



QUEENS MEDICAL COLLEGE

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Policy on Integration of Hands-on and Active Learning in All Departments

1. Purpose

To ensure that all departments at Queens Medical College implement training strategies that prioritize hands-on, experiential, and active learning methodologies for undergraduate medical students.

2. Scope

This policy applies to all basic science, clinical, and support departments involved in teaching and training of MBBS students at Queens Medical College.

3. Policy Statement

Queens Medical College is committed to fostering deep learning through student engagement, practical skill development, and interactive learning methods. Each department is required to design and implement teaching and training programs that include hands-on and active learning components as core strategies.

4. Objectives

- To shift from passive content delivery (e.g., lectures only) to active participation of students in the learning process.
- To enhance clinical, procedural, and decision-making skills through simulation and real-world practice.
- To support critical thinking, collaboration, and problem-solving among students.
- To ensure alignment of teaching methods with learning outcomes and competencies.

5. Definitions

- Hands-on Learning: Learning by doing, including skills lab training, simulations, clinical procedures, and use of models.
- Active Learning: Instructional methods that engage students directly in the learning process, such as PBL, case discussions, role-plays, and team-based learning.

6. Implementation Guidelines

6.1 Departmental Responsibility

- Each department must incorporate a variety of hands-on and active learning methods into its instructional design.
- Departments shall develop a departmental teaching plan outlining specific strategy.

6.2 Teaching Methodologies

- Skills lab sessions (e.g., venipuncture, suturing, catheterization)
- Small group discussions and PBL
- Case-based discussions and simulations
- Interactive anatomy dissection or virtual models
- Clinical bedside teaching and supervised patient interaction
- Role-plays for ethics, communication, and history taking

6.3 Faculty Training

- Faculty shall be trained by the Department of Medical Education in active learning methodologies.
- Departments must nominate faculty to attend periodic workshops and refresher sessions.

6.4 Resources and Facilities

- Ensure availability of functioning skills labs, mannequins, clinical models, and digital resources.
- Collaboration with teaching hospitals to provide supervised clinical exposure.

6.5 Evaluation of Active Learning

- Teaching activities must be documented and reviewed in course files.
- Active learning sessions should be included in feedback forms and internal audits.

7. Roles and Responsibilities

Stakeholder	Responsibilities
Department Heads	Ensure implementation of active learning in teaching plans
Faculty Members	Design and conduct hands-on, active learning sessions
Department of Medical Education	Provide training and oversee quality and consistency in learning methods
Skills Lab/Clinical Sites	Provide physical space and supervision for experiential learning
Students	Actively participate in interactive sessions and provide feedback

8. Monitoring and Quality Assurance

Implementation of this policy will be monitored through:

- Curriculum review and teaching session logs
- Student and peer feedback
- Internal QA audits and department reports

9. Review Schedule

This policy shall be reviewed every three years or earlier based on feedback and Innovations in medical education.

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	

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