



**GUIDANCE FOR PREPARATION OF
SELF EVALUATION REPORT (SER)
FOR ACCREDITATION OF A MEDICAL QUALIFICATION
AWARDED BY
A MEDICAL SCHOOL IN SRI LANKA**

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Website: www.mc.lk

Instructions

Please read and follow the instructions given below.

1. Use the guidance in this document to prepare the Self Evaluation Report (SER) and submit the completed SER same only if,
 - Your medical undergraduate course leads to an MBBS degree.
 - The minimum duration of your medical undergraduate course is five years,
2. Accurate, complete, and clear information will help to expedite the review and Accreditation process
3. A mandatory processing fee of LKR..... should be paid up front with the application **directly** to the account of the Sri Lanka Medical Council as per details below.
 - * Account name: Sri Lanka Medical Council
 - * Bank name: Bank of Ceylon
 - * Bank branch: Maradana
 - * Account number: 9999605
 - * Swift Code: BCEYLKLX
 - * Bank Code: 7010
 - * Branch Code: 041
4. Send the completed SER along with all necessary documents and annexes, **certified** by the Dean, and the **receipt** for the processing fee, by Registered Post (or other secure recorded delivery) to the address below.

The Registrar
Sri Lanka Medical Council
31, Norris Canal Road
Colombo 10
Sri Lanka



**GUIDANCE FOR PREPARATION OF SER FOR ACCREDITATION OF A MEDICAL
QUALIFICATION
AWARDED BY A MEDICAL SCHOOL-IN SRI LANKA**

In this SER there are nine sections (A to I). Annexes are numbered according to the sections. The formats for certain annexes have been provided. Where a format has not been given in the annexes the Medical School can use the best format that suits them to illustrate the information required.

When providing the hard copy, all annexes should be separately stapled and attached securely to the completed SER.

SECTION A. GENERAL INFORMATION

- A1. What is the name of the Medical School?
- A2. What is the name of the university/institute that awards the medical qualification under review?
- A3. What is the full name of the qualification for which certification is sought from SLMC? State the abbreviation in parentheses.
- A4. What is the language of instruction in the Medical School?
- A5. If there is a second language of instruction, state the language.

A6 What are the *minimum* admission criteria required to register for the degree programme? (Please place a cross ('X') in front of the appropriate cage)

1. Sri Lankan GCE Advance Level (AL)	Yes		No	
1.1 Subjects of Biology, Chemistry and Physics	Yes		No	
1.2 Minimum 2C's and 1S pass in above subjects	Yes		No	
2. London A/L (i.e., Cambridge, Pearson Edexcel AL)	Yes		No	
2.1 Subjects - Biology, Chemistry and Physics	Yes		No	
2.2 Minimum 2B's and 1C pass in above subjects	Yes		No	
3. Any other subjects/grades of Sri Lankan or London AL	Yes		No	
3.1 Provide Details (Name of AL, Names of subjects and Grades)	Yes		No	
4. Any other examination considered for admission other than Sri Lankan and London AL (e.g., International Baccalaureate, admission test, admission interview)	Yes		No	
Provide details of any other examinations used.				

As **Annex A6** evidence provide the details of A/L results (or equivalent) of the most recent intake.

SECTION B. VISION AND MISSION

B1. Write the VISION and MISSION statements of the Medical School.

- Describe process followed when developing the Vision and Mission statements.
- Explain how the Vision and Mission statements address the needs and expectations of the stakeholders and the country, using relevant reports, guidelines and policy documents including Minimum Standards of Medical Education in Sri Lanka.
- Outline evidence showing that the Vision and Mission statements have been used for planning, delivery, management and quality assurance of the curriculum.

SECTION C. EDUCATIONAL PROGRAMME

C1. Write the principal learning outcomes (or programme learning outcomes) that curriculum expects from a successful medical undergraduate of the Medical School.

Explain how the programme learning outcomes were developed and their alignment with the Vision and Mission of the Medical School.

Briefly describe the curriculum model along with the underpinning principles of curriculum design from which the model is derived. Are the model and its underpinning principles capable of achieving the Vision and Mission of the programme.

Attach the Detailed Curriculum as **Annex C1**

The detailed curriculum should include:

- whether the students have to undergo a mandatory orientation programme and if so an outline of such orientation programme.
- the names of the components/courses/modules/subjects or disciplines and explain how these components contribute to the achievement of the vision and mission of the curriculum
- how different components/courses/modules/subjects or disciplines are interlinked and spatially arranged
- major topics covered in each component/course/module/subject or discipline
- volume of learning within each area/section of study (e.g., course unit, module, discipline) in terms of either notional learning hours or credit value. Where credit value is given, please explain or refer to a document that details how credits are calculated.
- how each area/section/component of the curriculum contribute to the achievement of the programme learning outcomes. Please include mapping of programme learning outcomes with the relevant course/module/subject learning outcomes. The lessons within each module/discipline/course should have lesson learning outcomes mapped to the relevant course/module/subject learning outcomes.

C2. Outline the overall organizational structure of the programme of study leading to award of the medical qualification offered by the Medical School.

- C3. During which year / years of the medical curriculum are the following subject areas taught? (Please note that these subjects may be taught in an integrated manner and one subject may be taught in more than one year). You may place a 'X' in the appropriate cell using the table below.

SUBJECT	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic biomedical sciences						
Anatomy						
Biochemistry and nutrition						
Cell biology						
Genetics						
Physiology						
Microbiology (including bacteriology, mycology, parasitology and virology)						
Immunology						
Molecular biology						
Pharmacology						
Pathology						
Behavioural and social sciences						
Medical Anthropology						
Medical Ethics						
Clinical Psychology						
Sociology						
Community medicine and public health						
Biostatistics						
Epidemiology						
Global health						
Primary health						
Hygiene and health promotion						
Social and preventative medicine						
Research project/Theory						
Clinical forensic medicine and pathology						
Clinical sciences						
Internal medicine and its subspecialties						
Surgery and its subspecialties						
Obstetrics and Gynaecology						
Paediatrics						
Psychiatry						
Family Medicine / General Practice						

C4. Different medical schools may use different teaching/learning methods based on their curriculum model. Which of the following teaching/learning methods are used in your Medical School? Please place a 'X' in the cage in front of the method(s) used.

Lectures		Virtual patients/simulations	
Tutorials		Electives	
Small Group Discussions		Laboratory Based Practical	
Learning in the Community		Hospital Based Learning	
Problem Based learning/ Problem Solving		Guided self-learning	
Assignments		Task-based learning/Core-clinical problems	
Student presentations		Student-led seminars	
Debates		Entrustable Professional Activities	
Role-play		Patient management problems	
Fixed Learning Modules		Clinico-pathology Conferences conducted by senior teaching staff and hospital specialists	
Audio-visual Modules		Student Projects (including research)	
Any other			

- Using an appropriate curriculum mapping process indicate how each of the above teaching and learning methods facilitate to achieve the learning outcomes of the programme and the relevant curriculum component. Please justify using appropriate principles of teaching and learning how the overall teaching and learning methods/strategies were selected to achieve the programme learning outcomes.

- C5. Specify the number of hours that every student is expected to spend in planned and guided skills training/learning.

	Total hours of planned & guided skills training/learning
The total number of minimum hours to acquire the overall required skills training & experience in patient care in all clinical settings (Hospital, community and special clinics) of all subjects (i) to (viii) listed in C6.	

** Please note that it shall be hours and not weeks or months

- C6. Specify the total number of hours that every student is expected to spend in planned skills training and learning in a hospital based clinical setting or a community-based setting, related to the following. *Any type of laboratory-based training NOT considered.*

Please note that the community based clinical training must not exceed 20% of the total hours.

Clinical disciplines	Minimum Hours of learning		
	In hospital based clinical setting*	In community based clinical setting	Total Hours
I. Internal medicine and related subspecialties (including cardiology, dermatology, neurology and venereology / sexually transmitted infections)			
II. Surgery and related subspecialties (including anesthesiology, ophthalmology, orthopaedic surgery, oto-rhino-laryngology)			
III. Obstetrics & gynaecology			
IV. Paediatrics			
V. Psychiatry			
VI. Forensic Medicine			
VII. Community Medicine			
VIII. Family Medicine			

* If there is a mandatory internship before the degree, include the hours in each discipline in this column.

Provide details of all clinical rotations that students are expected to complete, in the format provided in **Annex C6**.

C7. 7.1. In which year of study do students begin their clinical skills training?

7.2. How many students are allocated per group for clinical skills rotations?

Minimum:

Maximum:

C8. List the clinical skills expected from a graduate who is awarded the medical qualification, using the format provided in **Annex C8.1**.

Attach the Clinical Logbook/Portfolio of each subject as **Annex C8.2**.

- C9. Do students have to undergo a mandatory internship before award of the degree certificate?

Yes No

If yes, provide details on subject, whether supervised and duration:

Subject	Whether supervised (yes/no)	Duration (Weeks)

Add more rows as required

SECTION D. ASSESSMENT OF STUDENTS

- D1. State the methods and practices used for assessment of learning by students in the Medical School.

Specify the assessment tools used with regard to each curricular component according to the format provided in **Annex D1.1**.

Specify criteria or marks for the pass mark and grades and number of attempts allowed to achieve the required pass mark or grade.

Specify criteria for setting pass marks, grade boundaries and number of allowed retakes. Annex copies of documentation made available to students with regard to assessments (e.g., Exam Regulations or By-laws), marked as **Annex D1.2**.

Attach the Examination By-Laws or Regulations as **Annex D1.3**.

- D2. How does the medical curriculum adopted by the Medical School ensure that assessment principles, methods and practices are aligned with the intended learning outcome? As evidence, please provide a sample blueprint for at least one examination.

- D3. Do the results of assessments guide decisions about the progress of the student to the relevant next stage of the training programme described in the curriculum, and if so, provide necessary Regulations and By-laws for the same?

D4. State the procedures adopted by the Medical School to avoid examiners' conflict of interest in student assessments/examinations/evaluations.

Attach the Conflict-of-Interest Form if available as **Annex D4**.

D5. State the procedures adopted by the Medical School to incorporate scrutiny of assessments/examinations/evaluations by external experts. (Such as theory questions, clinical examinations, OSCE, viva etc.)

D6. State the procedures adopted by the Medical School to ensure confidentiality and integrity of examination results.

D7. Describe the feedback system that the Medical School has put in place to provide strengths and weaknesses of students at assessments described above.

SECTION E. STUDENTS

E1. State the admission policy of the Medical School and the selection procedures for admission of medical students [Other than those given in A6] with relevant justification.

E2. List the number of students who are currently enrolled, by year of admission and current year of study.

Year of study	Total Students	Number of students	
		Local	Foreign
1 st			
2 nd			
3 rd			
4 th			
5 th			
Total			

E3. State the Medical School's policy on transfer of **students** from other institutions and programmes **to the degree programme of the school if relevant**.

E4. How does the Medical School provide feedback to students after each assessment?

Attach the relevant policy documents of E4 if available as **Annex E4**.

E5. What are the facilities available for counseling of students (such as student counselling units, counsellors, mentors, etc.) regarding their academic, **examination** and other problems, including available hours and available staff in the Medical School?

SECTION F. ACADEMIC STAFF

- F1. State the Medical School's policy on,
- recruitment of academic staff (such as qualifications, previous experience, contributions to research, marking schemes etc.)
 - promotion of academic staff
 - induction of newly recruited staff

Attach the relevant documents on recruitment and promotions as **Annex F1**.

- F2. List the type of responsibilities assigned to different grades of academic staff (Dean, Professor, Head of Department, etc.)

Attach the relevant policy documents (Duty lists or TORs) of **Annex F2**, if available

- F3. List all academic staff attached at present to each academic department (including clinical departments such as medicine, surgery each) in the Medical School, together with their **highest academic qualifications** and designations as per the format indicated in **Annex F3**.

- F4. List the extended teaching faculty staff who are not **direct employees of the Medical School** but attached to the affiliated teaching hospital(s) and teach and supervise clinical training of medical students (such as specialists, consultants etc.) as per the format indicated in **Annex F4**.

(Indicate the specialty, position, and postgraduate qualification of each staff member).

- F5. What is the permanent academic staff/student ratio in the Medical School?
*Use the **total number of students** in the Medical School as the numerator, and the number of teaching staff in the Medical School as the denominator*

- Total number of medical students:
- Total number of permanent academic staff
- Ratio of students: permanent academic teaching staff
- Total number teaching staff in the specialist/consultant grade in affiliated teaching hospital/s plus specialized units
- Ratio of students: permanent academic and specialist teaching hospital/s plus units

F6. List the non-academic staff (other than academic staff) attached to each academic department and administrative/support unit in the Medical School as per the format indicated in **Annex F6**. (Such as technicians, clerks, management assistants, works aid, etc.)

F7. List the staff development/ teacher training programs/courses (name, duration, frequency, etc.) for academic and other staff in the preceding year recognized by the medical school (Annexure to be included for staff category, name of the programme, number of teacher training programmes, number of other staff development programmes)

- (i) Academic staff
- (ii) Administrative staff
- (iii) Technical staff
- (iv) Support staff
- (v) All non-academic staff

Attach the relevant details of staff development courses and programs of F7 as **Annex F7**.

F8. Is there a department/unit and trained staff in the Medical School dedicated to curriculum development and medical education?

Yes No

If 'yes' provide details:

F9. Are there senior academic staff members of the Medical School with a degree/ diploma/certificate in medical education or trained in medical education?

Yes No

If 'yes' provide details:

F10. Describe how the Medical School ensures (such as providing training programmes in the university or outside university) that all academic staff members have adequate knowledge of the medical curriculum and delivery of different segments in the curriculum including contents and examinations/ assessments.

SECTION G. EDUCATIONAL RESOURCES

- G1. Provide the following details of **lecture halls with audio-visual facilities** available for medical undergraduate teaching.

		Number of lecture halls	Total seating capacity
(i)	Medical School		
(ii)	Teaching Hospital(s)		

Explain how the above facilities contribute to the implementation of the curriculum in order to achieve the required programme learning outcomes.

- G2. State the number of following in the Medical School and seating capacity.

		Number of halls / rooms	Total seating capacity
(i)	Tutorial rooms		
(ii)	Discussion rooms		
(iii)	Examination halls		
(IV)	Auditorium		
(V)	Reading rooms		
(VI)	Any other (please specify)		

Explain how the above facilities contribute to the implementation of the curriculum in order to achieve the required programme learning outcomes.

- G3. List the academic departments of the Medical School which have teaching / learning **museums** and **laboratories** for student skills training (such as Anatomymuseum and Biochemistry laboratory, Pathology laboratory etc).

Department	Museums	Laboratories	Any other (please specify)

Add more rows as required

Explain how the above facilities contribute to the implementation of the curriculum in order to achieve the required programme learning outcomes.

G4. Does the Medical School have a **Clinical Skills Laboratory/Centre**? Yes/No
If yes:

- (i) Are sessions in this laboratory supervised?
- (ii) How many supervised hours (approximately) would a student spend in this laboratory during the medical undergraduate course?

Explain how the above facilities contribute to the implementation of the curriculum in order to achieve the required programme learning outcomes.

Provide a list of equipment/Items available as **Annex G4**.

G5. Provide the following details regarding the **main library** of the Medical School:

- (i) Total seating capacity
- (ii) Total number of books in English in each subject
- (iii) Is lending facility for students available?
- (iv) The number of peer reviewed foreign journals available for reading by students
- (v) Wi-Fi and internet facilities
- (vi) Availability of e-books and facilities to access them via internet
- (vii) Any other service (please specify)
- (viii) Total number of computers
- (ix) Facilities for photocopying

Explain how the above facilities contribute to the implementation of the curriculum in order to achieve the required programme learning outcomes.

G6. List by name the **hospital/s** used for teaching undergraduate students, with the total number of beds in each specialty and the approximate distance of each from the Medical School.

Name of Affiliated Teaching Hospital	Total Beds	Beds in each major specialty (Example: Surgery-60) with bed occupancy rate (average % of beds occupied per day over a year)	Distance from Medical School (km)

Add more rows as necessary

*For each hospital, provide details in the format indicated in **Annex G6***

- G7. Does the Medical School have access to a field practice area to provide students clinical exposure in a community setting?

If so, name the area, indicate distance from the Medical School (in km) and provide the approximate number of residents in the field practice area.

Explain how the above facilities contribute to the implementation of the curriculum in order to achieve the required programme learning outcomes.

- G8. Does the Medical School provide students with exposure to clinical forensic medicine and forensic pathology?

If so, name the facility used for this purpose and indicate distance from the Medical School (in km).

Explain how the above facilities contribute to the implementation of the curriculum in order to achieve the required programme learning outcomes.

- G9. List the ICT facilities available in the Medical School.

Include computer labs, internet access for students, and availability of Wi-Fi etc

Provide details of available facilities as **Annex G9**.

Explain how the above facilities contribute to the implementation of the curriculum in order to achieve the required programme learning outcomes.

- G10. List the residential facilities (hostels) for male and female students with the number of students could be accommodated in each.

G11. Is there a clinic (Medical Centre/Medical Unit) in the Medical School for examination and treatment of minor illnesses and injuries of students, staffed by at least one doctor and two qualified nurses?

If answer is 'no' give details.

G12. List the cafeteria facilities available for students and staff.

Include the number of cafeteria and seating capacity in each.

G13. List the recreational facilities (such as gymnasium, playgrounds, badminton courts, tennis courts, photography society, cultural society etc.) available to students of the Medical School.

PART H. PROGRAMME EVALUATION & QUALITY ASSURANCE

H1. Describe the Quality Assurance (QA) system that the Medical School follows and how it is implemented, i.e., explain the internal and external part of the QA system and any follow-up action adopted to implement the recommendations of the quality assurance reviewer reports.

Provide details in **Annex H1**.

H2. Does the Medical School obtain regular feedback from students and staff?

If so, provide details of how feedback is obtained, analysed and results used for programme development, in **Annex H2**.

H3. Has the Medical School undertaken a comprehensive evaluation/review of the degree programme within the past 10 years?

If so, provide details in **Annex H3**.

H4. Has the Medical School undertaken analysis of performance of cohorts of students and graduates in relation to the mission, intended educational outcome, training programme and assessments (Student feedback, Tracer studies and Alumni questionnaires, etc.)?

If so, provide details in **Annex H4**.

PART I. GOVERNANCE AND MANAGEMENT

I1. Provide an organogram that illustrates the governance structure of the Medical School (include Senate, Council, Management Board, VC, Rector, Registrar, Dean, Faculty Board, Professors, Heads etc.).

Provide the organogram as **Annex I1**.

I2. State the different levels of leadership, including at departmental and committee level and describe their responsibilities and contributions to implementation of learning outcomes and management of the medical degree programme.

I3. List the administrative staff (such as registrars, bursars, librarians, instructors etc.) employed by the Medical School to support implementation of the degree programme in the format indicated in **Annex I3**.

I4. State how the Medical School ensures adequate resources such as funding, equipment, consumables, books, etc. Additionally, please attach the last annual financial report.

Provide the summary budget of previous year as **Annex I4**.

I5. How are students involved in the decision-making process?

I6. Explain how the institutional Strategic Plan is used in the governance and management of the Medical School.

Proclamation

I, the Dean of the aforesaid Medical School, certify that the information provided above is correct.

.....

Signature and official stamp

Name of the signatory:

Designation:

Postal Address:

.....

Email:

Date:

Annex C8.1 –Details of expected clinical skills (*Soft and Hard copies must be provided*)

List the skills expected from a graduate successfully completing the degree programme in the Medical School (excluding the internship period), according to the five levels listed below.

There will be 5 competency levels for each Task.

- Level A: Required to acquire knowledge and skill using teaching aids such as models, Audio-visuals, etc.
- Level B: Required to observe the task when performed by the trainer.
- Level C: Required to assist the trainer to perform the task.
- Level D: Required to perform the task under the supervision of the trainer
- Level E: Required to perform the task independently.

Using the list below, mark a cross (x) in the appropriate cage, with only one response for each skill.

	Level A	Level B	Level C	Level D	Level E
General Medicine					
1. Present a complete history					
2. Present a complete system examination findings					
3. Perform venipuncture					
4. Collect and dispatch samples to hospital laboratory					
5. Administer intravenous injections					
6. Administer intramuscular injections					
7. Administer subcutaneous injections					
8. Insert an intravenous cannula					
9. Insert a nasogastric feeding tube					
10. Carry out in-ward urine tests					
11. Insert an urinary catheter					
12. Perform lumbar puncture					
13. Perform gastric lavage					
14. Perform pleural aspiration					
15. Perform peritoneal tap					
16. Perform pleural biopsy					
17. Perform bone marrow biopsy					
18. Perform cardio-pulmonary resuscitation					
19. Insert a peritoneal catheter					
20. List others if any					

	Level A	Level B	Level C	Level D	Level E
Obstetrics & Gynaecology					
1. Present an obstetric history					
2. Present a gynaecological history					
3. Present examination findings in an obstetric patient					
4. Present examination findings in a gynaecological patient					
5. Perform and present findings of obstetric abdominal examination					
6. Perform and present findings of vaginal and speculum examinations in a gynaecological patient					
7. Prepare and manage a patient in labour					
8. Inspect the placenta after delivery					
9. Set up a blood transfusion					
10. Perform and repair episiotomies					
11. Obtain a high vaginal swab for culture					
12. Assist Breech delivery					
13. Assist Caesarean section					
14. Theatre attendance at gynaecological routine lists					
15. Carry out in-ward urine tests for sugar, albumin					
16. Monitor a gynaecological patient after major surgery					
17. Insertion of IUCD					
18. Resuscitation of a patient in shock					
19. Vacuum extraction					
20. Low Forceps delivery					
21. Obstetric abdominal US scanning					
22. Trans vaginal ultrasound scanning					
23. List others if any					
	Level A	Level B	Level C	Level D	Level E
Paediatrics					
1. Present a paediatric case history					
2. Perform routine newborn examination					
3. Perform developmental assessment					
4. Perform venipuncture					

5. Set up an intravenous drip					
6. Administer an intramuscular injection					
7. Administer a subcutaneous injection					
8. Nebulize a paediatric patient					
9. Set a blood transfusion					
10. Phototherapy					
11. Resuscitate a neonate					
12. Vaccination					
13. Insert oro/naso-gastric tube					
14. Gastric lavage					
15. ET tube ventilation					
16. Lumbar puncture					
17. Exchange transfusion					
18. Insertion of intercostal tube					
19. List others if any					
	Level A	Level B	Level C	Level D	Level E
Surgery					
1. Present a complete history					
2. Present examination findings					
3. Assess trauma patients and maintain chart of vital signs					
4. Perform venipuncture					
5. Insert an intravenous cannula					
6. Set up an intravenous infusion					
7. Carry out in-ward urine tests					
8. Scrub up in Operating Theatre					
9. Prepare a preoperative checklist					
10. Insert an urinary catheter					
11. Suture wounds					
12. Maintain a Glasgow Coma Scale					
13. List others if any					

Annex D1.1 - Details of student assessments (*Soft and Hard copies must be provided*)

Using the abbreviations provided below, indicate the tools used to assess student learning in each component of the course of study offered by the Medical School.

Written tests: e.g. Multiple Choice Questions (MCQ), Essay Questions (EQ), Structured Essay Questions (SEQ), Short Answer Questions (SAQ), Modified Essay Questions (MEQ), Situational Judgement Tests (SJT), etc

Laboratory-based practical tests: e.g. Objective Structured Practical Examination (OSPE), laboratory procedures (LP), etc.

Clinical assessments: Objective Structured Clinical Examinations (OSCE), Objective Structured Long Clinical Examinations (OSLCE), Long cases (LC), Short cases (SC), etc.

Other assessment tools: Oral examinations (OE), Portfolio (P), Logbooks (LB), Casebooks (CB) etc.

Curriculum component	Assessment tools			
	Written tests	Laboratory-based practical tests	Clinical assessments	Other assessment tools

Add more rows as required

Annex F3 - Details of medical school academic staff (*Soft and Hard copies must be provided*)

Provide names of Departments, Divisions, Centres or Units in the Medical School, (**not Teaching Hospital(s)**), with details of **full-time** teaching staff, as defined in the table below.

Indicate those employed full-time in the permanent cadre as FT(P); those employed full-time on a temporary basis (contracts of 2 years or less) as FT(T); and those employed part-time (e.g. visiting / adjunct lecturers) as PT.

Follow the Anatomy Department example.

Name of academic department / division/unit	Name and Designation	Highest academic or professional qualification (e.g. MD, PhD, MBBS, etc.)	Employment status (FT(P)/ FT(T)/ PT)
Anatomy	Prof. ABC (Professor Of Anatomy) Dr CDE (Senior Lecturer)	MD PHD	FT (P) FT(T)

Add more rows as required

Annex F6 - Details of non-academic staff in Medical School
Administrative and Support staff (*Soft and Hard copies must be provided*)

List the non-academic staff attached to each administrative unit in the Medical School.

Administrative Unit	Designation	Number employed

Add more rows as required

Annex G6 - Details of affiliated teaching hospitals (*Soft and Hard copies must be provided*)

For **each teaching hospital affiliated** to the Medical School, please provide the following information:

1. Total number of beds in the hospital
2. List the names specialties such as surgery, medicine etc.
3. Number of beds in each specialty
4. Average bed occupancy rate per day (in the last year), in each specialty
5. Average number of outdoor patients seen per month in the last year
6. Number and names of specialized clinics
7. Average attendees in each specialized clinic (week or month)
8. List of diagnostic laboratory facilities available
9. List of radiological/imaging facilities available
10. List of rehabilitation facilities available

