



# NATIONAL ACCREDITATION FRAMEWORK

FOR MEDICAL  
AND DENTAL SCHOOLS  
IN PAKISTAN - 2019







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## Introduction

This document describes the different components of the accreditation framework for medical and dental colleges in Pakistan.

This document has various sections that not only help evaluate medical and dental colleges in Pakistan but also help the medical and dental colleges to improve the standard of education.

This accreditation framework reproduces the standards adopted and approved by Pakistan Medical and Dental Council (PM&DC), developed in line with the standards prescribed by World Federation of Medical Education (WFME).

This framework also highlights how the results of evaluation impact the functioning of medical and dental colleges in Pakistan. Evaluation tools shall be developed by the Evaluation Committee such that they ensure objectivity and transparency and are in line with the requirements of the standards.



## Standards

### **Pakistan Standards for Accreditation of Medical and Dental Colleges**

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Standard 1: Mission Statement

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## Standard 1: Mission Statement

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### Essential Standards

A medical/dental college must have a written institutional mission statement, which:

- 1.1. is aligned with the vision of the university with which it is affiliated or of which it is a constituent institution
- 1.2. demonstrates a clear institutional commitment to social accountability, achievement of competencies and addresses the health needs of Pakistan
- 1.3. is developed with stakeholders' participation (for example faculty members, staff, students, university, health ministry officials)
- 1.4. is known to all stakeholders

### Quality Standards

A medical/dental college should have a written institutional mission statement, which:

- 1.1s Aims at professional development and a commitment to life-long learning

### Annotations

#### Mission

DEFINITION: Mission Statement: A characteristics of an ideal mission statement: Mission statement must be:

1. Brief
2. Focused (towards the main targets of the institution)
3. Realistic

#### SAMPLE:

ABC medical college's mission is to produce competent, research oriented doctors who can serve the local and global communities equally adeptly and professionally.

#### Social Accountability

Social accountability of healthcare institutions is their responsibility towards the community and their graduates. It is the responsibility of the medical/dental colleges and universities to meet the health care needs of the country through provision of quality education, research and service delivery. This service delivery is not restricted to the tertiary care teaching hospital but these institutions should take ownership of defined populations (especially marginalized populations) and improve the health status of those communities.



## Standard 2: Outcomes

### Essential Standards

The medical/dental college must develop outcomes that:

- 2.1 are in congruence with the mission of the institution
- 2.2 incorporate the knowledge, skills and professional behaviours that the students will demonstrate upon graduation
- 2.3 are contextually appropriate for health care delivery in Pakistan.
- 2.4 have been developed in consultation with all stakeholders
- 2.5 are known to all stakeholders
- 2.6 are reviewed and revised in the light of program evaluation

### Quality Standards

The medical/dental college should:

- 2.1s define the outcomes of the program which differentiates the institution from other similar institutions

### Annotation

#### Outcomes

1. Outcomes are statements of intention, just like objectives.
2. Outcomes provide a clear idea of what the learners are expected to do (perform) at the end of the entire learning period (e.g. at the end of the MBBS/ BDS program). Hence, they provide an overview (and not details) of what the learner is expected to do upon completion of the education program in which he/ she is enrolled.
3. The number of outcomes is far less than the number of objectives. Usually outcomes range between 5 to 7 for an extended program.

EXAMPLE: By the end of the (MBBS/ BDS) program, graduates will be able to:

- Manage common, non-critical conditions independently
- Assist in the management of critically ill patients
- Demonstrate professional, ethical and culturally-appropriate behaviour
- Advocate health promotion and disease prevention
- Work effectively in a health care team
- Demonstrate clear and efficient written and verbal communication abilities

#### Annotation for 2.2

Professionalism refers to ethical practices and behaviours as defined by the professions including but not restricted to honesty, integrity, fairness and demeanour befitting a medical/dental graduate.

**Annotation for 2.1s**

Outcomes are a set of statements which summarise the expected results at the end of the educational program (MBBS/ BDS). Every institution must have a reason for existence. This reason should be its unique feature which sets it apart from other institutions. An institution may wish to lay emphasis on training its graduates within the community, or on providing state-of-the-art high technology training via skills labs or aims at producing doctors' adept at practical research. Such unique features must be clear in the outcomes; such statements must be present which help provide an identity to the program and to the institution.





## Standard 3: Institutional Autonomy and Academic Freedom

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### Essential Standards

The medical/dental college must have institutional autonomy to:

- 3.1 formulate and implement policies to ensure smooth execution of its educational outcomes
- 3.2 develop a system for ensuring that the policies are implemented
- 3.3 allocate and appropriately use resources for implementation of the curriculum

### Quality Standards

The medical/dental college should have institutional autonomy to:

- 3.1s select, design and implement its curriculum that is based on best evidence, medical/dental education and meets the standards set by PM&DC.

## Standard 4: Curricular Organisation

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### Essential Standards

The medical/dental college must:

- 4.1 have a curriculum aligned with the university vision, institutional mission and local and national needs, for contextual relevance
- 4.2 clearly document the sequence of courses along with their rationale for the sequence
- 4.3 develop and implement a curriculum which meets the standards of PM&DC
- 4.4 develop and implement a curriculum which is outcome-based, patient-centred, community-relevant, and promotes health and prevents diseases
- 4.5 encourage students to link concepts of basic and clinical disciplines
- 4.6 ensure that clinical sciences get at least half of the time of the undergraduate program
- 4.7 ensure systematic and organized learning in clinical settings

### Quality Standards

The medical/dental college should:

- 4.1s incorporate a horizontally and vertically integrated curriculum.
- 4.2s incorporate innovative educational strategies such as self-directed learning, independent learning, inter-professional learning, use of e-technology and simulations.
- 4.3s have student-selected optional components (electives) as part of the curriculum
- 4.4s implement a curriculum which also incorporates active learning as an educational strategy

### Annotations

- Active learning is any instructional strategy in which students are required to do meaningful activities and think about their learning during the class in order to achieve the session's objectives.
- Educational strategy means teaching method or instructional method, for example lecture or tutorial or small group discussion.
- Outcomes are statements describing what students can do at the end of the program
- Patient-centeredness keeps the curriculum focused around issues of the patient and not around diseases. It aims to produce doctors who deal with patients as humans and not as carriers of disease. It helps graduates provide holistic care to the patients.



## Standard 5: Educational Contents

### Essential Standards

The medical/dental college must:

**5.1** ensure that educational content is decided in consensus by a group of relevant subject experts including faculties of basic, clinical, behavioural and community health sciences

**5.2** ensure that the content and its delivery are aligned with the competencies and/ or outcomes agreed upon by the institution

**5.3** ensure that the content that is taught and assessed is relevant to practice for a general practitioner

**5.4** have a document describing the content, extent and sequencing of courses and other components of the curriculum (curricular map)

**5.5** include the following along with the basic, clinical & community health sciences:

- a. Behavioural sciences
- b. Communication skills
- c. Forensic medicine and toxicology
- d. Islamiyat and Pakistan studies
- e. Patient safety
- f. Professionalism, medical and Islamic ethics
- g. Research
- h. Evidence-based medicine
- i. Infection control

**5.6** ensure that the curriculum includes applied basic sciences relevant to general practice

**5.7** ensure that the students spend sufficient time in planned contact with patients in relevant clinical settings

**5.8** ensure that a representative from the department of medical education is present to facilitate the process of content agreement

### Quality Standards

The medical/dental college should:

**5.1s** Include topics like study skills, leadership and principles of management in the program

**5.2s** Ensure that the students spend sufficient time in planned contact with patients and community in relevant clinical and community settings

## Standard 6: Curricular Management

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### Essential Standards

The medical / dental college must:

6.1 have a curriculum committee duly represented on the institutional organogram

6.2 have process of:

defined terms of reference (TORs) for the curriculum committee including the

- a. planning, implementation and evaluation of the curriculum in order to ensure that educational outcomes are achieved.
- b. planning, implementation and evaluation of innovations in the curriculum
- c. ensuring representation of at least one member from the Department of Medical Education with a postgraduate qualification in medical education recognised by the PM&DC

6.3 ensure that adequate supervision of learning experiences is provided throughout required laboratory work, skills labs, chair-side teaching, clinical rotations and field visits

6.4 develop log book or study guides which clearly specify overall objectives of the course and terminal objectives for every teaching session.

6.5 disseminate log book or study guides to the students and faculty (preferably on-line as well)



## Standard 7: Assessment

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Assessment is an essential and integral part of educational process. Its outcome bears importance for both students as well as for the faculty and institution. For students, its importance lies in the fact that it affects the decisions of pass and fail, ranking, awards and distinctions, and issue of transcripts. For the faculty, assessment provides the grounds for substantiation of their teaching methodology and achievement of educational outcomes. For the institution, it provides the essential and sound grounds for program evaluation and brings forth important input for curriculum development and evolution.

### Essential Standards

The medical / dental college must:

- 7.1 develop appropriate and contextual policies for assessment of students.
- 7.2 ensure that assessments cover knowledge, skills and attitudes
- 7.3 use a wide range of assessment methods
- 7.4 define a clear process of assessment
- 7.5 ensure that the assessment practices are compatible with educational outcomes and instructional methods.
- 7.6 implement pre-, per- and post- exam quality assurance procedures in assessment by the university with which the college is affiliated or is a constituent of
- 7.7 use external examiners to ensure fairness
- 7.8 use a system for appeal of results
- 7.9 ensure assessments are externally evaluated

### Quality Standards

The medical / dental college should:

- 7.1s use standard setting methods for examination items

## Standard 8: Student

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As consumers of institutional services, students are the most important stakeholder group in higher education. The institutions must engage their students in the management, delivery and evaluation of their services. They should be consulted, given certain rights and responsibilities in all academic matters that concern them. This section provides a set of essential (must) and quality (should) standards for undergraduate medical/dental education in Pakistan.

### Essential Standards

The medical/dental college must:

- 8.1 follow the admission policy in congruence with the national regulations/guidelines.
- 8.2 have student support programme addressing financial needs.
- 8.3 ensure that students have access to counselling to address their psychological, academic and/ or career needs.
- 8.4 ensure confidentiality of students' academic and medical records.
- 8.5 ensure student representation and appropriate participation in educational committees and any committee where they can provide meaningful input.
- 8.6 have access to their records and appeal's process in case of discrepancies.
- 8.7 have clear policies, funding, technical support and facilities regarding co-curricular opportunities for the students.
- 8.8 have a policy and practice to systematically seek, analyse and respond to student feedback about the processes and products of the educational programmes.
- 8.9 provide access to health services to all the students.
- 8.10 ensure a fair and formal process for taking any action that affects the status of a student.
- 8.11 have policies and code of conduct that is known to all students.
- 8.12 have clearly defined transfer policy in line with the PM&DC regulations
- 8.13 have documented policy on forbidding students from partaking in any political activity

### Quality Standards

The medical/dental college should:

- 8.1s have infrastructure for disabled students.
- 8.2s provide scholarships/bursaries to students based on clearly defined criteria.
- 8.3s have student exchange mechanism regionally and internationally.

### Annotations

Student support programme means loans schemes and debt management counselling to address their financial needs.



**Needy students** means students who are on merit and can provide an evidence that they do not have enough funds to continue their studies. The institutional academic council might define criteria and consider the cases on merit basis.

**Academic counselling** would include addressing questions related to the student's choice of selected components/electives

**Career counselling** would include guidance related to achieving their career goals and entry into postgraduate programs

**Confidentiality** means available only to members of the faculty and administration on a need to know basis. Laws concerning confidentiality of record need to be kept in view.

**Committees** include all educational, management and disciplinary committees. This includes development of the mission and vision, policy guidelines, curriculum committees, academic council and service delivery.

**Areas of appeals** include admission, attendance, assessment, promotion, demotion or dismissal processes and products of the educational programmes means curriculum, teaching and learning processes.

**Fair and formal process** includes timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the medical student to respond and an opportunity to appeal

**Status of student** means that can affect his/her educational progression for example admission, promotion, demotion, graduation or dismissal

**Disability** means any physical disability which may not affect his/her ability to actively contribute as a member of healthcare team. The institutional medical team should decide it on case to case basis.

**Scholarships/bursaries** mean reduction in fee or free education based on performance. The institutional academic council might define some criteria and select on merit.

**Transfer policy and exchange mechanisms** means policies devised by the affiliating university for transfer and student exchange in congruence with PM&DC guidelines.

## Standard 9: Faculty

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### Essential Standards

The medical/dental college must:

- 9.1 ensure that the institution's leadership is qualified by education, training and experience
- 9.2 have documented job description
- 9.3 have faculty recruitment, selection, promotion and retention policies based on the policies/criteria's provided by the PM&DC and universities' statutory bodies.
- 9.4 have sufficient trained faculty to meet the medical educational needs as per PM&DC regulations.
- 9.5 have faculty fulfilling its various roles
- 9.6 have faculty development program (FDP) with clear goals aligned with faculty and program needs
- 9.7 have opportunities for national CME/CPD activities
- 9.8 have documented policy on forbidding faculty from partaking in any political activity

### Quality Standards

The medical/dental college should:

- 9.1s have the program for training the trainers
- 9.2s have evidence-based educational innovation in faculty development approaches
- 9.3s link the annual appraisal/performance report (including research output) of faculty with their promotion
- 9.4s provide opportunities for international CME/CPD activities





## Standard 10: Program Evaluation and Continuous renewal

The evaluation of programs overlaps with quality assurance requirements of the Higher Education Commission (HEC), that has mandated every higher education institute (HEI) to adopt the quality assurance standards and procedures.

The PM&DC encourages the universities for ensuring quality assurance and compliance with PM&DC and HEC standards.

### Essential Standards

The medical/dental college must:

- 10.1 ensure processes and schedules for review and update of all academic activities through an established mechanism of program evaluation.
- 10.2 regularly review results of evaluation and student assessments to ensure that the gaps are adequately addressed in the curriculum in consultation with curricular committee.
- 10.3 allocate resources to address deficiencies and continuous renewal of programs.
- 10.4 have program evaluation in compliance with PM&DC accreditation standards
- 10.5 ensure that students, faculty and administration are involved in program evaluation.
- 10.6 have mechanism for curriculum monitoring and progressive improvements.
- 10.7 ensure that amendments based on results of program evaluation findings are implemented and documented.

### Annotations

**Program evaluation:** Gathering, analysis and interpretation of information, using valid and reliable methods of data collection, from all components of the program. The process of evaluation should serve to make judgments about its effectiveness in relation to the mission, curriculum and intended educational outcomes.

**Academic activities:** These include all formal educational experiences of the learner during his enrolment in the institute.

**Gaps:** This refers to deficiencies in the fulfilment of curricular standards as defined in PM&DC standard 4.

**Renewal of programs:** This refers to modifications made in the program by incorporating results of program evaluation.

**Curriculum Monitoring:** This implies supervising and proctoring processes of curricular development and implementation.

## Standard 11: Governance, Services and Resources

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### Essential Standards

The medical/dental college must:

- 11.1 have hierarchical system of academic governance.
- 11.2 have mechanisms for dissemination of all policies and procedures related to governance, services and resources
- 11.3 have clear roles/authority of Dean and /or Principals and HOD's as per PM&DC rules
- 11.4 have adequate and safe buildings and structures for medical/dental college, teaching hospital and housing facilities as per PM&DC initial evaluation
- 11.5 have satisfactory and functional IT and library facilities
- 11.6 have adequate financial resources for institutional requirements
- 11.7 have fulfilled all legal requirements
- 11.8 have mechanisms for addressing disciplinary issues
- 11.9 have incorporated the principles of social accountability in the medical/dental college
- 11.10 have an established department of medical education
- 11.11 have health, fitness, and faculty support and cafeteria facilities
- 11.12 have documented policy ensuring clinical work or procedures and cost of any material used during training and studentship is not charged to the students
- 11.13 provide any information as an applicant or recognized institution to PMDC council as and when required
- 11.14 report dropout of students to PMDC council in the first two years for adjustments to maintain total admission strength

### Quality Standards

The medical/dental college should:

- 11.1s Establish a nursing college within ten years of its recognition
- 11.2s Establish an institute for allied health professionals or paramedics within ten years of its recognition



## Standard 12: Research and Scholarship

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### Essential standards

The medical/dental college must:

12.1 have a research advisory committee that can facilitate faculty and students on research.

12.2 have research as an integral part of the curriculum.

12.3 provide opportunities for research to the students and faculty.

### Quality standards

The medical/dental college must:

12.1s have a research cell led by an appropriately qualified faculty member and with adequate support staff that can guide faculty and students on research.

12.2s demonstrate a commitment to continuing scholarly productivity.

12.3s provide opportunities for multi-disciplinary and applied research.

### Annotations

**Medical research** and scholarship encompasses scientific research in basic, biomedical, clinical, behavioural, public health, social sciences and health professionals education.

**Medical scholarship** means the academic attainment of advanced medical knowledge and inquiry. It must meet these criteria: i) The work must be made public. ii) The work must be available for peer review and critique according to accepted standards. iii) The work must be able to be reproduced and built on by other scholars. The examples would include original papers, systematic reviews, scoping review, meta-analysis, literature reviews, concept and innovative papers, different publications such as short communications, teaching innovations, developing course documents, developing and maintaining the online curricular documents, and preparing teaching material and presenting it for peer-review.

**The research component** within the curriculum would be ensured by research activities within the medical school itself or its affiliated institutions, and by the scholarship and scientific competencies of the teaching staff.