

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allāh, the Most Gracious, the Most Merciful



University of  
Groningen

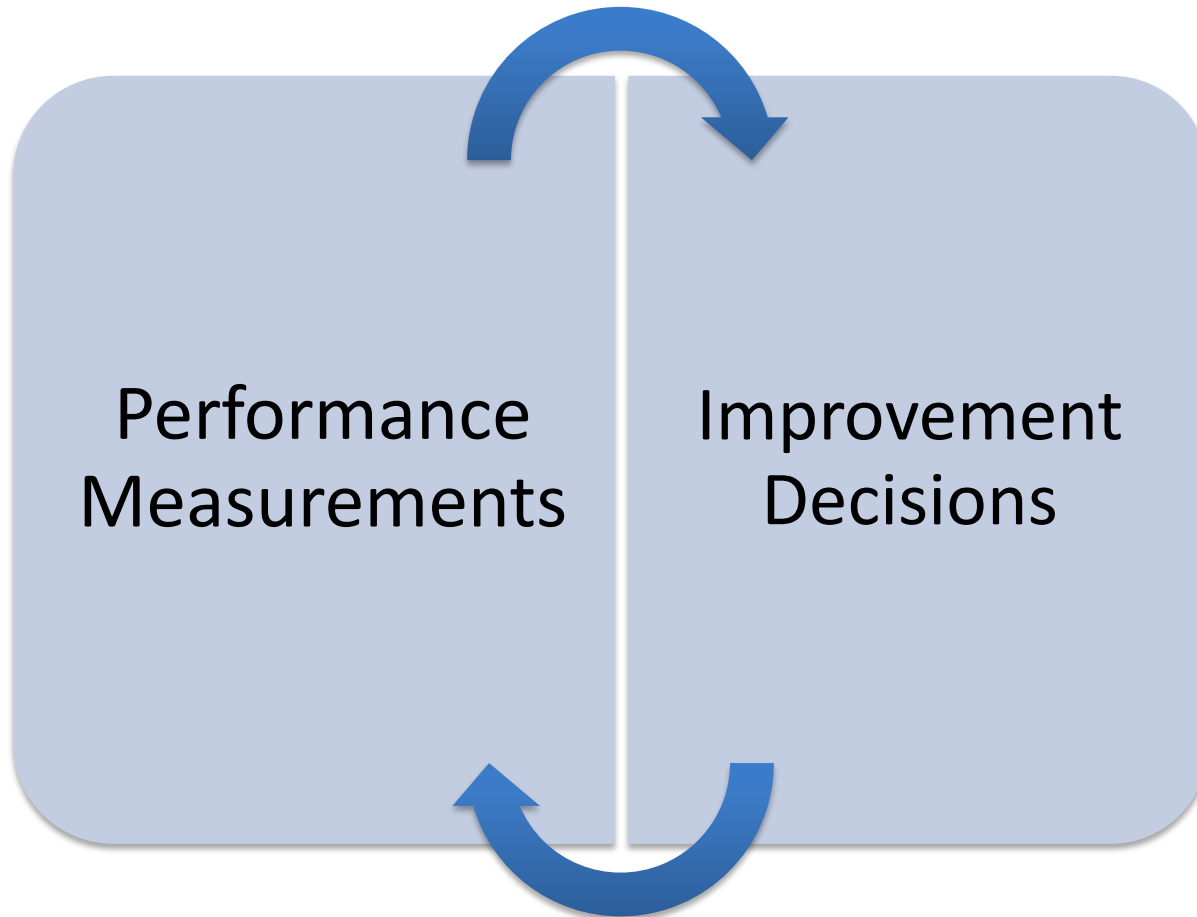
King Faisal  
University



**Adoption of UoG Medical Curriculum**

**GMCA 2012**

**Quality Assurance  
Roadmap - GMCA 2013**





Performance  
Measurements

Improvement  
Decisions

PHASES		DESCRIPTION
Measurements	Preparation	Develop and/or acquire instruments.
		Schedule for gathering information.
		Distribute task among members for gathering information.
		Communicate criteria of performance to faculty for each activity.
	Collection	Gather information as per schedule.
	Analysis	Enter information on computer.
		Combine & analyze information from all sources.
	Reporting	Prepare report-using analysis.
		Suggest an action plan.
		Discuss & finalize report.
		Submit report to chairman.



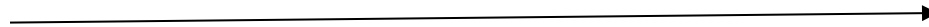


# Effective Lecturing Checklist

## Compiled & Edited by Faculty Development Committee

**This guide serves merely to facilitate observation. Not all the criteria need apply to all lectures and there may be other criteria that you wish to identify**

**Scale:**



**Strongly Agree**

**4**

**3**

**2**

**1**

**Strongly Disagree**

Comments	4	3	2	1
<b>Introduction</b>				
Reviewed the Learning Objectives / Learning Questions				
Demonstrated the relevance of the topic to the overall theme				
Put the content into context of the overall picture				
<b>Interest development</b>				
Captures students' interest in the beginning				
Varies the mode of presentations effectively.				
Appropriate use of humor				
<b>Communication skills</b>				
Appears friendly.				
Projects enthusiasm about what he/she is doing				
Maintains good eye contact.				
Uses gestures/body movements effectively.				
Responsive to the audience.				
Regulates pace of delivery well.				
Speaks clearly.				
Projects enthusiasm about what he/she is doing.				



<b>Organization and Presentation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Delivered information alone</b>				
<b>Emphasized major points with specific illustrations/examples/tables/flowcharts</b>				
<b>Used signposts</b>				
<b>Focus clearly conveyed</b>				
<b>Clarifies concepts</b>				
<b>Explanations are short and lucid</b>				
<b>Summary statements are provided</b>				
<b>Used questions effectively</b>				
<b>Used audiovisual aids effectively</b>				
<b>Slides were uncluttered and clear</b>				
<b>Talked with the students rather than slides/boards</b>				
<b>Utilization of time allotted was good</b>				
<b>Wrapping up</b>				
<b>Asked for questions/Doubts before ending</b>				
<b>Summarizes major points</b>				
<b>Reminds the audience about the relevance to the overall theme</b>				
<b>Mention references and suggestion for further reading</b>				

WEEK	QA ACTIVITY	PURPOSE
1	Faculty: Observation (O)	Triangulation (T)
2	Faculty: Interview (I) week 1 & 2 Student: Questionnaire 1	Triangulation, Sensitization & Ventilation (TSV) Identify areas of concern
3	Faculty: Observation Tutor: Focus Group (FG)	T TSV
4	Student: Questionnaire 2 Faculty: Interview week 3 & 4 Tutor: Observation	Identify causes of concern TSV T
5	Student: Focus group Faculty: Observation Coordinator (C): Interview & data exchange	Identify causes of concern, TSV T Remedial action
6	Coach/Mentor: Focus Group / Observation	TSV
7	Faculty: Interview week 5 & 6	TSV
8	Student: Questionnaire 3 Faculty: Observation	Measure impact of remedy T
9	Faculty: Interview week 7 & 8 Coordinator: Interview & data exchange	TSV Remedial action

