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Policy on Promoting a Student-Centered Learning Approach and Reflective practice

1. Purpose

To foster a student-centered learning environment that empowers students to take active ownership of their learning, engage in self-directed study, and cultivate the habits of reflective practice to improve performance and professional growth.

2. Scope

This policy applies to all undergraduate MBBS student and teaching faculty at Queens Medical College, including curriculum developers and modules coordinators.

3. Policy Statement

Queens Medical College is committed to a student-centered educational philosophy that positions the learner at the core of the teaching and learning process. The institution encourages self-directed learning, critical reflection, and the development of lifelong learning habits as essential competencies of future healthcare professionals.

4. Objectives

- To promote active participation and autonomy in the student learning process.
- To facilitate the development of self-directed learning (SDL) and time management skills.
- To incorporate structured opportunities for students to reflect on their academic and clinical experience.
- To create an academic culture that values dialogue, curiosity, and collaboration.

5. Implementation Strategies

5.1 Curriculum Design

- Embed students-centered strategies such as problem-based learning (PBL), team-based learning (TBL), case-based discussions, and clinical simulations across all years.
- Allocate protected time for self-directed learning in the time table.

5.2 Faculty Training

- Train faculty to adopt facilitative roles, guiding students to explore, inquire, and engage critically.
- Use techniques like open-ended questioning, feedback loops, and flipped classroom.

5.3 Support for SDL

- Provide students with structured guidance on goal-setting, resources identification, time management, and self-assessment.
- Use learning contracts and personal learning plans in clinical years.

5.4 Reflective Practice integration

- **Introduce reflective writing, portfolios, and debriefing sessions post clinical encounters or simulations.**
- **Encourage reflections as a tool for professional identity formation and continuous improvement.**

5.5 Feedback and Mentorship

- Incorporate regular formative feedback mechanism into all learning activities.
- Assign faculty mentors to support students academic and personal development.

6. Role and Responsibilities

Stakeholder	Responsibilities
Department of Medical Education	Promote faculty development in student-centered learning approaches
Module Coordinators	Embed active learning and reflection opportunities into teaching plans
Faculty Members	Facilitate SDL and reflection through appropriate methods and feedback
Mentors	Guide students in setting goals, overcoming challenges, and reflection meaningfully
Students	Take responsibility for their own learning, reflect on progress, and seek help when needed

7. Mentoring and Evaluation

Monitor through:

- Course evaluations and student feedback
- Faculty reflection on teaching approaches
- Review of student portfolios and SDL logs
- Audit of learning outcomes linked to student-centered strategies

8. Review Schedule

This policy will be reviewed every three years or earlier if substantial curriculum changes are introduced or feedback warrants revision.

Sr.	Name	Department	Signature
1	Prof. Dr. Tanzeela Waqar	HOD Physiology	
2	Dr. Shaista Hussain	Physiology	
3	Dr. Hasan Shoaib	HOD Medical Education	
4	Prof. Dr. Hassan	Biochemistry	
5	Dr. Fouzia Parveen	Pharmacology	
6	Dr. Syed Usama Shayan	Physiology	

Prof. Dr. Shireen Khawar

Principal

Queens Medical College, Kasur