

College of Medicine & Dentistry at the Hills, Abbottabad

Policy on Rotation of Students in Clinics

FOR THE YEAR 2025-26



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For Further Advice Contact:	Department of Medical Education		
Applies To:	College of Medicine & Dentistry at the Hills, Abbottabad, & Its Teaching Hospitals		
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Approved By			

1. Introduction

Clinical rotations are essential to developing competent and ethical medical graduates capable of delivering safe and effective patient-care. This policy establishes a structured framework for planning, implementing, and evaluating all clinical rotations conducted under the College of Medicine & Dentistry (CMDH), Abbottabad.

The policy aligns with Pakistan Medical & Dental Council (PM&DC) Undergraduate Education Regulations and incorporates international standards of medical education to ensure uniformity, transparency, and high-quality experiential learning in real clinical environments. This policy is designed by the Department of Medical Education and approved by the Academic Council in its meeting held on November 22, 2025 to provide guidance and insight into the structure of clinical rotations for undergraduate Medical Students at College of Medicine and Dentistry at the Hills, Abbottabad.

2. Purpose

The purpose of clinical rotations is to provide students with hands-on experience in various clinical disciplines, to acquire competencies set by Pakistan Medical & Dental Council in line with the vision and mission of university and institution to prepare them for their future careers as medical practitioners. The primary objectives of this Rotation Policy are to:

Standardize clinical training across all departments and affiliated hospitals

Ensure compliance with PM&DC mandatory clinical training requirements

Uphold patient safety and ethical standards during all student interactions

Define clear roles and responsibilities of faculty, clinical supervisors, administrative staff, and students

Guarantee fair, transparent rotation allocation without discrimination or favoritism

Ensure continuous monitoring and assessment based on competency-based education principles

Document all clinical learning activities for internal quality assurance and external accreditation

3. Scope

This policy applies to:

All **MBBS AND bds (Years 3, 4 and 5)** students

All **clinical and surgical departments** where rotations are conducted

All **affiliated teaching hospitals** and approved clinical sites

All **faculty**, including supervisors, demonstrators, senior registrars, associate professors, and professors



The **Department of Medical Education (DME)**, and Academics Section

Visiting, elective, or exchange students formally approved by the institution

4. Policy Statement

The College of Medicine & Dentistry is committed to delivering structured, supervised, and competency-based clinical training through well-designed rotations that enhance skills, professionalism, communication, ethical conduct, and clinical judgment. All rotations shall follow PM&DC guidelines and international accreditation benchmarks.

5. Definitions

Clinical rotations

The practice of medicine by undergraduate medical students under the guidance and supervision of experienced health professionals and practitioners, in different specialties of the profession during MBBS and BDS program.

Clinical Supervisor

Faculty member from each department, nominated for the purpose of streamlining the clinical experience of students in the respective department; Supervisor is the first contact of the students within a department and may or may not be involved in clinical teaching

6. Rotation Structure

1. Clinical rotation placement would start at the level of third year MBBS/BDS and continue parallel to in-class teachings, up to final year MBBS/BDS.


2. Students may undertake elective rotation nationally or internationally with prior approval.

3. Medical undergraduate students would be placed in different departments through different academic years as follow:

3.1. Third-year MBBS students will participate in clinical rotations in the following specialties: medicine, surgery, gynecology & obstetrics, pediatrics, ophthalmology, otorhinolaryngology (ENT), orthopedics, clinical pathology, radiology & forensic medicine (Casualty Department).

3.2. Fourth year undergraduate medical students would rotate in the following departments: medicine, surgery, gynecology & obstetrics, pediatrics, ophthalmology, otorhinolaryngology ENT, orthopedics, urology, nephrology, gastroenterology, rheumatology & endocrinology.

3.3. Final year undergraduate medical students would be placed in the following departments: Medicine, Surgery, Neurosurgery, Gynecology & Obstetrics, Pediatrics, Psychiatry, Critical care, Anesthesiology, Pediatric Surgery, Dermatology, Orthopedics, cardiology, pulmonology & family medicine.



4. Based on the number of departments students would be distributed in equal numbers among batches before commencement of clinical rotation in third year MBBS/BDS. These batches would remain same up to final year MBBS/BDS.

7. Rotation Allocation Rules

1. Rotations are scheduled by the **Academic Section** in consultation with departments.
2. Allocation is **neutral, merit-based, and non-discriminatory**.
3. Lists of batches must be published at least **two weeks before commencement of rotation**.
4. Students may not request personal changes unless valid reasons exist (medical, official).
5. All changes require approval from:
 - Heads of Departments
 - Director Medical Education
 - Principal

8. Attendance Requirements

1. **Minimum 75% attendance** is mandatory in rotation through each department in accordance with (PM&DC requirement).
2. Absences exceeding the allowed limit must be compensated through makeup duties.
3. Students failing to meet the attendance criterion will not be permitted to sit for professional examinations.
4. Daily attendance must be documented by the department on official sheets or biometric system.

9. Roles & Responsibilities

9.1 Students

- Attend all sessions.
- Complete logbooks and learning activities.
- Follow ethical and professional standards.
- Seek feedback from supervisors.

9.2 Clinical Supervisors / Faculty

- During each rotation, student will be supervised by a designated clinical faculty. The supervisor will be responsible for overseeing the students' progress, providing feedback and guidance, and evaluating the students' performance.
- The clinical faculty shall evaluate students using structured assessment tools.
- Ensure patient safety during student interactions.
- Clinical teaching would be structured and in accordance with the guidelines set in the logbook.
- Clinical and procedural skills taught on mannequins would be taught in skill laboratory by respective departments.
- Reflections would be an integral part of clinical rotation and would be given weightage in total marks.

9.3 Head of Department

- Ensure rotation plans and learning outcomes are implemented.
- Maintain departmental roster and attendance system.
- Report deficiencies to DME.

9.4 Department of Medical Education

- Design rotation schedules.
- Provide orientation and guidelines to students.
- Monitor quality of teaching.

10. Clinical Responsibilities of Students

During rotations, students shall:

- Participate in ward rounds, clinics, Operation Theater (OT), emergency duties, and case discussions.
- Record histories, perform examinations, and assist in procedures under supervision.
- Maintain decent dress code professional behavior, punctuality, and respectful communication.
- Never perform any clinical procedure without appropriate supervision.
- Wear college identity badge, scrubs suit white coat, and comply with infection control protocols.
- Maintain patient confidentiality in accordance with ethical guidelines.

11. Student Evaluation Performance (Formative and Summative Evaluations)

1. Evaluation of student performance during clinical rotations will be ongoing and will comprise both formative and summative kind. Formative evaluation will be conducted by clinical faculty on daily basis followed by feedback to the student on areas for improvement. Summative evaluation by objective structured clinical examination (OSCE) will be conducted at the end of each rotation and will be used to determine the student's overall performance during the rotation and will be given weightage in internal assessment marks.
2. Absent of student would be dealt with according to student attendance policy of the institution.

12. Learning Outcomes

By the end of other rotation in each department, students must demonstrate competencies in:

- **Patient assessment and examination**
- **Clinical judgment and decision-making**
- **Communication skills**
- **Teamwork and interprofessional collaboration**
- **Ethics and professionalism**
- **Basic diagnostic and procedural skills**

Outcomes must comply with the **PM&DC Competency Framework** and international standards..

13. Record-keeping & Documentation

Each student must maintain:

- Rotation logbook
- Case summaries
- Skill checklists
- Attendance records

Departments submit rotation completion reports to DME monthly.

14. Professionalism & Disciplinary Policy

The following actions may lead to disciplinary action:

- Unethical behavior
- Absences
- Breach of patient confidentiality
- Disrespectful attitude towards staff or patients
- Performing unauthorized procedures

Remedies may include warning, counseling and penalties like repetition of rotation, or sterner administrative action.

15. Health & Safety Requirements

The health and safety of our students is of the utmost importance. During clinical rotations, students will be required to follow all health and safety protocols as per the guidelines mentioned in the clinical rotation orientation, which is part of the student logbook. Students must follow the point started below:

- Follow infection control guidelines.
- Wear Personal Protective Equipment (PPE) where required.
- Report sharp injuries immediately.
- Follow hospital safety protocols.

16. International Standards Alignment

This policy is aligned with:

- **PM&DC Undergraduate Education Regulations**
- **WFME Global Standards for Quality Improvement**
- **GMC-UK Good Medical Practice**
- **LCME Competency-based Medical Education Framework**

17. Policy Review

This policy shall be reviewed every **three years** or earlier if required due to intuitional needs of changes in PM&DC regulations.

Controller
Examination Cell
College of Medicine and Dentistry at the Hills

Director
Department of Medical Education
College of Medicine and Dentistry at the Hills

Chairman
College Curriculum Committee
College of Medicine and Dentistry at the Hills

Approved by:
Principal
College of Medicine and Dentistry at the Hills

END-OF-ROTATION EVALUATION FORM

College of Medicine & Dentistry at the Hills, Abbottabad

Department: _____

Rotation: _____

Student Name: _____

Roll No.: _____

Rotation Dates: From _____ To _____

Faculty Mentor: _____

SECTION A: LEARNING EXPERIENCE

1. Quality of Teaching

Rate the following 1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent

Item	1	2	3	4	5
Clarity of teaching sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultant engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of bedside teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of learning resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

SECTION B: SUPERVISION & SUPPORT

Rate the following 1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent

Item	1	2	3	4	5
Availability of supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approachability of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance provided during procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from senior registrars/residents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

SECTION C: LEARNING ENVIRONMENT & COMFORT

Rate the following 1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent

Item	1	2	3	4	5
Feeling of safety and comfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect shown by faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freedom to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-harassing, supportive environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

SECTION D: WORKLOAD & SCHEDULING

Rate the following 1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent

Item	1	2	3	4	5
Balance between clinical work and academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness of duty roster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate time for self-study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

SECTION E: ASSESSMENT PROCESS

Rate the following 1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent

Item	1	2	3	4	5
Clarity of assessment criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

SECTION F: OVERALL EXPERIENCE

Rate the following 1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent

Item	1	2	3	4	5
Overall satisfaction with the rotation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you recommend this rotation to others?	Yes <input type="radio"/>	No <input type="radio"/>			

What did you like the most?

What should be improved?



SECTION G: CONFIDENTIAL FEEDBACK

(This section will be reviewed only by the CCIHJT.)

Please share any concerns, incidents, or suggestions regarding:

- Faculty behavior
- Work environment
- Psychological safety
- Harassment or intimidation
- Supervision gaps

Student Signature: _____

Date: _____

