

Ref: QMC/DME16/2025

Date: 18th June, 2025

Policy on Delivering the Curriculum in Accordance with Principles of Equality

1. Purpose

To affirm the commitment of Queens Medical College to provide an equitable/equal, inclusive, and respectful learning environment for all students, ensuring that the curriculum is delivered without discrimination based on gender, ethnicity, religion, socioeconomic status, disability, or any other personal characteristic.

2. Scope

This policy applies to all faculty, students, administrative staff, curriculum developers, and affiliated teaching hospitals involved in the delivery of the undergraduate MBBS curriculum at Queens Medical College.

3. Policy Statement

Queens Medical College upholds the principle of equality in all academic and clinical learning environments. The college ensures that all students receive fair access to learning experiences, assessments, feedback, and support services, enabling every student to achieve their full academic and professional potential.

4. Objectives

- To promote fairness and inclusion in all curriculum-related activities.
- To prevent direct or indirect discrimination during curriculum delivery.
- To ensure that teaching strategies accommodate diverse learning needs.
- To foster a culture of mutual respect and professionalism among students and faculty.

5. Implementation Strategies

5.1 Inclusive Curriculum Design

- Design learning activities, content, and assessments that reflect diversity and are free from bias or stereotypes.
- Ensure representation of multiple perspectives in case studies, examples, and teaching resources.

5.2 Equal Access to Learning Opportunities

- All students must receive equal access to clinical rotations, procedural experiences, and skills lab activities.
- No student shall be excluded from any learning opportunity based on gender, religion, or cultural practices.

5.3 Faculty Awareness and Sensitization

- Provide faculty development programs on inclusive teaching and assessment practices.
- Encourage reflective practice to avoid implicit bias in student interactions.

5.4 Reasonable Accommodations

- Support students with documented disabilities through adapted teaching materials, extended time for assessments, or other reasonable accommodations

5.5 Grievance Mechanism

- Establish a confidential and accessible mechanism for students to report concerns related to unequal treatment or discriminatory practices.

6. Roles and Responsibilities

Stakeholder	Responsibilities
Curriculum Committee	Ensure inclusive curriculum development and review
Faculty Members	Deliver teaching and assessment fairly and respectfully
Department of Medical Education	Provide training and monitor adherence to equality standards
Student Affairs and Support Units	Facilitate inclusive practices and address concerns promptly
Students	Engage with curriculum respectfully and report issues without fear of reprisal

7. Monitoring and Evaluation

Monitor equality indicators through:

- Student satisfaction surveys
- Feedback on clinical and academic experiences
- Assessment outcome analysis for equity
- Periodic review of accommodations and grievance redressal

8. Review Schedule

This policy will be reviewed every three years or earlier if required, based on student feedback, audit findings, or regulatory guidance.

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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