



THE SECRETARY OF EDUCATION  
WASHINGTON, D.C. 20202

MAY 23 2003

SENT BY FACSIMILE TRANSMISSION

Dr. M. Hayat Zafar  
President  
Pakistan Medical and Dental Council  
G-10/4, Mauve Area  
Islamabad  
Pakistan

Dear Dr. Zafar:

In March 1997, the National Committee on Foreign Medical Education and Accreditation (NCFMEA) determined that the medical accreditation standards used by Pakistan were comparable to the standards used to evaluate programs leading to the M.D. degree in the United States. On March 13, 2003, the NCFMEA reviewed the information recently provided by the Pakistan Medical and Dental Council (Council) on its current medical accreditation standards to reassess the comparability of those standards.

I am pleased to inform you that the NCFMEA, based on the most recent information and materials received from Pakistan, reaffirmed its prior determination that the standards and processes used by the Council to accredit medical schools in Pakistan are comparable to those used to accredit medical schools in the United States. This determination of comparability by the NCFMEA has a maximum duration of six years from the date of this letter, unless the Committee withdraws, extends or renews its determination prior to that date. Before expiration of the six-year period, the NCFMEA will seek to confirm that your standards and processes for accrediting medical schools in Pakistan are still comparable to the accreditation standards applied to medical schools in the United States. If so, its previous determination of comparability will be extended for another period.

As a result of the determination of continued comparability by the NCFMEA, any medical school in Pakistan that is accredited by the Council may apply to the U.S. Department of Education to participate in the Federal Family Education Loan (FFEL) program. If a medical school's application is approved, students enrolled in the school who are either U.S. citizens or permanent residents of the U.S. may receive FFEL loans to finance their medical education if they meet all other eligibility requirements. Medical schools that wish to participate in the FFEL program may obtain the proper application forms from the Foreign Schools Team by calling (202) 377-3168 or by writing to the following address:

Foreign Schools Team  
FSA/Schools Channel/CMO  
U.S. Department of Education  
Room 73C3  
830 First St., NE  
Washington, DC 20202-5340  
U.S.A.

The NCFMEA also requested that Pakistan submit, for review at the March 2004 NCFMEA meeting, a report on Pakistan's accreditation activities. Please see the enclosure for specific details about the report. In addition to the report, the NCFMEA requested that Pakistan provide more detailed information on the following: (1) what policy, if any, the Council has pertaining to a medical school's humane treatment of animals that are used in medical research, and (2) what policies the Council has to deal with circumstances where the private interests of a faculty or staff member may conflict with that person's official responsibilities.

Please provide the requested policy information and the report on accreditation activities by December 1, 2003 to the U.S. Department of Education at the address below:

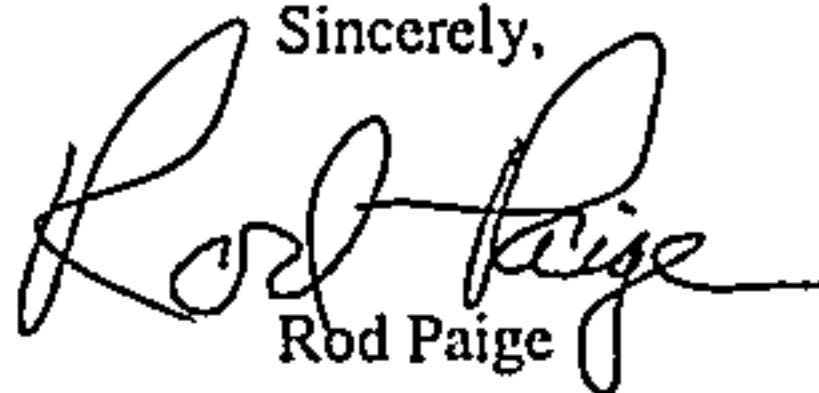
Carol Griffiths  
Chief, Accrediting Agency Evaluation Unit  
U.S. Department of Education  
1990 K Street, NW – Room 7105  
Washington, D.C. 20006-8509  
U.S.A.

If you have any questions regarding the information requested, please feel free to contact Ms. Griffiths at (202) 219-7011 (telephone), (202) 219-7005 (fax), or [carol.griffiths@ed.gov](mailto:carol.griffiths@ed.gov) (e-mail).

In the fall of 2003, Bonnie LeBold, the Executive Director of the NCFMEA, will contact you to provide information regarding the March 2004 NCFMEA meeting. In the interim, if you have any questions about the meeting, please do not hesitate to contact Ms. LeBold at (202) 219-7009 (telephone), (202) 219-7008 (fax), or [bonnie.lebold@ed.gov](mailto:bonnie.lebold@ed.gov) (e-mail).

I want to thank you for taking the time to respond to our requests for information about your standards and processes for accreditation of medical schools. The NCFMEA members and I very much appreciate your ongoing interest and assistance in this matter.

Sincerely,



Rod Paige

Enclosure

**Report Requested from the  
Pakistan Medical and Dental Council (PMDC)  
by the National Committee on Foreign Medical Education and Accreditation (NCFMEA)**

**Due Date:** December 1, 2003

**Submit to:** Carol Griffiths  
Chief, Accrediting Agency Evaluation Unit  
U.S. Department of Education  
1990 K Street, NW – Room 7105  
Washington, D.C. 20006-8509  
U.S.A.

Phone: (202) 219-7011  
Fax: (202) 219-7005  
E-mail: [carol.griffiths@ed.gov](mailto:carol.griffiths@ed.gov)

**Content:** The NCFMEA is requesting the following information (and any applicable supporting documents) regarding the following:

- ***Current status of medical schools:*** A list of the medical schools currently operating in Pakistan, indicating whether each school has gone through the accreditation process and what the outcome of that accreditation process has been; for example, whether the school is fully accredited, whether the school is provisionally accredited, whether accreditation has been terminated, etc.
- ***Overview of accreditation activities:*** A summary of key activities by the PMDC in 2003, such as a list of accreditation reviews conducted, accreditation decisions reached, and accreditation conferences or training sessions held.
- ***Laws and Regulations:*** An indication as to whether there have been any changes during 2003 in your country's laws or regulations that affect the accreditation of your medical schools, and, if so, what those changes were.
- ***Standards:*** An indication as to whether there have been any changes during 2003 in the accreditation standards that the PMDC uses to evaluate and accredit medical schools in the areas listed below, and, if so, what those changes were:
  - administration,
  - faculty,
  - curriculum,
  - admissions procedures,
  - student services,
  - methods for evaluating student achievement, and
  - facilities.
- ***Processes and procedures:*** An indication as to whether there have been any changes during 2003 in the accreditation processes or procedures used by the PMDC for the following –
  - conducting site visits,
  - selecting and training individuals who conduct site evaluations or who make accreditation decisions,

- periodically reevaluating and regularly monitoring medical schools,
  - reviewing substantive changes reported by medical schools,
  - ensuring the PMDC has effective controls against the conflicts of interest and the inconsistent application of accreditation standards, and
  - ensuring that accreditation decisions are based, in part, on the evaluation of student performance after graduation from medical school.
- *Schedule of upcoming accreditation activities:* A listing of upcoming accreditation meetings and on-site visits to medical schools and clinical clerkship sites for the period covering December 2003 through December 2004.

**U.S. Department of Education**



**Staff Analysis**

**Pakistan**

**For the March 13, 2003 Meeting  
of the  
National Committee on Foreign Medical  
Education and Accreditation**

**U.S. Department of Education**  
**Staff Analysis**  
**of the Standards Used by**  
**Pakistan**  
**For the Evaluation of Medical Schools**  
  
**Prepared February 2003**

**Background**

At its March 1997 meeting, the National Committee on Foreign Medical Education and Accreditation (NCFMEA) determined that the standards of accreditation used by Pakistan to accredit medical schools offering programs leading to the M.D. (or equivalent) degree were comparable to standards of accreditation applied to M.D. programs in the United States. The NCFMEA reviews the comparability of countries' standards on a periodic basis. The U.S. Department of Education (Department), in September 2002, sent Pakistan a copy of the NCFMEA's new guidelines and requested that Pakistan provide information to demonstrate its compliance with those guidelines. The information provided by Pakistan in response to that request is the subject of this analysis.

**Summary of Findings**

The environment for the evaluation and recognition of medical schools in Pakistan is somewhat different from the system used in the United States to accredit medical schools. The Pakistani government completely regulates every aspect of public medical education in the country, with the Pakistan Medical & Dental Council (PMDC or the Council) prescribing the medical curriculum and its objectives, the size and qualifications of the faculty, admissions criteria and other indicia traditionally associated with educational quality, and even the number of beds to be used in clinical studies in the affiliated teaching hospitals.

The function of the on-site evaluation teams (called inspection teams) is to verify whether the prescribed standards are maintained by each of the medical schools, and only those schools that meet the standards qualify for recognition by the PMDC. This is very different from the accreditation system used in the United States, which allows medical schools considerable freedom and flexibility to operate within generally established parameters. While the Pakistani system may be seen as focusing primarily on what would traditionally be called "educational inputs" in the United States, it nevertheless does require a very thorough on-site inspection of a number of variables, namely, the quality of a medical school's faculty and the adequacy of its facilities, including equipment, classrooms, laboratories, and libraries.

One other aspect of Pakistan's evaluation system that is particularly important in light of their highly structured, government-mandated format for medical education is the feedback mechanism that is used to obtain information about the effectiveness of the system. The Council, through interviews with appropriate individuals during the on-site inspection (primarily faculty, who it believes to be the key to the overall quality of the national system of medical education), elicits suggestions for improving the overall quality of medical education. The on-site inspection thus serves a valuable function in assisting the PMDC to evaluate the effectiveness of the government-mandated educational objectives of the medical curriculum and to make appropriate changes.

The highly-structured, government-mandated format for medical education in Pakistan and the application of a thorough on-site inspection component used to evaluate the delivery of medical education appears to have a comparable rigor to the system used in the United States to evaluate medical education programs.

However, subsequent to the NCFMEA's prior determination of comparability, the Committee made changes to its guidelines for comparability (in 1999). Because the accreditation/approval process is usually an ongoing and evolving process of improvement, the Department understands that a country may also have made changes to its accreditation evaluation process and standards. Therefore, each time a country comes before the NCFMEA for a redetermination of comparability, Department staff reviews the application as a case of first impression and relies only on the documentation submitted with the country's new application. In this instance, the documentation provided was not inclusive. Therefore, Department staff cannot, based on the information provided, make an assessment as to whether Pakistan's process and standards for the evaluation of the medical education offered by its institutions remain comparable to the system used to evaluate medical education programs in the United States.

### Staff Analysis

#### PART I: The Entity Responsible for the Accreditation/Approval of Medical Schools

There should be a clearly designated body responsible for evaluating the quality of medical education in the foreign country, and that body should have clear authority to accredit/approve medical schools in the country that offer educational programs leading to the M.D. (or equivalent) degree.

The Pakistan Medical & Dental Council is by statute the regulatory entity responsible for medical education in Pakistan. The statute granting the Council authority is the Pakistan Medical & Dental Council Ordinance of 1962, which was amended in 1973 by an Act of Parliament. The PMDC approved Regulations in March 1998 to exercise its powers for the degree of Bachelor of Medicine and Bachelor of Surgery (M.B.B.S.).

Under the Regulations, the Council's authority includes setting minimum standards for basic and higher qualifications in medicine, and includes the following:

- To prescribe a uniform minimum standard of courses of training for obtaining graduate and postgraduate medical qualifications
- To prescribe minimum requirements for the content and duration of courses of studies for the degree of M.B.B.S.
- To prescribe conditions, for admission to courses of training for the degree of M.B.B.S.

## **PART II: Accreditation/Approval Standards**

The entity within the foreign country that is responsible for evaluating the quality of medical education in the country and has authority to accredit/approve medical schools should have standards comparable to the following:

### **1. Mission and Objectives**

- (a) The educational mission of the medical school must serve the general public interest, and its educational objectives must support the mission. The medical School's educational program must be appropriate in light of the mission and objectives of the school.
- (b) An essential objective of a program of medical education leading to the M.D. (or equivalent) degree must be to prepare graduates to enter and complete graduate medical education, qualify for licensure, provide competent medical care, and have educational background necessary for continued learning.

Pakistan requires its medical schools " . . . to prepare a caring general purpose community oriented doctor who is competent to deal with the common health problems of the people in a scientifically sound and cost effective manner."

Students must have five years of training from an institution recognized by the PMDC and affiliated with a chartered Pakistani university. Students can be registered as medical practitioners once they complete this five-year education, pass all University professional examinations and serve a one-year internship in a recognized hospital.

### **2. Governance**

- (a) The medical school must be legally authorized to provide a program of medical education in the country in which it is located.



- (b) There must be an appropriate accountability of the management of the medical school to an ultimate responsible authority external to and independent of the school's administration. This external authority must have sufficient understanding of the medical program to develop policies in the interest of both the medical school and the public.**

The Council licenses institutions to provide medical education programs, and institutions must be legally authorized to operate. All medical institutions must be affiliated with universities, which are authorized by the country's higher education commission. Universities in Pakistan have the authority to issue the M.B.B.S. degree.

For public universities, federal and provincial health ministries exercise administrative control. For private universities, a Board of Governors oversees the management of the medical institutions.

### **3. Administration**

- (a) The administration of the medical school must be effective and appropriate in light of the school's mission and objectives.**
  - (i) There must be sufficient administrative personnel to ensure the effective administration of admissions, student affairs, academic affairs, hospital and other health facility relationships, business and planning, and the other administrative functions that the medical school performs.**
  - (ii) The chief academic officer of the medical school must have sufficient authority provided by the institution to administer the educational program. That individual must also have ready access to the university president or other university official charged with final responsibility for the school, and to other university officials as are necessary to fulfill the responsibilities of the chief academic officer's office.**
  - (iii) In affiliated institutions, the medical school's department heads and senior clinical faculty members must have authority consistent with their responsibility for the instruction of students**

The PMDC regulations stipulate that: "Administrative organization of the College should be prompt, effective, and problem solving in the form of governing body with non-lapsable budget." Pakistan also reported that: "Board of Governors appointed by the respective authorities are responsible for the administration of their medical schools in light of PMDC regulations."

The regulations further stipulate that each medical college establish a "... Department of Medical Education with adequate staff, space, furnishing, equipment, stationery, and funds. A Department of Medical Education has to be given the status of a compulsory departments without which a medical college should not be recognized." The regulations require the department to be under a trained senior staff member for "... devising educational innovations, conducting teacher training programs, continuing medical education activities and student counseling for which proper facilities be provided."

- (b) The chief academic official of the medical school must be qualified by education and experience to provide leadership in medical education.**

A senior professor is in charge of the medical institution and its affiliated teaching hospital. Pakistan has not provided the qualifications that are required to be a "senior professor." However, in the Department of Medical Education subsection of the Educational Facilities section of the Regulations, there is this statement: "As a rule, the senior-most professor should be the Principal or Dean of the College."

- (c) The medical school may determine the administrative structure that best suits its mission and objectives, but that structure must ensure that the faculty is appropriately involved in decisions related to--**

- (i) Admissions;**
- (ii) Hiring, retention, promotion, and discipline of faculty; and**
- (iii) All phases of the curriculum, including the clinical education portion;**

Pakistan reported that "... administrative authorities in light of PMDC regulations" control "... admission and promotion of faculty." A medical institution's academic council has the authority to make clinical teaching decisions. The University Grants Commission, appointed by the Pakistani government in 1976 as the "Competent Authority to look after the Curriculum Revision Work beyond Class XII at Bachelor level and onwards of all Degrees, Certificates and Diplomas awarded by Degree Colleges, Universities and other Institutions of higher education" continually revises the medical degree curriculum and the curriculum of a subject must be reviewed after every three years. Although it does not appear that faculty at the medical schools in the country are involved in revising the curriculum at their schools, the University Grants Authority constitutes "various committees ... at the national level comprising senior teachers nominated by the Universities. Teachers from local degree colleges and experts from user organizations, where required, are also included in these committees."

It does not appear that the faculty is involved in admissions or the hiring, retention, promotion and discipline of faculty.

- (d) If some components of the educational program are conducted at sites that are geographically separated from the main campus of the medical school, the school must have appropriate mechanisms in place to ensure that--
- (i) The educational experiences at all geographically separated sites are comparable in quality to those at the main campus; and
  - (ii) There is consistency in student evaluations at all sites.

There are no branch campuses of medical institutions in Pakistan. Some medical schools have teaching hospitals that are not located at the site of the medical institution, but these hospitals are located in the same city as the medical institution.

#### **4. Educational Program**

- (a) **Duration:** The program of education leading to the M.D. (or equivalent) degree must include at least 130 weeks of instruction, scheduled over a minimum of four calendar years.

The medical education program to earn an M.B.B.S. degree is a minimum of five calendar years plus one year of a supervised residency.

- (b) **Curricular Content:** The medical school's curriculum must provide students with general professional education, i.e. the knowledge and skills necessary to become a qualified physician. At a minimum, the curriculum must provide education in the following:

- (i) The sciences basic to medicine, including—

(A) The contemporary content of those expanded disciplines that have traditionally been titled anatomy, biochemistry, physiology, microbiology and Immunology, pathology, pharmacology and therapeutics, and preventive medicine; and

(B) Laboratory or other practical exercises that facilitate the ability to make accurate quantitative observations of biomedical phenomena and critical analyses of data.

A student enrolled in a Pakistani medical school must study a variety of basic medical science subjects to earn the M.B.B.S. degree. The subjects are:

Anatomy  
Biochemistry  
Physiology  
Pharmacology and Therapeutics  
Pathology (Microbiology, Histology)  
Forensic Medicine and Toxicology  
Community Health Services (Preventive Medical)

The Council's regulations specify the total number of hours to be taught in each subject and the "spacing," i.e., the year(s) the subject is to be taught. A total of 2550 hours is required in these non-clinical subjects. For Biochemistry, Physiology, Pharmacology and Pathology, laboratories should be available and they should have both simple and high technology equipment for demonstrations and experiments. Immunology does not appear to be a required basic medical science subject.

- (ii). A variety of clinical subjects, including at least the core subjects of internal medicine, obstetrics and gynecology, pediatrics, surgery, and psychiatry and, preferably, family medicine.

**Note 1:** Medical schools that do not require clinical experience in one or another of the above disciplines must ensure that their students possess the knowledge and clinical abilities to enter any field of graduate medical education.

**Note 2:** Clinical instruction must cover all organ systems and include aspects of acute, chronic, continuing, preventive, and rehabilitative care.

**Note 3:** The medical school's program of clinical instruction must be designed to equip students with the knowledge, skills, attitudes, and behaviors necessary for further training in the practice of medicine.

**Note 4:** Instruction and experience in patient care must be provided in both ambulatory and hospital settings.

**Note 5:** Each required clinical clerkship (or equivalent) must allow the student to undertake thorough study of a series of selected patients having the major and common types of disease problems represented in the clerkship.

The required clinical science subjects to earn the M.B.B.S. degree, "... which are examined by the university" are:

Internal Medicine  
Surgery  
Obstetrics & Gynecology

Pediatrics  
Ophthalmology  
Otorhinolaryngology

Other related clinical specialties, mentioned in the M.B.B.S. regulations, are also taught. These include:

Cardiology  
Neurology  
Urology  
Psychiatry  
Dermatology  
Tuberculosis and Chest Diseases  
Orthopedic Surgery  
Thoracic Surgery  
Neurosurgery  
Anesthesiology Geriatrics  
Family Medicine  
Radiology  
Radiotherapy

The Regulations' Curriculum section provides that: "Students should learn to perform simple basic clinical procedures in all disciplines (emphasis added)," and that the fourth-year students should learn the management of health problems for both in- and out-patients. There are guidelines in the Regulations for each clinical subject, including Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics and Ophthalmology.

- (iii) **Disciplines that support the fundamental clinical subjects, such as diagnostic imaging and clinical pathology.**

The M.S.S.B. regulations include radiology as one of the clinical specialties that is taught. Also, Pakistan reported that: "In support of the fundamental clinical subjects in a medicine program leading to the M.B.B.S. degree fully developed departments of Radiology and Clinical Pathology are established."

- (iv) **Ethical, behavioral, and socioeconomic subjects pertinent to medicine.**

The Council believes that students should be taught behavioral sciences, including interpersonal relationships and social adjustment issues, in the first two years of their M.B.B.S. program. The Regulations' Curriculum section has the following under Subject Objectives: "Behavioral Sciences: It is imperative that students be trained to deal with complexities of life, as well as the complex medical problems accruing from them. It is, therefore, essential that in the first two years of the MBBS course the

students should be taught behavioral sciences, including the interpersonal relationships and social adjustment issues."

- (v) **Communications skills integral to the education and effective function of physicians, including communication with patients, families, colleagues, and other health professionals.**


The PMDC believes students should be able to conduct interviews and take patient histories as well as conducting accurate physical examinations by the time they finish their M.B.B.S. program. The Council expects that graduates will "... display virtues, personal character and a sense of responsibility towards patients, community and colleagues."

The "Guiding Principles" that resulted from the curriculum revision work of the University Grants Commission on behalf of the Pakistani government, states that: "The desired humanistic attributes of a caring doctor with effective communication skills should be defined, methods that build these attributes should be included and tested, including trust-building in a professional patient-doctor relationship."

**(c) Design, Implementation, and Evaluation:**

- (i) **There must be integrated responsibility by faculty within the medical school for the design, implementation, and periodic evaluation of all aspects of the curriculum, including both basic sciences and clinical education.**
- (ii) **The medical school must regularly evaluate the effectiveness of its medical program by documenting the achievement of its students and graduates in verifiable ways that show the extent to which institutional and program purposes are met. The school should use a variety of measures to evaluate program quality, such as data on student performance, academic progress and graduation, acceptance into residency programs, and postgraduate performance; the licensure of graduates, particularly in relation to any national norms; and any other measures that are appropriate and valid in light of the school's mission and objectives.**

The PMDC and Pakistan's Higher Education Commission are the two entities authorized to evaluate the curriculum of all medical schools. The Council, which prepares and approves the M.B.B.S. curriculum, periodically evaluates and redesigns it with the assistance of senior faculty members from all of the country's recognized medical schools. Also, medical schools are permitted to make changes in the implementation of the curriculum for teaching and training.



As stated earlier in this analysis, the University Grants Commission continually revises the medical degree curriculum, as needed, and the Commission must review the curriculum of all subjects every three years. The National Curriculum Revision Committee in May 2002 reviewed 18 subjects.

## **5. Medical Students**

### **(a) Admissions, Recruiting, and Publications**

- (i) The medical school must admit only those new and transfer students who possess the intelligence, integrity, and personal and emotional characteristics that are generally perceived as necessary to become effective physicians.**
- (ii) A medical school's publications, advertising, and student recruitment must present a balanced and accurate representation of the mission and objectives of its educational program. Its catalog (or equivalent document) must provide an accurate description of the school, its educational program, its admissions requirements for students (both new and transfer), the criteria it uses to determine that a student is making satisfactory academic progress in the medical program, and its requirements for the award of the M.D. degree (or equivalent).**
- (iii) Unless prohibited by law, student records must be available for review by the student and an opportunity provided to challenge their accuracy. Applicable law must govern the confidentiality of student records.**

The PMDC sets the standards for admission to all the public medical schools in Pakistan. Thus, admission to these schools is regulated at the national level and medical schools are required to provide data on their admissions. On-site inspectors are expected to verify the quality of the student body through interviews.

The Council prescribes in some detail the conditions for admission to programs leading to the M.B.B.S. degree. These include, as stated in the "Pakistan Medical & Dental Council Regulations for The Degree of Bachelor of Medicine and Bachelor of Surgery" (pages 4-5): limiting the size of class enrollments; mandating that provincial governments conduct entry tests for those seeking admission and directing how the tests are to be scored; setting minimum academic requirements and passing scores, and determining what courses candidates must pass before being admitted.

The PMDC allows private medical schools to conduct their own entry examinations.

Medical institutions keep student records of internal assessment results, such as monthly, mid-term and term exams. Students have full access to these records. The universities conduct annual professional examinations and maintain the records of the results of these exams. University rules do not allow students access to these records.

Pakistan provided no information on its oversight or regulation of a medical school's publications, including its catalog or equivalent document, or on a medical school's advertising or student recruitment.

#### **(b) Evaluation of Student Achievement**

- (i) The medical school faculty must establish principles and methods for the evaluation of student achievement, including the criteria for satisfactory academic progress and the requirements for graduation.**
- (ii) The medical school's evaluation of student achievement must employ a variety of measures of student knowledge, competence, and performance, systematically and sequentially applied throughout the medical program, including the clinical clerkships.**
- (iii) The medical school must carefully monitor the progress of students throughout their educational program, including each course and clinical clerkship, must promote only those who make satisfactory academic progress, and must graduate only those students who successfully complete the program.**

The Council's Regulations mandate that all medical colleges and universities in Pakistan continuously make internal assessments. These assessments include appropriate evaluations at the end of each assignment, term, stage or course of the curriculum. Records of internal evaluations are maintained and the scores from these tests contribute 30% to the final total score of the candidates. Medical schools are not free to establish their own methodology for evaluation of professional examinations. The Universities conduct professional examinations at the end of each academic year.

#### **(c) Student Services**

**Students must have access to preventive and therapeutic health services, including confidential mental health counseling. Policies must include education, prevention, and management of exposure to infectious diseases during the course of the educational program.**



The Council requires medical schools to provide sufficient facilities for their students in the belief that healthy extra curricular activities contribute to the proper grooming of students. The PMDC recommends the following activities and welfare programs for medical students:

1. Sports clubs
2. Literary societies
3. Social welfare activities such as conducted tours, community organizations, etc.
4. Student counseling services to deal with such problems as substance abuse
5. Motivation against political exploitation
6. Teacher-Student organizations like tutoring systems
7. Student's Group Insurance System and Benevolent Fund
8. Proper awards and adequate scholarships for purposes of incentives and assistance
9. Student health services
10. Student exchange programs with other institutions at home and abroad
11. Proper hostel accommodations
12. Transport facilities
13. Language training programs for proficiency in English language on a voluntary basis

It is unclear whether Pakistan requires its medical schools to have policies regarding services to students in the areas of education, prevention and management of exposure to infectious diseases that students receive during the course of their educational program.

## **6. Resources for the Educational Program**

**(a) Finances:** The medical school must have adequate financial resources for the size and scope of its educational program.

**(b) Facilities:**

**(i)** The medical school must have, or be assured use of, physical facilities and equipment, including clinical teaching facilities, that are quantitatively and qualitatively adequate for the size and scope of the educational program, as well as the size of the student body.

**(ii)** The medical school should be encouraged to conduct biomedical research and must provide facilities for the humane care of animals when animals are used in teaching and research.

The PMDC has reported that its booklet, "Criteria for Establishment/Recognition of Medical and Dental Colleges," has the requirements for a medical institution's financial resources. This booklet has the following in its "Financial Resources" section: "Every

intending college must be financially viable. Financial resources should be clearly indicated according to level, size, and type of the proposed institution. It should be able not only to establish but also to run progressive medical/dental college."

For facilities, again the Council refers to its "Criteria for Establishment/Recognition of Medical and Dental Colleges, where two sections, "Space" and "Infrastructure" appear to apply. Under "Space," the PMDC has the following: "It must include all the relevant documents of ownership, possession, and plan of academic blocks. Site selected should be suitable from academic point of view. Minimum requirement for total area of Medical/Dental Institution will be provided in due course."

The "Infrastructure" section of this booklet has the following: "Adequate physical facilities for Academic Blocks, dissection halls, common rooms, cafeteria, medical/dental equipment related to laboratories, libraries, various models, Information Technology, etc. must be created for by the intending institute."

Pakistan has not indicated its position on whether it encourages (or requires) medical schools to conduct biomedical research or for providing facilities for the humane care of animals when animals are used in teaching and research.

**(c) Faculty:**

- (i) Members of the medical school's faculty must be appropriately qualified to teach in a medical program leading to the M.D. (or equivalent) degree and effective in their teaching. The faculty must be of sufficient size, breadth, and depth to provide the scope of the educational program offered.**
- (ii) The medical school should have policies that deal with circumstances in which the private interests of its faculty or staff may conflict with their official responsibilities.**

The Council has reported that the medical faculty's qualifications are found in its "Pakistan Medical & Dental Council Regulations for The Degree of Bachelor of Medicine and Bachelor of Surgery" booklet. Apparently, the only reference to faculty qualifications is in Section VI—"Educational Facilities" (page 19)—where the following is under "Teaching Staff": "Properly qualified and properly committed teaching staff should be provided on the basis of a minimum teacher student ratio of 1:5 for clinical departments and 1:10 for basic sciences. Institutions should have a faculty development plan, and career structure. Good teachers should be rewarded appropriately. Teachers should be provided with adequate support staff, and equipment including access to computers. Institutions should develop organized teacher's exchange programs with other institutions at home and abroad. Teachers training programs should be compulsory."

Regarding the size of the faculty a medical school is required to have, the PMDC's "REQUIREMENTS of Teaching Faculty & Number of Beds, etc. in Medical College and Teaching Hospital" booklet contains lists of the number of "Staff required for 100 admission, 200 admission and 300 admission" for 18 medical school courses or categories.

For instance, under Anatomy, one Professor is required for 100 admissions, while two and three Professors are required for 200 and 300 admissions, respectively. Two Associate Professors are required for 100 admissions, while four and six Associate Professors are required for 200 and 300 admissions, respectively. Finally, ten Lecturers/Demonstrators are required for 100 admissions, while 20 and 30 Lecturers/Demonstrators are required for 200 and 300 admissions, respectively.

Pakistan has not reported on whether it requires that the country's medical schools have policies that deal with circumstances in which the private interests of its faculty or staff may conflict with their official responsibilities (conflicts-of-interest).

- (d) Library: The medical school must have a library sufficient in size, breadth, and depth to support the educational program and adequately and professionally staffed.**

The PMDC does not appear to mandate what specific materials that medical school libraries must contain. Instead, the Council has stated that all libraries: "... should be well equipped with sufficient number of books, latest editions of reference books/journals, computers with Internet facilities. Libraries should be comfortable and well stocked with standard reference printed matter including access to journals. Libraries should also include books on humanities, community problems, psychology, occupational health etc. Library Science should be utilized to train students in proper reading habits and use of library. Audio-visual libraries should be developed."

- (e) Clinical Teaching Facilities: The medical school should have affiliation agreements with each teaching hospital or clinical facility it uses that define the responsibilities of each party.**

In response to the issue of medical schools' clinical facilities, the PMDC again has reported that these requirements are found in the "REQUIREMENTS of Teaching Faculty & No. of Beds, etc. in Medical College and Teaching Hospital" booklet. This booklet contains a section on the "Number of Beds for Teaching Hospitals: A Ratio of Minimum of 5 Beds to a Student (must) be maintained in Medical Colleges." The lists include such categories as Medicine and Surgery (both with 120 beds for 100 admissions and 240 and 360 beds for 200 and 300 admissions, respectively) and Psychiatry with 10, 20 and 30 beds for 100, 200 and 300 admissions, respectively.

### **PART III: Accreditation/Approval Processes and Procedures**

The entity within the foreign country that is responsible for evaluating the quality of medical education in the country and has authority to accredit/approve medical schools should have processes and procedures for granting accreditation/approval to medical schools that are comparable to the following:

#### **1. Site Visit**

The accreditation/approval process must include a thorough on-site review of the school (and all its geographically separated sites, if any) during which sufficient information is collected to determine if the school is in fact operating in compliance with the accreditation/approval standards. This review should include, among other things, an analysis of the admission process, the curriculum, the qualifications of the faculty, the achievement of students and graduates, the facilities available to medical students (including the training facilities), and the academic support resources available to students.

The Pakistan Medical & Dental Council regularly inspects the country's medical colleges to determine if the facilities available for training students are satisfactory. The PMDC also reviews the professional examinations conducted by the universities. Additionally, the reviews include an evaluation of a medical college's curriculum, its faculty, the achievement of its students and graduates, the teaching facilities, the academic support services available to the students and the school's admission criteria in light of the Council's regulations. Inspections include other locations operated by the main campus of the medical school.

#### **2. Qualified On-Site Evaluators, Decision-Makers, and Policy-Makers**

The accreditation/approval process must use competent and knowledgeable individuals, qualified by experience and training in the basic or clinical sciences, responsible for the on-site evaluation, policy-making, and decision-making.

Inspection teams have at least 5-7 members, including senior professors of basic medical sciences and clinical subjects and 2-3 members from the Council. The PMDC, which has 55 members who are "all well placed in the medical profession," makes all accreditation/approval decisions

#### **3. Re-evaluation and Monitoring**

The accreditation/approval process must provide for the regular reevaluation of accredited/approved medical schools in order to verify that they continue to comply with the approval standards. The entity must also provide for the

**monitoring of medical schools throughout any period of accreditation/approval granted to verify their continued compliance with the standards.**

**The PMDC inspects fully recognized medical colleges every five years to ensure that the schools continue to meet the Council's standards. The PMDC re-evaluates provisionally recognized medical colleges on a year-to-year basis. The Council also conducts surprise inspections.**

#### **4. Substantive Change**

**The accreditation/approval process must require medical schools to notify the appropriate authority of any substantive change to their educational program, student body, or resources and must provide for a review of the substantive change by the appropriate authority to determine if the school remains in compliance with the standards.**

**According to the PMDC: "No changes are allowed in curriculum, system of examination and faculty requirements." The Council reports that colleges are required to follow the written regulations and curriculum requirements of the M.B.B.S. degree program. Medical colleges must notify the PMDC and the Ministry of Health of any changes.**

#### **5. Controls against Conflicts of Interest and Inconsistent Application of Standards**

**The accreditation/approval process must include effective controls against conflicts of interest and inconsistent application of the accreditation/approval standards.**

**To ensure meritorious accreditation decisions, site evaluators or inspectors are nominated from provinces other than that where the school is located. The PMDC reviews all inspection team reports before making accreditation decisions, and each college has a right to have its representatives present the school's case before the Council before it makes an accreditation decision.**

#### **6. Accrediting/Approval Decisions**

**The accreditation/approval process must ensure that all accreditation/approval decisions are based on the accreditation/approval standards. It must also ensure that the decisions are based, in part, on an evaluation of the performance of students after graduation from the medical school.**

The Council continuously monitors the performance of medical school students from their enrollment, during their studies, and after they graduate. The Council inspects all professional examinations and closely monitors students' clinical training during their stay in a medical school. The PMDC uses these evaluations of the medical students' performance in making accreditation and other recognition decisions.

The PMDC sets the minimum level of performance for passing the licensing examination for the M.B.B.S degree.

**Documentation:**

Pakistan Medical & Dental Council REGULATIONS for The Degree of Bachelor of Medicine and Bachelor of Surgery

Revised Curriculum of M.B.B.S. Curriculum Development Project, Sponsored by the Ministry of Education, Islamabad. University Grants Commission, H-9, Islamabad 2002

Pakistan Medical and Dental Council – Islamabad – Guide Book for Inspection

Government of Pakistan – Medical and Dental Council: REQUIREMENTS of Teaching Faculty and No. of Beds, etc. in Medical College & Teaching Hospital

Letter dated January 3, 2003, from Dr. M. Sohail Karim Hashmi, Secretary of the PMDC, with responses to U. S. Department of Education guidelines and questionnaire.



NEWDOC

Committee Name 3	Year yyyy	Meeting Summer(s)-Winter(w)
NCFMEA	2003	S <u>W</u>

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01 Agenda

Country Materials for 43

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*Country  
Response  
to draft  
Staff  
analysis*

No.PF.2-H-2002/ 1823

e mail : pmdcsec5@lsb.comsats.net.pk



PAKISTAN  
MEDICAL & DENTAL COUNCIL  
G-10/4, Mauve Area,  
Islamabad.

Dated 3<sup>rd</sup> March.2003.

Tel : (92 51) 9266004  
Fax: (92 51) 9266427

Ms.Robin Greathouse,  
Management Analyst,  
Accreditation and State Liaison,  
1990 K Street, NW, Room 7105,  
WASHINGTON D.C. 20006-8509.

Dear Sir,

Thank you very much for your E.mail dated 28<sup>th</sup> February 2003. I am pleased to learn that NCFMBA is going to do periodical review of the standards used by PM&DC for medical education.

Draft analysis prepared by the staffing department is appreciated and I have tried to response certain queries raised by the staff.

I hope enclosed information will satisfy your requirement and will help the august committee to make a decision regarding our standards of medical education comparable with those of US standards as was done previously.

*Please* feel free to contact me for any further information, if required.

Yours faithfully,

*M. Hashmi*  
Dr.M.Sohail Karim Hashmi  
Secretary, PM&DC.



## SUMMARY OF FINDINGS

Query	Explanation
Page No.1. How the PM&DC regulates accredits or approves private medical school?	There is no distinction between public & private medical School in the PM&DC Ordinance 1962. Criteria used for regulation/accreditation & approval of private medical schools is same. That's why no separate information was provided for recognition of private Med. Schools.
Page No.2. However, department staff cannot based on the information provided make an assessment as to whether Pakistan's process and standards for the evaluation of the medical education officered by its insitutions remain comparable to the system used to evaluate medial education programs in United States.	It is emphasized that P&DC standards have already been approved and declared comparable to US standards in 1997 by NCFMEA. Since then PM&DC has not made any radical change in the medical education system rather we have improved the system of monitoring. We are unable to understand, this observation. If any additional information is required we will welcome to furnish the same.
Page No.5-a. A senior professor is in charge of the medical institution and its affiliated teaching hospital. Pakistan has not provided the qualifications that are required to be a "Senior professor." However, in the Department of Medical Education subsection of the Education Facilities section of the Regulations, there is this statement: "As a rule, the senior-most professor should be the Principal or Dean of the College."	5-a. Qualification/experience and other requirements of a professor are given at page No.2 of PM&DC regulations for appointment of teachers/examiners. (copy already provided). Selection of senior professor is based on the major postgraduate qualification, length of service, research publications and other academic achievements. Only a Senior Professor is appointed as Dean/Principal of Med. School.
Page No.5-b. It does not appear that the faculty is involved in admissions or the hiring, retention, promotion and discipline of faculty.	5-b. Faculty of the medical school is fully involved in the admission process of the medical students. Senior faculty members of the med. school are part of the public service commission which hire the services of the faculty for public med. school. Retention, promotion and discipline is regulated by the administrative authorities on the recommendations of Principal/Dean/Professor Incharge of various disciplines.

	<p>Recently, the medical schools in Punjab(The largest province of Pakistan) have been accorded autonomy and Board of Governors (Which include representatives of faculty) are fully authorized for hiring, retention, promotion and discipline of faculty.</p>
<p>Page No.10. Pakistan provided no information on its oversight or regulation of a medical school's publications, including its catalog or equivalent document, or on a medical school's advertising or student recruitment.</p>	<p>Advertisement of various medical schools for recruitment of faculty and admission of students are enclosed for perusal.</p>
<p>Page No.12. It is unclear whether Pakistan requires its medical schools to have policies regarding services to students in the areas of education, prevention and management of exposure to infectious diseases that students receive during the course of their educational program.</p>	<p>Student services mentioned in the draft are quite elaborate in this regard. PM&amp;DC also emphasize on Health of the students and many colleges have established students Health clinics in their medical schools.</p>
<p>Page No.13. Pakistan has not indicated its position on whether it encourages (or requires) Medical schools to conduct biomedical research or for providing facilities of the humane care of animals when animals are used in teaching and research.</p>	<p>PM&amp;DC encourages bio-medical research by the faculty &amp; at postgraduate level however Medical Schools in Pakistan maintain animals house for keeping the animals which are used for experimental purposes in different labs and these animals are provided proper care.</p>
<p>Page No. 14. Pakistan has not reported on whether it requires that the country's medical schools have policies that deal with circumstances in which the private interests of its schools have policies that deal with circumstances in which to private interests of its faculty or staff may conflict with their official responsibilities (conflicts-of interest).</p>	<p>Conflict of interest of the faculty members is managed by the academic head of Med. School and the administrative authority. PM&amp;DC has not framed any regulation for this purpose.</p>

درخت لگانا صدقہ جاریہ ہے



**KARACHI MEDICAL & DENTAL COLLEGE**  
City District Government, Karachi  
NEW CAMPUS: BLOCK-M, NORTH NAZIMABAD, KARACHI.  
PHONE: 6628322-3, 6628373



## ADMISSION FIRST YEAR MBBS & BDS

Applications on the prescribed forms are invited from the eligible candidates for the session 2002-2003. Forms & prospectus for MBBS & BDS, separately, will be available from 10.09.2002. Last date for submission of application forms is 20.09.2002. Detailed information is given in the prospectus of 2002-2003 of Karachi Medical & Dental College (KMDC).

### ELIGIBILITY & PROCEDURE

- a. Candidates who have passed Intermediate (Science) Pre-Medical group annual examination of 2002 and have secured at least 60% marks can apply for admission.
- b. Candidates who have passed 2002 'A' level examination with Biology, Physics & Chemistry from Karachi Centre may apply, provided achievement in each of these subjects in Grade 'C' or higher.
- c. Candidates should have passed last two examinations (Matriculation & Intermediate) from the institutions located in Karachi or should have been examined by the Federal Board, Islamabad at the centers located outside Pakistan.
- d. The students who have appeared in the Intermediate Science examination 2001 for an improvement are eligible to apply only in case they have improved the grade/percentage of marks. The proof to that effect is mandatory.
- e. In case of a govt. employee if the candidate has passed his or her any one examination Matric/O-level or H.S.C./A-level from other than Karachi Board he/she will have to produce parents deputation letter from the respective department for admission eligibility.
- f. Domicile & P.R.C. of Karachi.
- g. Written aptitude test (arranged by C.B.M) will be held to select the candidates. The test will consist of MCQ's from Physics, Chemistry, Biology & English at par to H.S.C. curriculum.
- h. The weightage of marks to entry test, H.S.C., S.S.C. will be as under:  
Entry test: 50%  
H.S.C.: 40%  
S.S.C.: 10%
- i. Selected candidates will be interviewed by the Admission Committee of KMDC for the final selection.
- j. All selected candidates will have to be examined by a Medical Board of KMDC before depositing fees.
- k. 60 (thly) admission for MBBS & 30 (thly) admission for BDS will be made for the academic session 2002-2003.
- l. The test for MBBS & BDS will be held on same date & time.
- m. Three recent passport size photographs will be required for Admit Card with the filed admission form.

Forms & Prospectus will be available from New Campus, Block-M, North Nazimabad, Karachi, KMDC from 09:00 a.m. to 1:00 p.m. The fee for Form, Prospectus & Entrance Test is Rs. 1000/- (non-refundable) in shape of pay order in favour of Karachi Medical & Dental College, Karachi. Issuance of form & prospectus does not guarantee the admission.

**NOTE:** THE COLLEGE DOES NOT PROVIDE ANY SPECIAL PREPARATION AND HAS NOT AUTHORISED ANY PUBLICATION OR PREPARATORY CLASSES FOR THE TEST.

Prof. Dr. SAADIA AZIZ KARIM  
PRINCIPAL  
KARACHI MEDICAL & DENTAL COLLEGE

KMDC/COGK/246/2002

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DAILY DAWN  
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# Islamic International Medical College

Affiliated with

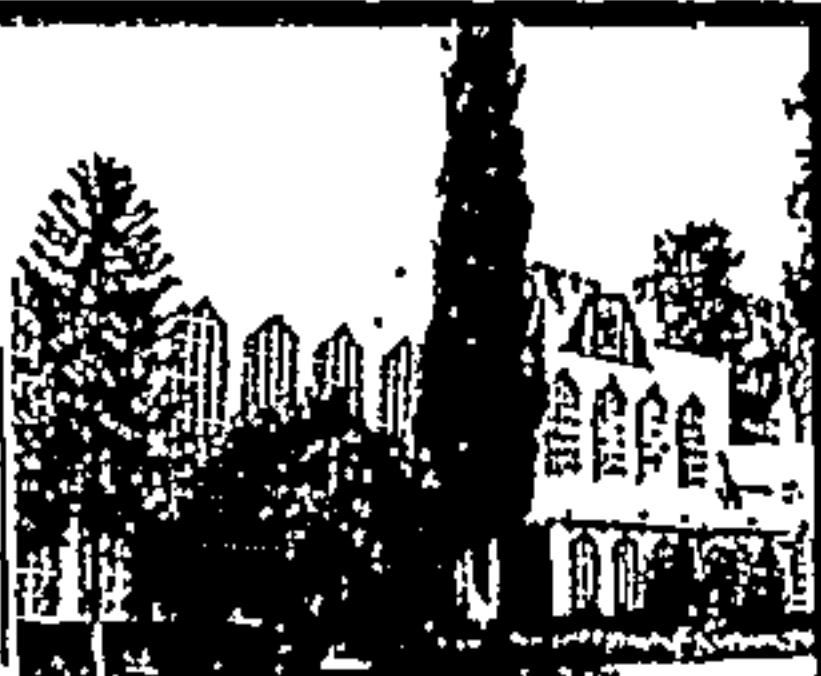


HAMDANI UNIVERSITY

A Source of Quality Education

# ADMISSION

## Session 2003




### Salient Features

- Recognized by Pakistan Medical & Dental Council (PMDC)
- Name included in the WHO Directory of Medical Schools.
- Recognized by the College of Physicians and Surgeons Pakistan for FCPS-II (Gynaec / Obs Paediatrics, Surgery, Medicine & Anaesthesia)
- First Batch has already passed out and registered with Pakistan Medical & Dental Council; working / studying in Pakistan and in Foreign countries.
- Spacious Campus (Historic old Supreme Court Building) with purpose-built Labs, Museums, Lecture Halls, Dissection Halls etc
- Modern teaching, training aids and close circuit TV for Lectures and Physiology demonstrations
- College-wide Windows NT based Intranet
- Internet facility for students and faculty
- Learning Resources Centre with well stocked library & audio visual aids
- Fully furnished, excellent Dining and Lodging arrangements.
- Cultivation of Islamic Ethical Values among the students
- Programme of student activity in accordance with the requirements of PMDC

Schedule	Eligibility	Placement Facilities	Application Package
Deadline for Applications: September 28, 2002 Call Letter for Test: September 29, 2002 Interview: September 30, 2002 Entry Test: October 12, 2002 Interviews: October 18-22, 2002 Due date for submission of fee: October 31, 2002 Classes to commence: January 08, 2003	F Sc / Fc / A / Ed with 60% marks in aggregate, unexpired or equivalent degree qualifications like the British OCE 'A' Level or American High School Examination with medical subjects	General Public and Specialized Hospitals with state of the-art equipment and teaching facilities ■ Pakistan Railway Hospital, Rawalpindi ■ Islamic International Medical Complex, Islamabad ■ Islamic International Dental Hospital, Islamabad ■ Hamdani International Hospital, Rawalpindi	Available • By hand at Rs 500/- • By post at Rs 500/- through Demand Draft in favour of 'Islamic International Medical College Trust', Rawalpindi • Prospectus also available at Islamic International Dental Hospital at G-7/4, Islamabad. Tel: 2876711-11

### AL-MIZAN-IIMC Trust Medical Complex

274, Peshawar Road, (Old Supreme Court Building) Rawalpindi Cantt. Phone: (92-51) 5565981-86 Fax: (92-51) 5567527  
 E-Mail: admissions@iimc.edu.pk Web Site: http://iimc.edu.pk



**Ziauddin Medical University Convocation**

Ziauddin Medical University is holding its 1<sup>st</sup> Convocation on Saturday 28<sup>th</sup> September, 2002. Graduates of 2001 and 2002 are advised to contact the Registrar's Office latest by Monday 16<sup>th</sup> September, 2002.

Tel: 5862937-9, Fax: 215

*Truly Yours*  
 8-9-02

(11)

## AYUB MEDICAL COLLEGE ABBOTTABAD

### SITUATION VACANT ON CONTRACT BASIS

Applications are invited for the following posts of Ayub Medical College Abbottabad so as to reach the Principal, Ayub Medical College 7th October, 2002.

**1. One post of Assistant Professor (IPS-18) in E.N.T.**

**Qualification:** (a) MBBS or equivalent medical qualifications recognized/registered by the PM&DC, and (b) FCPS/MS/MD in the respective specialty OR other equivalent qualifications in the specialty recognized/registered by the PM&DC.

**Experience:** Three years teaching/practical experience in the respective specialty in the recognized institution in following order of preference:-

(i). Teaching Experience, (ii). Practical Experience after Postgraduation, (iii). Practical Experience before Postgraduation.

**Age limit:** 27 to 45 years.

**Eligibility:** Both Sexes.

**Domicile:** N.W.F.P.

**2. One post of Assistant Professor (IPS-18) in Dentistry Department (Oral Surgery/Oral Medicine)**

**Qualification:** (a). BDS (Pak) or equivalent qualifications recognized/registered by the PM&DC and (b) D.Sc/Ph.D/FCPS/MDS (Pak), M.Phil OR equivalent Postgraduate qualifications recognized/registered by the PM&DC in respective subject. (c) Minor Postgraduate qualification in the respective subject recognized/registered by the PM&DC.

**Experience:** Three years teaching/practical experience in the respective specialty in the recognized institution in following order of preference.

(i). Teaching Experience, (ii) Practical Experience after Postgraduation, (iii) Practical Experience before Postgraduation. In the case of qualification at (c) above, five years teaching experience as Lecturer/Demonstrator in the Dental teaching institution after Postgraduation.

**Note:**

Minor Diploma holder shall be considered only when person with higher qualification like D.Sc/Ph.D/FCPS/MDS (Pak)/M.Phil (Pak) are not available.

**Age limit:** 27 to 45 years.

**Eligibility:** Both Sexes.

**Domicile:** All Pakistan Basis.

**GENERAL CONDITIONS:-**

All the posts will be filled on contract basis for a period of one year extendable to indefinitely. Age in all cases will be reckoned on 7th October, 2002. Degree/Diplomas/Certificates of un-recognized institutions are not acceptable. Ex-Armed Forces personnel must send copy of discharge certificate with their applications. Government/Semi Government/Autonomous Body/Semi Autonomous Body employees send an advance copy directly but their departmental permission certificates should reach within 30 days of closing date. Application Forms available from Establishment Branch, Ayub Medical College Abbottabad on payment of Rs. 100/- Applicant wanted to the foreigners are considered only on productions of Government relaxation order. No applicant will be considered in absentia on paper, qualifications unless he possesses exceptionally higher qualification and a valid reason communicated well in advance. The competent authority reserves the right not to fill any of the posts or fill more or less than the advertised posts Experience in line where-ever prescribed shall be counted after the minimum qualifications for the posts in case where number of applications for posts are disproportionately higher than the number of vacancies, short listing of the candidates may be done on the basis of academic or professional record as the authority may decide.

(Maj. Gen. (R) Pervez Akhter Butt)  
Chief Executive

INF (P) 2026 Ayub Medical Institution Abbottabad

**Greathouse, Robin**

---

**From:** Lipton, Ron  
**Sent:** Wednesday, February 19, 2003 10:06 AM  
**To:** Greathouse, Robin  
**Subject:** FW: From the U.S. Department of Education

-----Original Message-----

**From:** Lipton, Ron  
**Sent:** Wednesday, January 22, 2003 4:17 PM  
**To:** 'pmdcsec5@isb.comsats.net.pk'  
**Subject:** From the U.S. Department of Education

Again hello from the U.S. Department of Education. In reviewing the materials you sent to us, I note that in a few instances you specify that certain rules and regulations do not apply to Pakistan's private medical schools (as opposed to the public medical schools). Please tell me how many private and public medical schools there are in Pakistan.

More importantly, would you please explain how you oversee or regulate the private medical schools, if the PM & DC does in fact do this? Also, if you could explain any other differences between the private and public medical schools and how the PM & DC accredits, monitors or regulates them differently, I would appreciate it.

Thank you--Ron Lipton

2/20/2003



NEWDOC

Committee Name 3	Year yyy	Meeting Summer(s) Winter(w)
NCFMBA	2003	S (W)

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01 Agenda

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- 64 Membership Lists
- 66 Guidelines
- 68 Miscellaneous

*Country Submission*

NO.PF.11-F-2002/560

e mail : pmdcsec5@isb.comsats.net.pk



**PAKISTAN  
MEDICAL & DENTAL COUNCIL**  
G-10/4, Mauve Area,  
*Islamabad.*

Dated 3 Jan, 2003.

Tel : (92 51) 9266004  
Fax: (92 51) 9266427

Mr. John Barth, Director,  
Attn: Ms. Robin Greathouse  
Accreditation and State Liaison  
1990 K Street, NW, Room 7105  
Washington D.C. 2006-8509.

I am pleased to learn that NCFMEA is reviewing the standards of our medical schools in the light of revised guidelines to compare Pakistani standards of medical education for M.B.B.S degree to the US standards of medical education for M.D degree. Para-wise reply to the queries raised in your questionnaire are attached with this letter as desired by you I hope this information will help you to formulate a solid opinion about the standard of medical education in Pakistan and it will be easy for the National Committee on Foreign Medical Education and Accreditation (NCFMEA) to approve standard of M.B.B.S degree equivalent to M.D USA.

Assuring you of best of my cooperation. If you need further clarification, please do not hesitate to contact me.

Yours Sincerely,

  
Dr. M. Sohail Karim Hashmi  
Secretary.



**PART-1: The entity responsible for the accreditation/approval of medical schools.**

**Question.1** What is the name of the entity responsible for evaluating the quality of medical education in your country?

**Answer.** Pakistan Medical & Dental Council, Islamabad (PM&DC) is the only statutory regulatory body in Pakistan responsible to maintain uniform minimum standard of medical education in Pakistan.

**Question.2** By what authority does this entity accredit or approve medical school?

**Answer.** PM&DC Ordinance 1962, which was later amended by an Act of Parliament in 1973 (copy enclosed).

**PART-II: Accreditation/Approval Standards**

**1. Mission and Objectives**

**Question.3** What are your country's requirements related to the educational mission of medical schools in your country? How does the mission serve the general public interest?

**Answer.** Medical Schools in Pakistan are required to prepare a caring general purpose Community oriented doctor who is competent to deal with the common health problems of the people in a scientifically sound and cost effective manner.

**Question.4** What are your country's requirements related to how medical schools must prepare graduates to qualify for licensure and to provide competent medical care?.

**Answer** The medical students are required to undergo five years training from a recognized institution, which is affiliated with a chartered university. After clearing all the professional examination from the University and on completion of one year internship in a recognized hospital, they are registered as medical practitioners ( M.B.B.S Regulations enclosed).

## **2. Governance**

**Question.5** What are your country's requirements related to authorization or licensure of medical schools in your country? Are they required to be legally authorized or licensed in order to provide a program of medical education in your country? If so, what is the name of the entity that authorizes or licenses medical school?

**Answer:** PM&DC is the licensing body, which authorizes a medical institute to run a medical education programme, while University is the authority to issue the degree of M.B.B.S. Medical colleges should be affiliated with a chartered university, which is authorized by higher education commission to issue degrees. A medical institution in Pakistan must be legally authorized to provide a programme of medical education and it should follow the curriculum and other regulations of MBBS as laid down by PM&DC.

**Question.6** What are your country's requirements related to the accountability of the management of a medical school to some authority external to the medical school? Is there such an external authority? If so, what is that authority?

**Answer** Federal and Provincial health ministries exercise administrative control over public sector, hence so accountability of the management of the medical school in Pakistan lies with the health ministries of the respective provincial governments, while Board of Governors of private universities are responsible for the management of their medical colleges.

## **3. Administration.**

**Question.7** What are your country's requirements regarding how medical schools are to be administered?

**Answer** Board of Governors appointed by the respective authorities are responsible for the administration of their medical schools in the light of PM&DC regulations.

**Question.8** What are the qualifications your country requires for the person who hold the position of chief academic official of a medical school?

**Answer**

The principal of a medical college is one of the senior professors and he is overall in charge of the college and attached teaching hospital..

**Question.9** What are your country's requirements related to the participation of the faculty members of a medical school in decisions related to admissions; the hiring, retention, promotion, and discipline of faculty; and curriculum?

**Answer** The academic Council of a medical institute is authorized to make decisions regarding the clinical teaching programs. Admission and promotion of faculty is controlled by the administrative authorities in the light of PM&DC regulations.

**Question.10** What requirements does your country impose on a medical school that offers part or all of its program at a geographically separated site (sometimes called a branch campus or additional location) to ensure that the quality of education at that site is comparable to that at the main campus and that students are evaluated in a comparable manner at all sites?

**Answer.** Most of the medical colleges are in one campus and there are no branch campuses of medical institution in Pakistan. Some colleges may have attached teaching hospitals located away from the main campus but within the same city.

### **3. Educational Programme**

(a) Duration :

**Question.11** How long must a medical school's program of medical education leading to the M.D.degree(or equivalent) be in your country?

**Answer** The programme of education leading to the MBBS degree is minimum 5 calendar years, followed by a one year mandatory house job i.e residency under supervision.

(b) Curricular content:

**Question.12** What are your country's requirements related to the basic sciences component of a medical program leading to the M.D.(or equivalent) degree? What subjects does your country require a medical school to include in the basic sciences? What requirements does your country have for the laboratory portion of the basic sciences curriculum?

**Answer.** Following are the basic medical science subjects leading to the MBBS degree in Pakistan.

1. Anatomy
2. Biochemistry
3. Physiology
4. Pharmacology & Therapeutics
5. Pathology ( Microbiology, Histo pathology)
6. Forensic Medicine & Toxicology
7. Community Health Sciences ( Preventive Medical )

Laboratories for the subjects of Biochemistry, Pharmacology, Physiology, Pathology should be available. A dissection hall for Anatomy. Museum for Anatomy &

Forensic Medicine should be available. Community Health facilities should be acquired in the Vicinity of the college. Laboratories should be well-equipped with both simple and high technology for demonstration and experimentation and may be mono-disciplinary or multi-disciplinary. Museums should be well-functioned and well-supplied with specimens and models for self-learning.

**Question.13** What are your country's requirements related to the clinical sciences component of a medical program leading to the M.D(or equivalent) degree? What subjects does your country require a medical school to include in the clinical sciences?

**Answer** Following are the compulsory clinical science subjects leading to the MBBS degree in Pakistan, which are examined by the University.

1. Internal Medicine
2. Surgery
3. Obstetrics & Gynaecology
4. Paediatrics
5. Ophthalmology
6. Otorhinolaryngology

However allied specialties of medicine and surgery i.e Cardiology, Neurology, Urology, Psychiatry, Dermatology, Paediatrics, T.B. & Chest Diseases, Orthopaedic Surgery, Thoracic Surgery, Neurosurgery, Anaesthesiology Geriatrics, Family Medicine, Radiology, Radiotherapy & all other specialties as mentioned in the MBBS Regulations are also taught

**Question.14** What are your country's requirement related to the inclusion of disciplines that support the fundamental clinical subjects in a medicine program leading to the M.D (or equivalent) degree? What does your country require a medical school to include in these disciplines?

**Answer.**

In support of the fundamental clinical subjects in a medicine program leading to the MBBS degree fully developed departments of Radiology and clinical pathology are established.

**Question.15** What are your country's requirements related to the inclusion of ethical, behavioural, and socioeconomic subjects in a medical program leading to the M.D. (or equivalent) degree?

**Answer.** In order to achieve the general objective a medical graduate at the conclusion of undergraduate training is able to apply the knowledge of basic principles of

Medical Ethics. Ethical guidance is also provided during teaching of Medical Jurisprudence. Behavioral Sciences, Psychiatry & Community Medicine.

It is imperative that students be trained to deal with complexities of life, as well as the complex medical problems accruing from them. It is, therefore, essential that in the first two years of the MBBS course the students should be taught behavioral sciences, including interpersonal relationships and social adjustment issues.

**Question.16** What are your country's requirements related to the inclusion of communications skills in a medical program leading to the M.D.(or equivalent) degree?

**Answer.** At the end of the M.B.B.S course of study a graduate should be able to conduct interviews, takes history and do physical examination of patients correctly and acquires ability to communicate and make accurate observation. He should be able to display virtues, personal character and a sense of responsibility towards patients, community and colleagues.

**c. Design, Implementation, and Evaluation:**

**Question.17** What are your country's requirements related to the design, implementation, and evaluation of a medical school's curriculum? Does your country require each medical school to have its own system for evaluating the effectiveness of its curriculum and making changes to the curriculum as a result of its evaluation? If so, what role does your country require the faculty members of the medical school to play in that process? Alternatively, does your country mandate the evaluation of the curriculum all medical schools are required to have to be provided by some centralized authority or body? If so, what is that authority or body?

**Answer:** PM&DC is the central body which prepares and approves the curriculum for the M.B.B.S degree and it is evaluated, redesigned by PM&DC from time to time .Senior faculty members from all the recognized medical schools are actively involved in the process of designing evaluation , and implementation of the curriculum, however , medical schools are allowed to make changes in implementation of the curriculum for teaching and training. In Pakistan PM&DC along with Higher Education Commission are the authorized bodies to evaluate the curriculum of all medical schools.

**5. MEDICAL STUDENTS.**

**a. Admissions, Recruiting, and Publications.**

**Question.18** What are the requirements for the admission of students to medical schools in your country? Are these requirements specified at the national level for all medical schools or is each medical school allowed to set its own standards for admission provided it meets the general requirements specified by the government or other appropriate body?

**Answer.** The requirements for the admission of students to medical schools in Pakistan are laid down by the PM&DC i.e at national level and those are to be followed. The regulations pertaining the admission requirement are enclosed.

**Question.19** What access do students have to their records in your country? What law(if any) govern student access to records and the confidentiality of students records in your country?

**Answer.** The academic record of the internal assessment of students is kept by the administration of the college, and students have full access to their record of internal assessment results like monthly tests, mid term & term tests etc. However, annual professional examinations are conducted by the University and record is maintained by the controller of examinations and student do not have any access as University rules do not permit the same.

**b. Evaluation of Student Achievement**

**Question.20** What are your country's requirements related to how medical school must evaluate student achievement? Are medical schools free to establish their own methods? If so, does your country determine if they are adequate? Alternatively, are there some national requirements such as standardized examinations that all medical school students must take?

**Answer** Continuous internal assessment consists of appropriate evaluation at the end of each assignment, term, stage or course of the curriculum. Proper records of internal evaluations are maintained, and the scores obtained in these tests contribute 30% to the final total score of the candidates.

The schools are not free to establish their own methodology for assessment/ evaluation of professional exam. The regulations framed by PM&DC are followed by all the medical colleges and universities in Pakistan with a view to attain the basic minimum standard prescribed by the PM&DC.

The Professional examinations are taken at the end of academic year by the University and the total marks of the each subject i.e theory & practical are specified by the PM&DC.

## **C Student Services**

**Question.21** What are your country's requirements for the provision of student services by medical schools?

**Answer.** PM&DC regulations requires the recognized medical schools to provide sufficient facilities for their students. Facilities should be provided to generate healthy extra curricular activities to ensure proper grooming of the students. Following activities and students welfare programs are recommended for the students by PM&DC.

1. Sports Club.
2. Literary Society.
3. Social welfare activities conducted tours, community organization etc.
4. Students Counseling services to deal with such problems as substance abuse.
5. Motivation against political exploitation.
6. Teacher-Student Organizations like Tutor system, Monitor formed on the basis of talent.
7. Student's Group Insurance system and Benevolent Fund.
8. Proper awards and adequate scholarships for purpose of incentives and assistance.
9. Student Health Services.
10. Student Exchange Programmes with other institutions at home and abroad.
11. Proper hostel accommodation.
12. Transport facilities.
13. Language Training Programmes for proficiency in English language on a voluntary basis.

### **6. Resources for the Educational Program**

a) Finances:

b) Facilities:

**Question.22** What are your country's requirements related to the facilities a medical school must have?

**Answer.** PM&DC has specified such requirement related to the facilities a medical school must have been specified in a booklet titled "CRITERIA FOR THE ESTABLISHMENT OF MEDICAL COLLEGE".( Copy enclosed)..

c) Faculty:

**Question.23** What are your country's requirements related to the size of the faculty a medical school is required to have? What are its requirements related to the qualifications for appointment to the faculty?

**Answer.** The requirements related to the size of the faculty a medical school is required are specified in the PM&DC regulation for Requirement of Teaching Faculty & No of Beds etc. in the Medical College and Teaching Hospital (Copy enclosed).

Appointment / recruitment of a faculty in a medical school is done as per the instruction contained in the regulations of PM&DC for appointment of teachers / examiners in under graduate medical colleges (Copy enclosed)

d) Library:

**Question.24** What are your country's requirements related to a medical school's library.

**Answer.** Library should be well equipped with sufficient number of books, latest editions of reference books/journals, computers with Internet facilities. Libraries should be comfortable and well stocked with standard reference printed matter including access to journals. Libraries should also include books on humanities, community problems, psychology, occupational health etc. Library Science should be utilized to train students in proper reading habits and use of library. Audio-visual libraries should be developed.

e) Clinical Teaching Facilities:

**Question.25** What are your country's requirements related to a medical school's clinical teaching facilities?

**Answer.** The requirements related to a medical school's clinical teaching faculty are same as given in the regulation for Requirement and Teaching faculty and No. of bed's etc in medical college and teaching hospital.

### **PART III: Accreditation/Approval Processes and Procedures**

#### **1. Site Visit**

**Question.26** Does the entity that is responsible for accrediting/approving medical schools in your country conduct a site visit to a medical school prior to granting it accreditation/approval? If so, does the site visit include a review of the school's admission process, its curriculum, its faculty, the achievement of its students and graduates, the facilities, and the academic support services available to students? Does the site visit involve both main campus of the medical school and any other branch campus(es) or additional location(s) operated by the medical school?

**Answer.** PM&DC inspects medical colleges to determine the facilities available for imparting training to the students for the degree of MBBS. In addition it also inspects the Professional examination conducted by the university. The inspection team inspects the medical college its curriculum, its faculty, the achievement of its students and graduates,



teaching facilities and the academic support services available to the students. Inspection includes the main campus of medical school, the branch campus or any other location operated by medical school. PM&DC also registers the students after checking the admission criteria of the Medical school in light of PM&DC regulation.

## **2. Qualified On- Site Evaluators, Decision-Makers, and Policy-Makers.**

**Question.27** What are your country's requirements regarding the qualification and training of the individuals who participate in on-site evaluations of medical schools, the individuals who establish the accreditation/approval standards for medical schools and the individuals who decide whether a specific medical school should be accredited/approved.

**Answer.** The inspection team must comprise of at least 5-7 members, consisting of senior professors of basic Medical Sciences and clinical subjects. 2-3 members of the Council are also included in the inspection team. Accreditation/Approval of a medical school is finally approved by the council, which comprises of 55 members, all well placed in the medical profession.

## **3. Re-evaluation and Monitoring**

**Question.28** Does your country require accredited/approved medical schools to undergo periodic re-evaluation to determine if they are still in compliance with the standard of accreditation/approval? If so, how frequently are medical schools re-evaluated? How does your country monitor medical schools throughout any accreditation/approval period granted to them to verify their continued compliance with the standards? Are medical schools required to submit an annual report? If so, what does it contain?

**Answer.** Those medical colleges, which are given full recognition, are inspected after every 5 years to ensure that the standard of medical education is maintained. While provisionally recognized colleges are inspected on year to year basis for periodic re-evaluation. Surprise inspections are also done to keep a check.

## **4. Substantive Change**

**Question.29** If a medical school wants to make a substantive change to its educational program or some other aspect of the medical school, what are your country's requirements requiring notification of the change to the appropriate entity and review by the entity?

**Answer.** The college is required to follow the laid down regulations & curriculum of MBBS programme. Any change is notified to PM&DC & Ministry of Health. No changes are allowed in curriculum, system of examination & faculty requirement. .

