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 into the 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)**

FACULTY PROFORMA

This form is to be completed by teachers to evaluate the course design, delivery, and student engagement for quality enhancement purposes.

PART-1- FACULTY INFORMATION

Name	
Date of Birth: Month/Day/Year	
Gender	
CNIC No.	
Email	
Cell No.	
Nationality (Country Name)	
Date of Joining: Month/Day/Year	
Current Actual Designation (As per Appointment/ Promotion)	
Additional Charge, if any.	
Highest Degree Level (only Completed)	
Year of Completion of Highest Degree: Month/Day/Year	
Subject of Specialization of Highest Degree	
Highest Degree Awarded by	
PMDC Registration Number, If Applicable.	
Country from Which Highest Degree obtained	
Total Teaching and Research Experience (Enter Number Only)	
Faculty Type (Full Time/Part Time)	
Scale Type (BPS/ TTS/Contractual)	
Teaching in PhD Programs (Yes/No)	
Teaching in Mphil/MD/MD/MDS or Equivalent Programs (Yes/No)	

Teaching in Bachelor's or Equivalent Programs (Yes/No)	
Teaching in PGD Programs (Yes/No)	
Teaching in Certification Programs (Yes/No)	
Post-graduate students produced	
Publications in the journals listed in: **W: Top-tier, Web of Science-indexed (SCIE) with Impact Factor.** **X: Web of Science, Emerging Sources Citation Index (ESCI) indexed or Scopus indexed (with specific quality criteria).** **Y: Indexed in databases like MEDLINE/PubMed, Scopus, or meets HEC's basic criteria.** **Z: Lowest tier, meeting basic HEC standards but not top-tier indexing.**	
Total Impact Factor	
Total Citation	
URL of Source of Citation Count (Scopus / Google Scholar / Web of Science)	
Date of Citation Snapshot	
Research Grants and Contracts (National) (If Applicable)	
Research Grants and Contracts (International) (If Applicable)	
Amount of funding received (National) (If Applicable)	
Amount of funding received (International) (If Applicable)	
Honors and Awards (Any formal recognitions or distinctions conferred by reputed academic, professional, or research institutions in acknowledgment of exceptional academic, scholarly, or professional achievements, as recognized under HEC standards.)	

Memberships	
Conferences Organized in, if applicable, please submit verifiable evidence, including relevant certificates and the official website or URL of the organizing institution.	
Conferences Participated in, if applicable, please submit verifiable evidence, including relevant certificates and the official website or URL of the organizing institution.	
Training Organized. If applicable, please submit verifiable evidence, including relevant certificates and the official website or URL of the organizing institution.	
Training Participated	
Administrative services rendered for SZABMU	

PART-2- FACULTY COURSE EVALUATION AND SATISFACTION SURVEY

Section A: Course & Teacher Information

(For programme quality evaluation purposes only)
- Programme: _____
- Course / Module Title: _____

Section B: Programme & Course Mission, Objectives and Outcomes

Statement	SA	A	N	D	SD
The programme's mission is clearly defined and documented	☐	☐	☐	☐	☐
Course objectives align with the programme mission	☐	☐	☐	☐	☐
Course learning outcomes (CLOs) are clearly articulated	☐	☐	☐	☐	☐
CLOs are measurable and achievable	☐	☐	☐	☐	☐
CLOs contribute to programme learning outcomes (PLOs)	☐	☐	☐	☐	☐

Section C: Curriculum Design & Organization

Statement	SA	A	N	D	SD
Course content is appropriately structured and sequenced	☐	☐	☐	☐	☐
Course content is appropriate for the assigned credit hours	☐	☐	☐	☐	☐
Integration with related courses is effective	☐	☐	☐	☐	☐
Teaching strategies align with CLOs	☐	☐	☐	☐	☐
Assessment methods align with CLOs	☐	☐	☐	☐	☐

Section D: Subject-Specific Facilities

Statement	SA	A	N	D	SD
Laboratories/clinical facilities support course delivery	☐	☐	☐	☐	☐
Equipment and instruments are sufficient and functional	☐	☐	☐	☐	☐
Learning resources support the achievement of CLOs	☐	☐	☐	☐	☐

Safety protocols/SOPs are available and implemented	☐	☐	☐	☐	☐

Section E: Student Advising & Counselling

Statement	SA	A	N	D	SD
The academic advising system supports student progression	☐	☐	☐	☐	☐
Faculty mentoring mechanisms are effective	☐	☐	☐	☐	☐
Students receive support for academic difficulties	☐	☐	☐	☐	☐
Career guidance is available to students	☐	☐	☐	☐	☐

Section F: Teaching Faculty & Staff

Statement	SA	A	N	D	SD
Faculty workload allows effective teaching	☐	☐	☐	☐	☐
Faculty development opportunities are available	☐	☐	☐	☐	☐
Performance evaluation mechanisms are in place	☐	☐	☐	☐	☐
The course encouraged analysis, evaluation, and independent thinking.	☐	☐	☐	☐	☐
Learning activities supported inquiry-based learning aligned with course objectives.	☐	☐	☐	☐	☐
The curriculum provided opportunities to apply theoretical knowledge to practical or research-based contexts.	☐	☐	☐	☐	☐

Section G: Institutional Policies & Process Control

Statement	SA	A	N	D	SD
Academic policies are documented and accessible	☐	☐	☐	☐	☐
Assessment and examination processes are standardized	☐	☐	☐	☐	☐
The faculty promotion process is clear and transparent, and provides fair opportunities for advancement through academic ranks.	☐	☐	☐	☐	☐
Policies are implemented consistently	☐	☐	☐	☐	☐
Grievance and appeal mechanisms are effective	☐	☐	☐	☐	☐

Section H: Institutional Support & Facilities

Statement	SA	A	N	D	SD
Library resources support teaching activities	☐	☐	☐	☐	☐
IT and e-learning infrastructure support teaching	☐	☐	☐	☐	☐
Administrative support facilitates academic work	☐	☐	☐	☐	☐
The salary and compensation package offered is fair and satisfactory.	☐	☐	☐	☐	☐
The department provides a stable and secure working environment.	☐	☐	☐	☐	☐
The physical learning environment is conducive to teaching	☐	☐	☐	☐	☐

Section I: Institutional General Requirements & Quality Assurance

Statement	SA	A	N	D	SD
Ethical and professional standards are upheld	☐	☐	☐	☐	☐
Faculty feedback is used for quality improvement	☐	☐	☐	☐	☐
Continuous Quality Improvement (CQI) processes are active	☐	☐	☐	☐	☐
QA mechanisms improve academic quality	☐	☐	☐	☐	☐

Section I.2: Research & Innovation

Statement	SA	A	N	D	SD
The course provided opportunities to engage with research-related activities.	☐	☐	☐	☐	☐

The course design allowed students to explore research or investigative tasks.	☐	☐	☐	☐	☐
Teaching and learning approaches in this course supported innovative practices.	☐	☐	☐	☐	☐

Section J: Overall QA Assessment

Overall effectiveness of the course in meeting quality standards:

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Key strengths of the course:

Areas requiring improvement (with justification):

Proposed CQI actions:

- Short-term: _____
- Long-term: _____