

FEEDBACK PROFORMA DETAILS

These forms are to be completed by the respective stakeholders to provide feedback on the course, teaching effectiveness, and learning experience for quality assurance purposes. The feedback will be categorized in following responses:

- **SA: Strongly Agree (Highest positive response)**
- **A: Agree**
- **N: Neutral or Neither Agree nor Disagree**
- **D: Disagree**
- **SD: Strongly Disagree (Highest negative response)**

ALUMNI EVALUATION PROFORMA

This form is to be completed by alumni to provide feedback on their educational experience and its relevance to professional development for quality assurance and programme improvement.

Section A: Alumni Information

(For programme quality evaluation purposes only)

- **Programme Graduated from:** _____
- **Year of Graduation:** _____
- **Current Status:**
 Employed Postgraduate Training Further Studies Self-Employed Other
- **Sector:**
 Public Private Academic Research Industry Abroad

Section B: Programme Mission, Objectives & Outcomes

| Statement | SA | A | N | D | SD |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The programme's mission and objectives were relevant to professional practice | <input type="checkbox"/> |
| Programme learning outcomes were clearly defined | <input type="checkbox"/> |
| I achieved the intended programme learning outcomes | <input type="checkbox"/> |
| The programme prepared me for my current professional role | <input type="checkbox"/> |
| Ethical and professional values emphasized in the programme are relevant to practice | <input type="checkbox"/> |
| The programme emphasized ethics, professionalism, and patient safety | <input type="checkbox"/> |
| The programme included community-based learning experiences | <input type="checkbox"/> |

Section C: Curriculum Design & Organization

| Statement | SA | A | N | D | SD |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Curriculum content was relevant to workplace requirements | <input type="checkbox"/> |
| An appropriate balance between theory and practice was maintained | <input type="checkbox"/> |
| Assessment methods prepared me for real-world challenges | <input type="checkbox"/> |
| Curriculum requires periodic updating to meet emerging needs | <input type="checkbox"/> |

Section D: Subject-Specific Facilities

| Statement | SA | A | N | D | SD |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Laboratories/clinical facilities supported skill development | <input type="checkbox"/> |
| Equipment and learning resources were adequate | <input type="checkbox"/> |
| IT and e-learning resources supported learning | <input type="checkbox"/> |

Section E: Student Advising & Counselling

| Statement | SA | A | N | D | SD |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Academic advising supported timely programme completion | <input type="checkbox"/> |

| | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Faculty guidance helped in academic and career decisions | <input type="checkbox"/> |
| Career counselling services were beneficial | <input type="checkbox"/> |

Section F: Teaching Faculty & Staff

| Statement | SA | A | N | D | SD |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Faculty possessed strong subject and clinical expertise | <input type="checkbox"/> |
| Teaching methodologies supported lifelong learning | <input type="checkbox"/> |
| Faculty mentorship contributed to professional development | <input type="checkbox"/> |

Section F.2: Research & Innovation

| Statement | SA | A | N | D | SD |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Research culture was promoted during the programme | <input type="checkbox"/> |
| Students were encouraged to participate in research projects | <input type="checkbox"/> |
| The programme developed basic research skills (literature review, ethics, data interpretation) | <input type="checkbox"/> |
| Opportunities existed for the presentation/publication of student research | <input type="checkbox"/> |
| Innovation in teaching, learning, or assessment was encouraged | <input type="checkbox"/> |

Section G: Institutional Policies & Process Control

| Statement | SA | A | N | D | SD |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Academic rules and regulations were clearly communicated | <input type="checkbox"/> |
| Examination and evaluation processes were fair and transparent | <input type="checkbox"/> |
| Institutional processes supported academic integrity | <input type="checkbox"/> |

Section H: Institutional Support & Facilities

| Statement | SA | A | N | D | SD |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The library and learning resources supported my studies | <input type="checkbox"/> |
| Administrative services were effective | <input type="checkbox"/> |
| Campus facilities supported academic activities | <input type="checkbox"/> |

Section I: Institutional General Requirements & Quality Assurance

| Statement | SA | A | N | D | SD |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The institution promoted professionalism and ethical conduct | <input type="checkbox"/> |
| Alumni feedback mechanisms are in place within the institution | <input type="checkbox"/> |
| The institution demonstrates a commitment to continuous quality improvement | <input type="checkbox"/> |
| I am willing to engage with the institution for academic or professional support | <input type="checkbox"/> |

Section X: Preparedness for Practice

Rate your preparedness at graduation for professional practice:

| Competency | Excellent | Good | Adequate | Needs Improvement |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Medical / Professional Expertise (If Applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teamwork & Collaboration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership & Responsibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Health Advocacy / Community Orientation (If Applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scholarship & Research Skills (If Applicable) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professionalism & Ethical Practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section J: Overall Programme Effectiveness

Overall effectiveness of the programme in preparing graduates for professional life:

Excellent Good Satisfactory Needs Improvement Poor

Key strengths of the programme:

Gaps observed after entering professional practice:

Recommendations for curriculum/training improvement: