



COLLEGE OF MEDICINE & DENTISTRY AT THE HILLS

POLICY & PLAN FOR FACULTY INTERNATIONAL EDUCATIONAL TRAINING

FOR THE YEAR 2025-26






Policy Statement:

The College of Medicine & Dentistry at the Hills, Abbottabad is committed to providing faculty members opportunities to attend internationally recognized educational trainings relevant to their teaching, research, and professional development. Such participation aims to foster global academic standards, advanced research skills, and innovative teaching practices.

Scope:

Applicable to all full-time faculty members across departments.





1.0 PURPOSE

This policy establishes a structured, transparent, and merit-based system for supporting **international educational training and global professional development** for faculty members. The goal is to ensure alignment with:

- Modern global academic standards
- PM&DC 2024 faculty development requirements
- International benchmarks (WFME, ACGME-I, GMC-UK, WHO)

This policy enhances teaching quality, research capacity, leadership development, and strengthens the global academic profile of the institution.

2.0 OBJECTIVES

- Strengthen faculty competencies through global exposure.
- Integrate modern pedagogical, clinical, and research practices.
- Build international collaborations and academic networks.
- Support faculty in obtaining global certifications and skills.
- Enhance institutional readiness for international accreditation.
- Promote lifelong learning and evidence-based education.

3.0 ELIGIBILITY CRITERIA


3.1 General Eligibility

A faculty member must have:

- **Minimum 2 years of continuous service.**
- **No disciplinary action** in the last 3 years.
- “Very Good” or higher rating in **Annual Performance Evaluation.**
- A training proposal aligned with:
 - Departmental goals
 - Institutional Vision 2030
 - PM&DC & WFME teaching quality standards

3.2 Priority Candidates

Preference is given to faculty involved in:

- Curriculum revision & accreditation
 - Postgraduate supervision
 - Leadership roles
 - High-impact research
 - Simulation, EdTech, or assessment design
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4.0 TYPES OF SUPPORTED INTERNATIONAL TRAINING

Training Type	Duration	Frequency	Institution Funding
Short Courses / Workshops	1 day – 2 weeks	Once per year	100%
Certificate Programs	1 – 6 months	Once every 2 years	Up to 80%
Conferences / Symposia	3 – 7 days	Once per year	100%
Research Fellowships	1 – 12 months	Once every 3 years	70% + sabbatical
Academic Leadership Programs	1 – 4 weeks	As required	100%
Degree Enhancement (PG/PhD Modules)	6 – 24 months	Once in career	50–70% + study leave

5.0 APPLICATION & SELECTION PROCESS

5.1 Required Documents

- Application form
- Training plan with measurable objectives
- CV and updated performance dossier
- Host institution invitation letter
- Budget estimate

5.2 Selection Committee

- Dean of Academics (Chair)
- Director, HR
- Director, Research & Innovation
- Director, International Linkages
- Senior Faculty Representative

5.3 Evaluation Criteria

Criteria	Weightage
Institutional relevance	30%
Expected impact	25%
Cost-effectiveness	20%
Candidate's performance	15%
Dissemination plan	10%

6.0 FUNDING & FINANCIAL SUPPORT

6.1 Institutional Budget

- 3–5% of Annual Academic Development Budget allocated.
- Maximum annual funding per faculty: **USD 10,000.**

6.2 Eligible Costs

- Course/tuition fee
- Airfare
- Accommodation
- Ground transport
- VISA & insurance
- Daily allowance as per institutional SOP

6.3 External Grants

Faculty will be assisted to obtain:

- Erasmus+ Mobility Grants
- Fulbright Visiting Scholar Awards
- DAAD Short Courses
- British Council Fellowships
- WHO/UNESCO Training Grants

6.4 Reimbursement

- 80% advance disbursement
- Final reimbursement on submission of:
 - Completion certificate
 - Training report
 - Evidence of dissemination activities

7.0 TRAINING PRIORITIES & MODERN METHODS

The following training areas are strongly encouraged:

Pedagogical & Curriculum


- Competency-Based Medical Education (CBME)
- OSCE/OSPE design
- Simulation-based learning
- Hybrid / AI-enhanced teaching
- Assessment blueprinting

Research & Innovation

- Grant writing
- Meta-analysis & biostatistics
- Research ethics & GCP
- Innovation, patents & translational research

Leadership & Governance

- Academic leadership

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- Change management
 - Quality assurance systems
 - Global accreditation standards

Clinical Training

- Advanced clinical skills courses
- Evidence-based practice update
- New procedural training

8.0 POST-TRAINING OBLIGATIONS

8.1 Knowledge Sharing

Faculty must:

- Conduct a seminar/workshop for peers within **30 days**.
- Submit a detailed report including recommendations.
- Update teaching materials and student curriculum.

8.2 Service Commitment

Minimum **2 years** service after training.

8.3 Monitoring

Impact measured at:

- 6 months
- 1 year
- Through student feedback & peer review

9.0 SUPPORT SYSTEM FOR INTERNATIONAL TRAINING

- Pre-departure briefing (culture, travel, finance)
- Visa and documentation support
- Institutional email access abroad
- Mentoring by past trained faculty
- Access to digital academic resources

10.0 PREFERRED INTERNATIONAL PARTNERS

- Harvard Macy Institute (USA)
 - Mayo Clinic CME (USA)
 - Imperial College London (UK)
 - Maastricht University (Netherlands)
 - Karolinska Institutet (Sweden)
 - University of Melbourne (Australia)
 - Singapore Medical Council Programs
 - WHO, UNESCO, APAIE global networks
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11.0 POLICY REVIEW

This policy shall be reviewed **annually** by the Academic Development Committee and updated according to:

- PM&DC standards
- International accreditation trends
- Institutional strategy updates

Approved by

Principal
College of Medicine & Dentistry at the Hills,
Abbottabad





Appendix A

APPLICATION FORM FOR INTERNATIONAL TRAINING

Form Number: APP-INT-F001

SECTION A: PERSONAL INFORMATION

1. **Name:** _____
2. **Faculty ID:** _____
3. **Department:** _____
4. **Designation:** _____
5. **Date of Joining:** _____
6. **Contact Details:**
 - Email: _____
 - Phone: _____
7. **Brief Summary of Current Responsibilities:**
(Teaching, research, clinical work, admin duties)

SECTION B: TRAINING INFORMATION

8. **Title of Training Program:** _____
9. **Name of Host Institution:** _____
10. **Type of Training (tick one):**
 - Short Course / Workshop
 - Certification Program
 - Conference / Seminar
 - Research Fellowship
 - Degree Enhancement
 - Other: _____
11. **Training Dates:** From _____ To _____
12. **Mode of Training:** In-Person Hybrid Online
13. **Country/Location:** _____

SECTION C: PURPOSE AND EXPECTATIONS

14. **Brief Summary of What This Training Covers:**

15. **How This Training Supports Departmental or Institutional Goals:**

16. **Expected Benefits (Teaching, Research, Leadership, etc.):**

○ _____



- _____
- _____

SECTION D: FINANCIAL DETAILS

Expense Category	Estimated Cost (USD)	Funding Source
Course / Tuition Fee		<input type="checkbox"/> Institutional <input type="checkbox"/> External
Travel (Air Ticket)		<input type="checkbox"/> Institutional <input type="checkbox"/> External
Accommodation		<input type="checkbox"/> Institutional <input type="checkbox"/> External
Daily Allowance		<input type="checkbox"/> Institutional <input type="checkbox"/> External
Insurance		<input type="checkbox"/> Institutional <input type="checkbox"/> External
Total Cost		

17. If external funding has been arranged, please provide details:

SECTION E: ATTACHMENTS

Please attach the following:

- Invitation/Acceptance Letter
- Training Brochure / Program Outline
- Updated CV
- Last Two Performance Appraisals
- Recommendation Letter from HOD

DECLARATIONS

I agree to follow all institutional policies and will continue my service for at least two years after completing the training.

Signature: _____ **Date:** _____

HOD Recommendation:

- Strongly Recommend
- Recommend
- Do Not Recommend

Remarks: _____

HOD Signature: _____ **Date:** _____



Appendix B

POST-TRAINING REPORT FORM

Faculty Name: _____
Training Title: _____
Host Institution: _____
Dates: _____

1. SUMMARY

1. **Were your training objectives achieved?**

- Fully Achieved
- Partially Achieved
- Not Achieved

2. **Key Lessons Learned (brief):**

2. TRAINING DETAILS

3. **What Topics Were Covered and How Were They Taught?**

4. **New Skills or Knowledge You Gained:**

- _____
- _____

5. **Any Professional Contacts or Collaborations Formed:**

3. APPLICATION OF TRAINING

6. **How You Plan to Use This Training in Teaching/Research/Clinical Work:**

7. **Proposed Knowledge-Sharing Activity:**

- Workshop/Seminar Title: _____
- Expected Date: _____
- Target Audience: _____

8. **Resources You Will Prepare:**

- Slides Teaching Material Research Proposal Other





4. FEEDBACK

9. **Overall Rating of the Training Program:**

Excellent Good Fair Poor

10. **Suggestions for Improving Future International Training:**

11. **Any Support You Need From the Institution:**

Declaration

I confirm that this report is accurate.

Signature: _____ **Date:** _____

HOD Acknowledgment:

Accepted

Needs Further Review

HOD Signature: _____ **Date:** _____





Appendix-C

LIST OF GLOBAL PARTNER INSTITUTIONS

These international universities and organizations are recommended for faculty training, collaborations, and professional development.

North America

- **Harvard Macy Institute (USA):** Medical education leadership, teaching improvement
- **Johns Hopkins University (USA):** Research training, public health, medical education
- **Stanford University (USA):** Simulation, AI-based teaching, education innovation
- **University of Toronto (Canada):** Competency-based training, interprofessional education

Europe

- **Maastricht University (Netherlands):** Problem-based learning, curriculum innovation
- **Karolinska Institutet (Sweden):** Research skills, ethics, advanced methodology
- **University of Edinburgh (UK):** Digital medical education, clinical teaching
- **University of Bern (Switzerland):** Simulation and faculty development

Asia-Pacific

- **University of Melbourne (Australia):** Health professions education, assessment skills
- **National University of Singapore:** Curriculum development, medical education research
- **University of Tokyo (Japan):** Technology-enhanced teaching
- **University of Hong Kong:** Medical education degrees and certificates

Middle East

- **Weill Cornell Medicine – Qatar:** Medical education and research enhancement
- **King Saud University (KSA):** E-learning, teaching skills
- **University of Sharjah (UAE):** Interprofessional education and assessment

International Organizations

- **WHO Academy:** Global health, leadership, medical education
- **FAIMER:** Medical education fellowships
- **AMEE:** Courses, workshops, and international conferences
- **British Council:** Higher education internationalization programs

Online / Hybrid Platforms

- **Coursera / edX:** University-certified teaching and leadership courses
 - **FutureLearn:** Education-focused short courses
 - **Alison:** Free introductory professional development programs
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