

## 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)**

## STUDENT EVALUATION PROFORMA PART 1: COURSE EVALUATION PROFORMA

This form is to be completed by students to provide feedback on the course, teaching effectiveness, and learning experience for quality assurance purposes

### Section A: Course/Module Information

(For programme quality evaluation purposes only)

- Programme: \_\_\_\_\_
- Course / Module Title: \_\_\_\_\_
- Academic Year / Semester: \_\_\_\_\_

### Section B: Course Mission & Alignment

Statement	SA	A	N	D	SD
The course mission/purpose is clearly defined	<input type="checkbox"/>				
The course mission aligns with the programme mission	<input type="checkbox"/>				
The course mission reflects professional and ethical standards	<input type="checkbox"/>				
The course mission addresses discipline-specific needs	<input type="checkbox"/>				

### Section C: Course Objectives

Statement	SA	A	N	D	SD
Course objectives are clearly stated	<input type="checkbox"/>				
Course objectives are measurable and achievable	<input type="checkbox"/>				
Course objectives are appropriate to the course level	<input type="checkbox"/>				
Course objectives align with course content	<input type="checkbox"/>				

### Section D: Course Learning Outcomes (CLOs)

Statement	SA	A	N	D	SD
CLOs are clearly articulated	<input type="checkbox"/>				
CLOs are measurable and achievable	<input type="checkbox"/>				
CLOs cover knowledge, skills, and professional attitudes	<input type="checkbox"/>				
CLOs align with teaching strategies	<input type="checkbox"/>				
CLOs align with assessment methods	<input type="checkbox"/>				

### Section E: Curriculum Design & Organization

Statement	SA	A	N	D	SD
Course content is logically sequenced	<input type="checkbox"/>				
Course content is appropriate for the credit hours	<input type="checkbox"/>				
Integration with other courses is appropriate	<input type="checkbox"/>				
Theory–practice balance is appropriate	<input type="checkbox"/>				

**Section F : Teaching, Learning, and Assessment**

Statement	SA	A	N	D	SD
Teaching strategies support the achievement of CLOs	<input type="checkbox"/>				
Clinical/laboratory activities support CLOs (if applicable)	<input type="checkbox"/>				
Assessment tools appropriately measure CLOs	<input type="checkbox"/>				
Feedback to students is timely and constructive	<input type="checkbox"/>				
Clinical rotations/lab experiences align with CLOs	<input type="checkbox"/>				
Research culture is promoted within this course	<input type="checkbox"/>				
Students are encouraged to undertake research projects	<input type="checkbox"/>				
Research skills (literature review, data analysis, ethics) are developed	<input type="checkbox"/>				
Innovation in teaching and learning is recognized and supported	<input type="checkbox"/>				
The course encourages inquiry-based and evidence-based learning	<input type="checkbox"/>				

**Section F.2: Competency-Based Development**

*Rate the extent to which this course helped develop the following competencies:*

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

**Section G: Subject-Specific Facilities & Resources**

Statement	SA	A	N	D	SD
Laboratories / clinical facilities support CLOs	<input type="checkbox"/>				
Equipment and teaching resources are adequate	<input type="checkbox"/>				
IT and e-learning resources support course delivery	<input type="checkbox"/>				
Library resources support course objectives	<input type="checkbox"/>				

**Section H: Student Support, Policies & Process Control**

Statement	SA	A	N	D	SD
Academic advising supports student progression	<input type="checkbox"/>				
Students receive academic support when needed	<input type="checkbox"/>				
Assessment and examination processes are transparent	<input type="checkbox"/>				
Course delivery complies with institutional policies	<input type="checkbox"/>				

**Section I: Institutional Environment & Quality Assurance**

Statement	SA	A	N	D	SD
Ethical and professional standards are upheld	<input type="checkbox"/>				
Student feedback is collected and reviewed	<input type="checkbox"/>				
CQI actions are implemented based on feedback	<input type="checkbox"/>				

**Section J: Overall Course Effectiveness**

**Overall effectiveness of the course in achieving intended learning outcomes:**

Excellent  Good  Satisfactory  Needs Improvement  Poor

**Rate the integration of technology in this course:**

Excellent  Good  Satisfactory  Needs Improvement  Poor

**Suggestions for technology-enhanced learning:**

**What aspects of this course were effective?**

**What aspects of this course require improvement?**

**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)**

**Part 2: TEACHER EVALUATION BY STUDENTS FOR THE SAME COURSE**

This form is to be completed by students to provide feedback on teaching effectiveness, communication, and learning support for quality assurance and improvement.

**Section A: Course & Teacher Information**

*(For programme quality evaluation purposes only)*

- **Programme:** \_\_\_\_\_
- **Course / Module Title:** \_\_\_\_\_
- **Semester / Academic Year:** \_\_\_\_\_
- **Teacher/ Instructor Name:** \_\_\_\_\_
- **Type of Teaching:**  
 Theory  Practical  Clinical  Integrated

**Section B: Alignment with Programme & Course Outcomes**

Statement	SA	A	N	D	SD
The teacher clearly explained the course objectives and expectations	<input type="checkbox"/>				
Teaching aligned with stated course learning outcomes (CLOs)	<input type="checkbox"/>				
The course content contributed to the programme learning outcomes	<input type="checkbox"/>				
Ethical, professional, and patient-centered values were emphasized	<input type="checkbox"/>				

**Section C: Teaching Effectiveness & Delivery**

Statement	SA	A	N	D	SD
The teacher was well-prepared for each session	<input type="checkbox"/>				
Concepts were explained clearly and logically	<input type="checkbox"/>				
Teaching methods promoted understanding and engagement	<input type="checkbox"/>				
Time was used effectively during sessions	<input type="checkbox"/>				
Critical thinking and problem-solving were encouraged	<input type="checkbox"/>				

**Section D: Student Engagement & Learning Environment**

Statement	SA	A	N	D	SD
The teacher encouraged student participation	<input type="checkbox"/>				
Questions were welcomed and addressed respectfully	<input type="checkbox"/>				
The learning environment was respectful and inclusive	<input type="checkbox"/>				

The teacher was approachable outside class hours	<input type="checkbox"/>				
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Section E: Assessment & Feedback Practices

Statement	SA	A	N	D	SD
Assessment methods aligned with taught content	<input type="checkbox"/>				
Assessment criteria were clearly explained	<input type="checkbox"/>				
Feedback was timely and constructive	<input type="checkbox"/>				
Feedback helped improve my learning	<input type="checkbox"/>				

Section F: Subject-Specific & Clinical Teaching (if applicable)

Statement	SA	A	N	D	SD
Clinical/practical teaching enhanced my skills	<input type="checkbox"/>				
Real-world or clinical examples were used effectively	<input type="checkbox"/>				
Patient safety and professional conduct were emphasized	<input type="checkbox"/>				

Section F.2: Research, Innovation & Evidence-Based Teaching

Statement	SA	A	N	D	SD
The teacher integrated recent research or evidence into teaching	<input type="checkbox"/>				
Students were encouraged to ask research-oriented questions	<input type="checkbox"/>				
Innovation in teaching methods (technology, activities, cases) was evident	<input type="checkbox"/>				

Section G: Professionalism & Ethical Conduct

Statement	SA	A	N	D	SD
The teacher demonstrated professionalism at all times	<input type="checkbox"/>				
The teacher treated students fairly and without bias	<input type="checkbox"/>				
Ethical standards were upheld in teaching and assessment	<input type="checkbox"/>				

Section H: Overall Teaching Effectiveness

Overall effectiveness of the teacher in this course:

Excellent  Good  Satisfactory  Needs Improvement  Poor

Section I: Student Feedback

**What aspects of the teacher's approach supported your learning most?**

**Areas where teaching could be improved:**

**Suggestions for improving teaching, assessment, or engagement (CQI):**