

4. MONITORING AND EVALUATING THE PROGRAMME

- 4.1 Mechanisms for monitoring and evaluating the curriculum: Each medical school must develop mechanisms for monitoring and evaluating the curriculum that are disseminated and known to faculty and students. Representative student as well as faculty opinions must be obtained regularly for each component of the curriculum and evaluated by the appropriate committee, in order to identify problematic areas and initiate corrective measures. Other pathways for student feedback on the curriculum must also exist. High pass or failure rates need to be thoroughly investigated by the medical school.
- 4.2 Quality of graduates:
 - 4.2.1 Medical colleges must have mechanisms for obtaining feedback about the performance of their graduates from the graduates themselves, from the involved faculty, from civil society and from the health institutions where their students work as interns and residents after graduation.
 - 4.2.2 Medical colleges must respond to community and employer perceptions about the performance of their graduates.

4. Monitoring and evaluating the program.

4.1 Mechanisms for Monitoring and Evaluating the Curriculum

4.1.1 Each medical school must.

1.1.1.1. Develop mechanisms for monitoring and evaluating the curriculum

1.1.1.2. The monitoring mechanism is disseminated to faculty and students.

4.1.2 Feedback :

1.1.2.1. Representative students as well as faculty opinions must be obtained regularly for each component of the curriculum.

1.1.2.2. Representative students as well as faculty opinions must be evaluated by appropriate committee.

1.1.2.3. The appropriate committee (i.e. curriculum) should identify problematic areas and initiate corrective measures.

1.1.2.4. Other pathways for student feedback on the curriculum must also exist.

4.1.3 High pass or failure rates need to be thoroughly investigated by the medical school.

4.2 Quality of graduates;

4.2.1 Medical Schools must have mechanisms for obtaining feedback about the performance of their graduates

4.2.1.1. From the graduates themselves,

4.2.1.2. From the involved faculty,

4.2.1.3. From civil society.

4.2.1.4. From the health institutions where their graduate work as interns and residents after graduation.

4.2.2 Medical schools must respond to community and employer perceptions about the performance of their graduates.

Proposed tools for evidence generation for; **Monitoring and evaluating program.**

presentation	Components	Target	Tools	Indi
Description	Mechanisms for program evaluation	Doc.	Verifi	4.1.1.
% opinion	Questionnaire and/or interview about dissemination of monitoring and evaluation mechanism	Faculty student	Ques interview	4.1.1.2.
Description	Documents shows, Questionnaire ,interview , and online feedback obtained from students and faculty	Doc.	Verify	4.1.2.1.
Description	Documents of activities (report or studies) of a body (committee) responsible for feedback.	Doc.	Verfi	4.1.2.2.
Description	Documents show the committee action on the area of weakness and strength, and suggestion for corrections.	Doc.	Verifi	4.1.2.3.

Description	Document of presence of other pathway of feedback as student liaison, course representative and focus groups,	Doc.	Verifi	4.1.2.4.
Description	Document showing that student score specially high and low score being investigated and analyzed	Doc.	Verif	4.1.3
% opinion	feedback mechanism is important element in program evaluation	Graduat	Ques intervi ew	4..2.1.1
Description	Documents of regular feedback (questionnaire and interview)about graduate quality	Doc.	Verify	4.2.1.2.
Description	Document of regular feedback form Iraqi medical syndicate and other NGO.	Doc.	Verify	4.2.1.3.
Description	Documents of regular feedback from health institute staff were graduate works,	Doc.	Verify	4.2.1.4.
Description	Documents of college response to the community and employer feedback about the performance of graduate.	Doc.	verifi	4.2.2.

Description of the requested Documents:

4.1.1.1.Document of presence of evaluation committee and its duties.

4.1.1.2.4.1.2.1. Documents show different modality to collect student feedback, both qualitative and quantitative. They include: 1-Questionnaires, 2- Student representation on local and institutional committees, 3-Staff student liaison committees (or their equivalent), 4-The lecture or seminar,5- The tutorial,6- Discussion.

4.1.2.2. Documents of activities (reports or studies) of body (committee) responsible for feedback.

4.1.2.3. Document shows the committee action on the area of weakness and suggestions for correction.

4.1.2.4. Documents of other pathways as staff-students liaison committee, course representative, focus group interview, log books and reflective journals.

4.1.3. Documents show the students score especially high and low score being investigated and analyzed.

4.2.1.2. Documents of regular feedback from faculties (questionnaire and interview) about graduate quality.

4.2.1.3. Documents of regular feedback from Iraqi Medical Syndicate and other NGOs.

4.2.1.4. Documents of regular feedback from health institute staff where graduate works.

4.2.2. Documents of college response to community and employer (MOH or hospitals) about the graduates performance.

Scoring of; **Monitoring and evaluating the program.**

FF	PF	FF	Indicators	Indica No	No
			Each medical school must Develop mechanisms for monitoring and evaluating the curriculum	4.1.1.1.	1
			Each medical school must have the monitoring mechanism disseminated to faculty and students.	4.1.1.2.	2
			Opinions of Representative students as well as faculty must be obtained regularly for each component of the curriculum	4.1.2.1.	3
			Representative students as well as faculty opinions must be evaluated by appropriate committee	4.1.2.2.	4
			The appropriate committee (i.e. curriculum) should identify problematic areas and initiate corrective measures	4.1.2.3.	5
			Other pathways for student feedback on the curriculum must also exist.	4.1.2.4.	6
			High pass or failure rates need to be thoroughly investigated by the medical school	4.1.3.	7
			Medical Schools must have mechanisms for obtaining feedback about the performance of their graduates; From the graduates themselves	4.2.1.1.	8
			Medical Schools must have mechanisms for obtaining feedback about the performance of their graduates ; From the involved faculty,	4.2.1.2.	9
			Medical Schools must have mechanisms for obtaining feedback about the performance of their graduates; From civil society.	4.2.1.3.	10
			Medical Schools must have mechanisms for obtaining feedback about the performance of their graduates; From the health institutions where their students work as interns and residents after graduation.	4.2.1.4.	11
			Medical schools must respond to community and employer perceptions about the performance of their graduates.	4.2.2.	12
			Total score =(FF=2, PF=1, NF=0)		