

## 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)**

## GRADUATING STUDENTS EVALUATION PROFORMA

This form is to be completed by graduating students to provide feedback on the overall programme, learning outcomes, and academic experience for quality assurance and programme improvement.

### Section A: Student Information

(For programme quality evaluation purposes only)

- **Programme Name:** \_\_\_\_\_
- **Year of Graduation:** \_\_\_\_\_

### Section B: Programme Mission, Objectives & Outcomes

Statement	SA	A	N	D	SD
The programme's mission was clearly communicated during my studies	<input type="checkbox"/>				
The programme objectives were relevant to my discipline	<input type="checkbox"/>				
Programme learning outcomes were clearly defined	<input type="checkbox"/>				
I have achieved the intended programme learning outcomes	<input type="checkbox"/>				
The programme prepared me for professional practice / further studies	<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
The curriculum was well-structured and logically sequenced	<input type="checkbox"/>				
Course content was relevant to professional requirements	<input type="checkbox"/>				
An appropriate balance between theory and practice was maintained	<input type="checkbox"/>				
Assessment methods reflected learning outcomes	<input type="checkbox"/>				
The workload was appropriate for the assigned credit hours	<input type="checkbox"/>				

### Section D: Subject-Specific Facilities

Statement	SA	A	N	D	SD
Laboratories/clinical facilities supported learning outcomes	<input type="checkbox"/>				
Equipment and instruments were adequate	<input type="checkbox"/>				
Learning resources supported practical competencies	<input type="checkbox"/>				
IT and e-learning resources supported my learning	<input type="checkbox"/>				

### Section E: Student Advising & Counselling

Statement	SA	A	N	D	SD
Academic advising supported the timely completion of my programme	<input type="checkbox"/>				
Faculty guidance helped to address academic challenges	<input type="checkbox"/>				
Career guidance and counselling were available	<input type="checkbox"/>				

Support services were accessible when needed	<input type="checkbox"/>				
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### Section F: Teaching Faculty & Staff

Statement	SA	A	N	D	SD
Faculty demonstrated strong subject knowledge	<input type="checkbox"/>				
Teaching methods supported effective learning	<input type="checkbox"/>				
Faculty were accessible for academic support	<input type="checkbox"/>				
Feedback on assessments supported my learning	<input type="checkbox"/>				
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 were available to present or publish 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 grading processes were transparent	<input type="checkbox"/>				
Policies were applied consistently and fairly	<input type="checkbox"/>				
Grievance redressal mechanisms were effective	<input type="checkbox"/>				

### Section H: Institutional Support & Facilities

Statement	SA	A	N	D	SD
Library resources supported academic requirements	<input type="checkbox"/>				
Classrooms and learning spaces were adequate	<input type="checkbox"/>				
Administrative support facilitated academic processes	<input type="checkbox"/>				
Campus environment supported student well-being	<input type="checkbox"/>				

### Section I: Institutional General Requirements & Quality Assurance

Statement	SA	A	N	D	SD
The institution promoted professionalism and ethics	<input type="checkbox"/>				
Student feedback was collected regularly	<input type="checkbox"/>				
Feedback resulted in visible improvements	<input type="checkbox"/>				
The institution demonstrates commitment to quality improvement	<input type="checkbox"/>				

### Section X: Preparedness for Practice

Rate your preparedness at the time of graduation in the following areas:

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

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

**Section J: Overall Programme Effectiveness**

**Overall effectiveness of the programme in meeting quality standards:**

Excellent  Good  Satisfactory  Needs Improvement  Poor

**Major strengths of the programme:**

**Key gaps or deficiencies observed during the duration:**

**Suggestions for improvement (*Curriculum / Facilities / Policies / Teaching*):**