2.6.1 ***The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents***

Response:

Introduction

Program Outcomes (POs) and Courses Outcomes (COs) for all the academic programs are uploaded on the University website. These are instrumental in achieving the vision, mission and strategic objectives of the academic practices. They are designed as per the guidelines of respective Statutory Councils in respect of Medical, Dental, Nursing, Physiotherapy and other paramedical sciences, which ensure that the desired outcomes are achieved.

Assessment methodology /tools are decided keeping in mind the parameters/ learning outcomes to be measured with due emphasis during delivery of programs as prescribed in the course curriculum.

Before commencement of an academic year, faculty meetings are conducted by each institution and decisions are taken on the mode of teaching in perspective of the POs and COs. Induction and orientation programmes are conducted for the newly enrolled students at the beginning of each academic session where the students are briefed about POs and graduate attributes.

Students and teachers are provided with academic calendar, wherein plan for implementation of entire curriculum is specified, providing all learning objectives and COs at various levels.

The medical graduates attributes are as per NMC norms to become a locally competent and globally responsible clinician, leader and a member of the inter-disciplinary health care team, through life-long learning process that is altruistic, ethical and committed to excellence. The Bareilly International University, Bareilly graduate attributes include

1. Dynamic Professionalism
2. Exemplary leadership
3. Effective communication skills
4. Scholarly attitude
5. Element of critical thinking
6. Enthusiasm for research
7. Social commitment and
8. Global competencies

The COs are formulated to make students competent with respects to all domains of learning (Cognitive, Affective and Psycho-motor Domains). Their assessment is done in formative domain at department level and summative at university level. Formative assessment methods include internal examinations, preliminary examinations which consist of Written (MCQs, SAQs, & LAQs), Viva-voce and Practical examinations. Other assessment methods included Quizzes Seminars, Problem based learning, Assignments, Portfolios and Journals. The students are introduced to scientific research through compulsory dissertation related to their respective fields of expertise under the guidance of their teachers. Various projects in thrust areas are also undertaken. The students participate at State, National and International levels competitions, debates, paper presentations and quizzes. Institutional IQAC and its constituent units play crucial roles in communicating curricular changes and the mode of implementation through regular meetings with the departmental coordinators. Students are provided with work books, journals & log books stating the attainment of outcomes and objectives of their respective courses.

The passing out graduates and post graduates in various streams are made competent enough to practice independently with due confidence and skills. Besides professional knowledge, they are groomed to play leadership roles in the community, health sector as well as social issues such as gender equity, environmental protection, disaster management and sensitizing people at large on their right to health.

STATED LEARNING OUTCOMES/GRADUATE ATTRIBUTES INTEGRATED INTO THE ASSESSMENT PROCESS AND PUBLICIZED THROUGH THE WEBSITE AND OTHER DOCUMENTS POLICY

1. Objective

The objective of this policy is to ensure that the Private University clearly defines and articulates its learning outcomes and graduate attributes in alignment with regulatory body requirements. These outcomes and attributes will be integrated into the curriculum and assessment processes, providing a framework for measuring student achievements and progress. Furthermore, the university aims to publicly communicate these outcomes through accessible platforms such as the website and official documents, ensuring transparency and accountability to students, faculty, and other stakeholders.

2. Scope

This policy applies to all academic programs across undergraduate, postgraduate, and continuing education courses within the university. It covers the definition, integration, and communication of learning outcomes and graduate attributes, along with their use in shaping assessment practices.

3. Stated Learning Outcomes and Graduate Attributes

- **Learning Outcomes:**
  Learning outcomes are clearly defined statements that specify the knowledge, skills, and competencies students are expected to achieve by the end of a course or program. These outcomes should be:
  - Aligned with the university's academic goals and regulatory body guidelines.
  - Specific, measurable, achievable, relevant, and time-bound (SMART).
  - Designed to reflect both subject-specific and generic skills necessary for professional and personal development.
- **Graduate Attributes:**
  Graduate attributes refer to the broader qualities, values, and capabilities that the university intends for its graduates to possess upon completing their academic programs. These attributes may include:
  - Knowledge and understanding of core concepts in their field.
  - Critical thinking, problem-solving, and analytical skills.
  - Effective communication skills, both written and oral.
  - Ethical reasoning and a sense of social responsibility.
  - Adaptability and lifelong learning skills.
  - Interpersonal and teamwork skills, leadership, and innovation.
  - Global citizenship and cultural sensitivity.

4. Integration into the Curriculum and Assessment Process

- **Curricular Design:**
  The university will ensure that the curriculum is designed with a clear focus on achieving the stated learning outcomes and graduate attributes. Each course and program will include specific objectives and content that directly contribute to these outcomes.
  - Faculty members will be required to align teaching methods, course content, and learning activities with the defined outcomes and attributes to ensure students are adequately prepared to meet these expectations.
- **Assessment Alignment:**
  The learning outcomes and graduate attributes will be integrated into the assessment process in the following ways:

- **Assessment of Learning Outcomes:** Each assessment (such as assignments, projects, tests, exams, and presentations) will be designed to measure the extent to which students have achieved the stated learning outcomes.
- **Holistic Assessment Approach:** Assessments will not only evaluate subject-specific knowledge but also assess the development of transferable skills (e.g., communication, critical thinking, teamwork) that are central to the graduate attributes.
- **Grading Rubrics and Feedback:** Assessment rubrics will clearly define how the achievement of learning outcomes and graduate attributes will be evaluated. Feedback provided to students will include how well they are progressing in terms of both knowledge and the development of broader graduate attributes.

5. Publicizing Learning Outcomes and Graduate Attributes

- **University Website and Course Syllabi:**
  - The university will publish the learning outcomes and graduate attributes for each program on the official website, ensuring that prospective and current students can easily access them.
  - Course syllabi and program handbooks will explicitly include the learning outcomes and graduate attributes, along with the assessment criteria and expectations for each course or program. This ensures that students are aware of the goals they are expected to achieve and how they will be assessed.
- **Promotional Materials and Institutional Documents:**
  - Graduate attributes and learning outcomes will be incorporated into other key institutional documents, such as brochures, admissions guides, program catalogues, and student handbooks. This promotes the transparency of the university's educational framework to both internal and external stakeholders.
  - The university will also highlight the alignment of its learning outcomes with the standards set by regulatory bodies in these documents.

6. Monitoring and Evaluation of Learning Outcomes and Graduate Attributes

- **Continuous Review and Feedback:**
  - To ensure the alignment of the curriculum, assessment processes, and graduate attributes, the university will periodically review its programs and course structures. Faculty will be encouraged to participate in the process of reviewing and updating learning outcomes to reflect emerging trends in education and industry requirements.
  - Regular feedback from students, alumni, and employers will be gathered to assess whether the learning outcomes and graduate attributes are being effectively achieved and whether any adjustments are necessary.
- **Program-Level Evaluations:**
  - The university will regularly evaluate program effectiveness in achieving the stated learning outcomes through various measures, including student performance analysis, graduate surveys, employer feedback, and accreditation reviews. This evaluation will ensure that the programs continue to meet the needs of students and align with regulatory and industry standards.

7. Faculty Role and Responsibility

- **Clear Communication of Expectations:**
  - Faculty members will be provided with clear guidelines on how to integrate learning outcomes and graduate attributes into their teaching and assessment practices. They will be required to ensure that their course content and instructional strategies are aligned with these outcomes.

website

- Faculty will receive training on designing assessments that evaluate both discipline-specific knowledge and the broader competencies that constitute the graduate attributes.

- **Ongoing Professional Development:**
  - Faculty will have access to professional development opportunities aimed at enhancing their understanding of how to effectively design assessments, evaluate graduate attributes, and align their teaching methods with the university's learning outcomes framework.

8. Student Engagement and Awareness

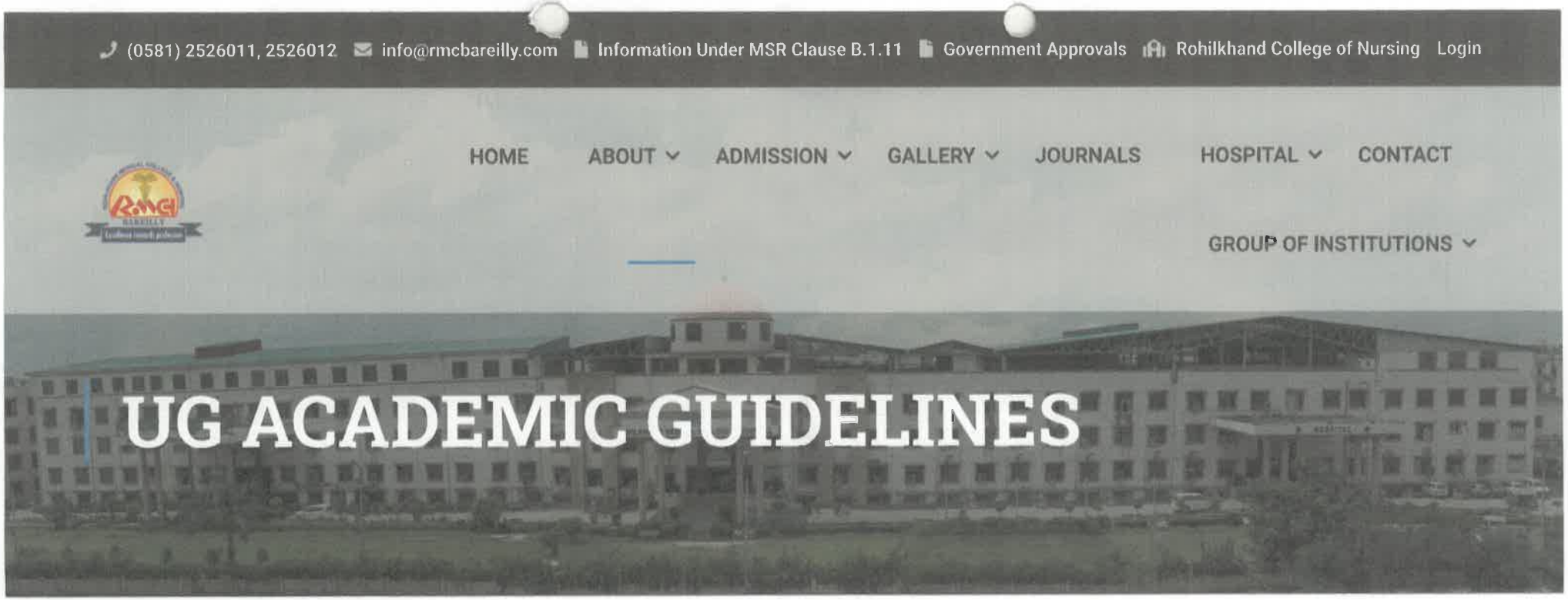
- **Student Orientation and Communication:**
  - During orientation, students will be introduced to the learning outcomes and graduate attributes of their program, and how these are assessed. This will be reinforced throughout their academic journey via orientation sessions, program meetings, and course introductions.
  - Students will be made aware of the link between the university's expectations, their assessments, and their personal development, so they understand the importance of meeting both the academic and broader graduate attributes.
- **Transparency in Assessment and Feedback:**
  - Students will receive timely feedback on their progress in achieving the learning outcomes and graduate attributes, enabling them to identify areas for improvement and further development.

9. Compliance with Regulatory Body Requirements

- **Alignment with Regulatory Standards:**
  - The university will ensure that its learning outcomes and graduate attributes comply with the guidelines and requirements set by national and international regulatory bodies, accrediting agencies, and professional associations.
  - Any updates or changes made by regulatory bodies to their standards will be reflected in the university's policies, curricula, and assessment practices to maintain ongoing compliance.

10. Conclusion

The Private University is committed to fostering an academic environment where learning outcomes and graduate attributes are clearly defined, integrated into the teaching and learning processes, and assessed systematically. By clearly publicizing these outcomes and attributes, the university ensures that students, faculty, and other stakeholders are aligned with the institution's goals. The integration of these outcomes into assessment practices helps drive continuous improvement in academic standards and enhances the university's commitment to producing well-rounded, competent graduates ready for success in their professional lives.



UG ACADEMIC GUIDELINES

UG RMCH Academic Objectives and Guidelines

Sl.	Particulars	View
1.	AETCOM_book	
2.	Alignment-and-Integration_03.10.2019	
3.	Early_Clinical_Exposure-MBBS-07.08.2019	

4.	Electives-Module-20-05-2020	
5.	FOUNDATION-COURSE-MBBS-17.07.2019	
6.	Module 3 assessment	
7.	Module-8-Online-learning-and-assessment-17-11-20-version-final-for-uploading-converted	
8.	Pandemic-MGT-Module-UG	
9.	Skill-Module_23.12.2019	
10.	UG-Curriculum-Vol-I	
11.	UG-Curriculum-Vol-II	
12.	UG-Curriculum-Vol-III	

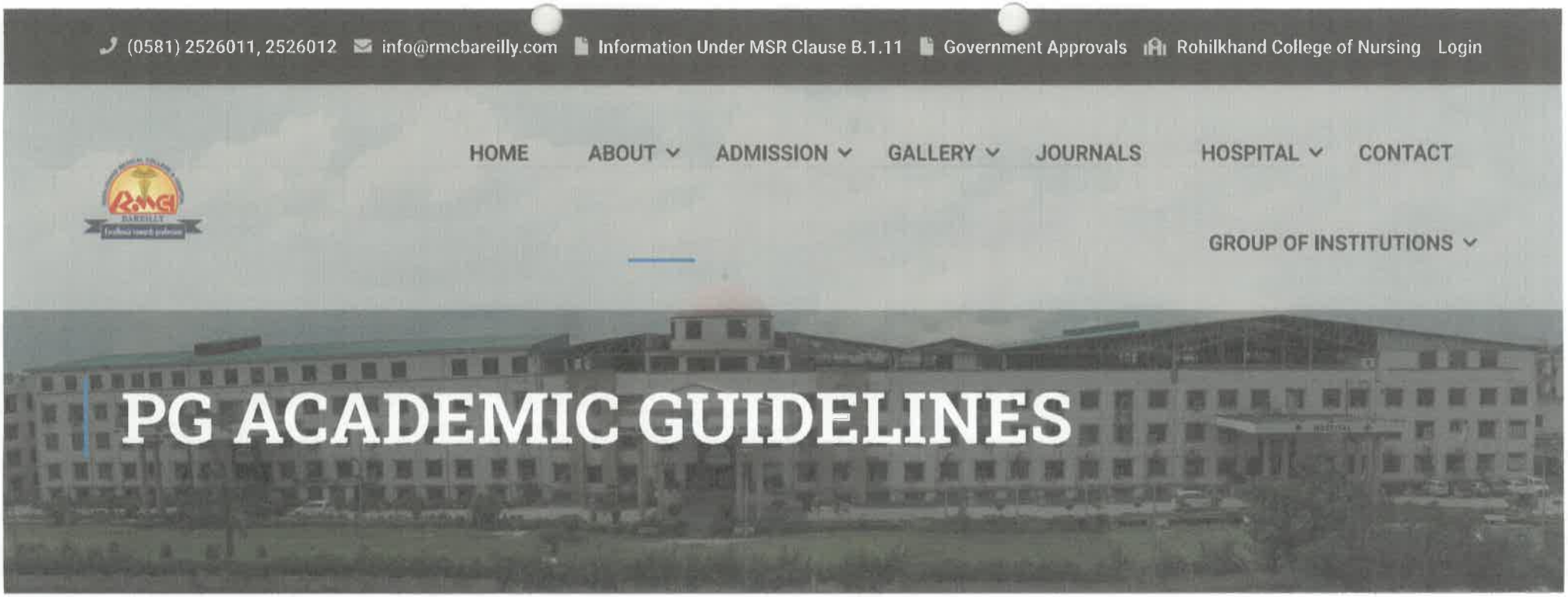
Hospital: (0581) 2526011, 2526012

Admission: 0581— 2526153, 9105500101

info@rmcbareilly.com

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PG ACADEMIC GUIDELINES

RMCH Departments PG academic guidelines

Sl.	Particulars	View
1.	MD Emergency Medicine	
2.	MD_Pathology	
3.	MD_Peadiatrics	

4.	MD_Physiology	
5.	MD_Psychiatry	
6.	MD-Anatomy	
7.	MD-Anesthesia	
8.	MD-Biochemistry	
9.	MD-Community-Medicine	
10.	MD-Dermatology	
11.	MD-in-General-Medicine	
12.	MD-in-Pharmacology	
13.	MD-Microbiology	
14.	MD-Pulmonary-Medicine	
15.	MD-Radiodiagnosis	
16.	MD-Radiotherapy	
17.	MS_Orthopedics	
18.	MS-ENT	

19.	MS-OBGY	
20.	MS-Ophthamology	
21.	MS-Surgery	

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info@rmcbareilly.com

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