: Institute can also add separate additional sheets to prepare the annual report. Can add additional documents.

Annexure VI
Form for Evaluation by Censor

Name of the Institute:
Name of Examination:
Subject:

First Prof. ☐ Second Prof. ☐ Third prof. ☐ Final Prof. ☐

1. **Hall:-**
   i) Space: Excellent / Adequate / Inadequate / Congested
   ii) Cleanliness: Excellent / Good / Satisfactory / Not Satisfactory
   iii) Illumination: Excellent / Good / Sufficient / Insufficient
   iv) Environment: Quiet / Noisy / Very noisy
   v) Discipline: Excellent / Good / Satisfactory / Unsatisfactory
   vi) Room Temperature: Very comfortable / Comfortable / Uncomfortable
2. **Wash Room:**
   i) Number- Adequate / Inadequate.
   ii) Cleanliness: Good / Satisfactory / Unsatisfactory
3. **Patient:**
   i) Number- Adequate / Inadequate.
   ii) Short Case- Excellent / Good / Satisfactory
   iii) Long Case- Excellent / Good / Satisfactory
4. **Examination material: Adequate / Inadequate**
5. **Timing of Examination:**
   Exam started In time / Delayed
   Reason for delay (if any):
6. **Overall observation & suggestions for improvement**

Name of the censor:
Signature :

Annexure VII
Checklist for visit of pair College

Name of the college:

E=Excellent, **G**=Good, **S**=Satisfactory, **NS**= Not Satisfactory, **NP**= Not Performed

1.Teaching and learning:

- Lecture:
- Tutorial:
- Practical:
- Dissection:
- Generic topic:
- Integrated teaching:

2. Assessment:

- Card
- Term

3. Educational environment:

- Phase-I:
- Phase-II:
- Phase-III:
- Phase-IV:

4. Extracurricular activities:

- Annual sports:
- Indoor games:
- Cultural programs:

5. External examiner's report: C= Collected, **NC**= Not Collected

- Phase-I:
- Phase-II:
- Phase-III:
- Phase-IV:

6. Students' evaluation reports: C= Collected, **NC**= Not Collected

- Phase-I:
- Phase-II:
- Phase-III:
- Phase-IV:

7. QAS-related activities: Numbers of meeting-

- Academic council:
- Academic coordination committee:
- Phase I coordination committee:
- Phase II coordination committee:
- Phase III coordination committee:
- Phase IV coordination committee:
- Faculty development and review committee:

8. Annual reports: Yes/ No

- Submitted to the academic council-
- Submitted to DGME-

9. Final Comments:.....

.....

Contributors

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1	Prof. Dr. Nazmul Hosain	Director General, Directorate General of Medical Education
2	Prof. Dr. Mohammad Saiful Islam	President, Bangladesh Medical & Dental Council
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18	Prof. Dr. Md. Wadudul Hoque Tarafder	Principal, Shaheed Ziaur Rahman Medical College, Bogura
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