

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)**

RESIDENT EVALUATION PROFORMA

This form is to be completed by residents to assess clinical performance, professional skills, and learning progress for quality assurance and training improvement.

Section A: Resident Information

(For programme quality evaluation purposes only)

- **Programme / Specialty:** _____
- **Level of Training:** _____
- **Department / Unit:** _____
- **Year of Evaluation:** _____

Section B: Programme Mission, Objectives & Outcomes

Statement	SA	A	N	D	SD
The programme's mission and objectives are clearly communicated	<input type="checkbox"/>				
Training objectives align with specialty requirements	<input type="checkbox"/>				
Expected competencies and outcomes are clearly defined	<input type="checkbox"/>				
Training prepares residents for independent professional practice	<input type="checkbox"/>				
Ethics, professionalism, and patient safety are emphasized	<input type="checkbox"/>				

Section C: Curriculum Design & Training Structure

Statement	SA	A	N	D	SD
Rotations are well-structured and logically sequenced	<input type="checkbox"/>				
Clinical exposure is appropriate to the training level	<input type="checkbox"/>				
A balance between service and learning is maintained	<input type="checkbox"/>				
Didactic sessions support clinical learning	<input type="checkbox"/>				
Assessment methods align with training objectives	<input type="checkbox"/>				

Section D: Clinical & Learning Facilities

Statement	SA	A	N	D	SD
Clinical facilities support competency development	<input type="checkbox"/>				
Diagnostic and therapeutic resources are adequate	<input type="checkbox"/>				
Simulation/skills labs support learning	<input type="checkbox"/>				
Patient safety protocols and SOPs are implemented	<input type="checkbox"/>				

Section E: Supervision, Mentorship & Support

Statement	SA	A	N	D	SD
Faculty supervision is appropriate to training level	<input type="checkbox"/>				
Supervisors provide timely guidance and feedback	<input type="checkbox"/>				
Mentorship supports professional and academic growth	<input type="checkbox"/>				
Mechanisms exist to address academic or personal concerns	<input type="checkbox"/>				

Section F: Faculty & Teaching Quality

Statement	SA	A	N	D	SD
Faculty demonstrate strong clinical expertise	<input type="checkbox"/>				
Teaching methods promote critical thinking	<input type="checkbox"/>				
Faculty incorporate evidence-based practices	<input type="checkbox"/>				
Resident feedback is used to improve teaching	<input type="checkbox"/>				

Section F.2: Research & Innovation

Statement	SA	A	N	D	SD
Research culture is promoted during residency	<input type="checkbox"/>				
Residents are encouraged to participate in research	<input type="checkbox"/>				
Evidence-based decision-making is emphasized	<input type="checkbox"/>				
Innovation in clinical practice or training is supported	<input type="checkbox"/>				

Section G: Policies, Governance & Process Control

Statement	SA	A	N	D	SD
Training policies are documented and accessible	<input type="checkbox"/>				
Duty hours and workload policies are implemented	<input type="checkbox"/>				
Assessment and progression criteria are transparent	<input type="checkbox"/>				
Grievance and appeal mechanisms are effective	<input type="checkbox"/>				

Section H: Institutional Support & Learning Environment

Statement	SA	A	N	D	SD
Library and digital resources support residency training	<input type="checkbox"/>				
IT systems support clinical and academic work	<input type="checkbox"/>				
Administrative support facilitates training processes	<input type="checkbox"/>				
Work environment supports resident well-being	<input type="checkbox"/>				

Section I: Quality Assurance & Continuous Improvement

Statement	SA	A	N	D	SD
Resident feedback is collected regularly	<input type="checkbox"/>				
Feedback results in visible programme improvements	<input type="checkbox"/>				
CQI processes are active and effective	<input type="checkbox"/>				
Training quality is monitored and reviewed	<input type="checkbox"/>				

Section X: ACGME Core Competency Self-Assessment

Rate your preparedness in the following areas:

Competency	Excellent	Good	Satisfactory	Needs Improvement	Poor
Patient Care	<input type="checkbox"/>				
Medical Knowledge	<input type="checkbox"/>				
Practice-Based Learning & Improvement	<input type="checkbox"/>				
Interpersonal & Communication Skills	<input type="checkbox"/>				
Professionalism	<input type="checkbox"/>				
Systems-Based Practice	<input type="checkbox"/>				

Section J: Overall Training Effectiveness

Overall effectiveness of the residency programme:

Excellent Good Satisfactory Needs Improvement Poor

Section K: Qualitative Feedback

- **Key strengths of the residency programme:**
- **Areas requiring improvement (training / supervision / workload / facilities):**
- **Suggested CQI actions (short-term/long-term):**