

Ref: QMC/DME/12/2025

Date: 6th June, 2025

Policy on Ensuring Systematic and Organized Learning

1. Policy Statement

Queens Medical College is committed to delivering medical education in a systematic and organized manner. The curriculum is structured across academic years and delivered through clearly defined blocks, each comprising modules based on integrated weekly themes. This policy outlines the framework that ensures coherent and progressive learning aligned with defined educational outcomes.

2. Purpose

The purpose of this policy is to:

- Establish structured and sequential learning across the MBBS program.
- Facilitate vertical and horizontal integration of knowledge and skills.
- Ensure effective planning, implementation, and evaluation of teaching and learning activities.

3. Scope

This policy applies to all undergraduate programs at Queens Medical College, and includes all faculty, academic leaders, curriculum planners, and students involved in teaching and learning processes.

4. Definitions

- Block: A segment of the academic year covering a set of thematically integrated modules.
- Module: A structured unit within a block, focusing on a particular system, discipline, or concept.
- Weekly Theme: A sub-unit of a module providing focused learning objectives and interdisciplinary integration.
- Systematic Learning: A planned, stepwise progression of content ensuring coverage of all competencies.
- Organized Learning: Clear structuring and scheduling of content to optimize delivery and assimilation.

5. Policy Provisions

5.1 Year-wise Curriculum Planning

- The curriculum will be divided into academic years, each with defined blocks.
- Learning outcomes for each year will reflect a progressive acquisition of competencies.

5.2 Block Structure

- Each academic year will consist of 3 blocks.
- A Block Director will oversee the planning, execution, and evaluation of block activities.
- Each block will be mapped to core competencies and national health priorities.

5.3 Module Development

- Modules within each block will be interdisciplinary and outcome-based.
- A Module Coordinator will be responsible for operational management and instructional alignment.
- Module content will include foundational and clinical sciences, as well as longitudinal themes (e.g., professionalism, research).

5.4 Weekly Theme Implementation

- Each module will be subdivided into weekly themes that focus on integrated topics (e.g., 'Red Blood Cells', 'Cell Signaling').
- Weekly timetables will follow a consistent subject order: Topic Introduction, Anatomy, Physiology, Biochemistry, Pathology, Pharmacology, and Clinical Application.
- Activities will include lectures, small group discussions, skills sessions, and assessments.

5.5 Integration and Sequencing

- Horizontal integration will be ensured across subjects within each week.
- Vertical integration will link basic science concepts to clinical relevance throughout the module and academic year.
- Spiral learning will be reinforced by revisiting core themes in increasing complexity over the years.

5.6 Teaching-Learning Coordination

- Teaching materials and session plans will be submitted in advance and reviewed by the Curriculum Committee.
- Faculty will collaborate through joint planning meetings before the start of each module.

5.7 Monitoring and Evaluation

- Weekly and module-level reviews will be conducted by the Block Director and Module Coordinator.
- Student and faculty feedback will be collected using standardized forms.
- Curriculum mapping and delivery audit reports will be submitted annually to the Academic Council.

6. Responsibilities

- Department of Medical Education: Oversight of curriculum structure, training of faculty, and policy implementation.
- Curriculum Committee: Ensure academic alignment across blocks and modules.
- Block Directors: Supervise the structure and delivery of assigned blocks.
- Module Coordinators: Coordinate teaching-learning activities at module and weekly theme levels.

7. References

1. Pakistan Medical Commission (PMC). National Standards for MBBS Curriculum (2021)
2. WFME Global Standards for Basic Medical Education (2020)
3. Harden RM. AMEE Guide No. 21: Curriculum Mapping. Medical Teacher. 2001

Sr. No	Name of members	Department	Members	Signature
1.	Dr. Sadaf Sajid	Forensic Medicine	Secretary	
2.	Prof. Dr. Ghazala Hanif	Pathology Department	Member	
3.	Dr. Naeem Shahzad	Anatomy Department	Member	
4.	Dr. Sara Ashfaq	Medicine Department	Member	
5.	Dr. Fozia Perveen	Pharmacology Department	Member	

Dr. Syed Hasan Shoaib
Director Medical Education
Queens Medical College, Kasur

Prof. Dr. Shireen Khawar
Principal
Queens Medical College, Kasur