



EXAMINATION DEPARTMENT
DOW UNIVERSITY OF HEALTH SCIENCES

STRATEGIC PLAN (2024 – 2027)

Pioneering Excellence | Inspiring Innovation



To Heal | To Educate | To Discover

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EXAMINATION CONTROLLER 'S MESSAGE



The office of the Controller Examination plays a key role in academia and is vital in helping the university in achieving and maintaining a high rank in the education sector. Being the Controller of Examinations Department it is a matter of great privilege and honor for me to reflect on our progress thus far and envision the path ahead.

Though being a seat of high anxiety and stress there is nevertheless a sense of satisfaction when targets are achieved without any hiccups. This is possible not only with the aid of a loyal, dedicated, hard-working and competent team that works tirelessly to see that examination procedures are conducted smoothly and efficiently but also when all students are given equal opportunities and the principle of merit is given priority.

Our vision is clear; to lead the way in academic assessment excellence, driving the evolution of evaluation practices to empower learners and advance education. We envisage an Examinations Department at the forefront of innovation, setting new standards for integrity, fairness, and impact in assessment methodologies.

Our mission to produce doctors and health care professionals with sound, practical, problem-solving skills has been unwavering, driven by our commitment to serve the community and nurture self-learners equipped with research skills. This ideology has guided our assessment practices, ensuring that examinations accurately reflect the competencies required for success in the medical field.

The department will not only embrace technology and innovation in assessment but also invest in modern assessment technologies and methodologies to enhance the accuracy, fairness, and efficiency of examinations. By leveraging artificial intelligence and data analytics, we will provide personalized feedback and continuously evaluate and adapt our assessment practices to align with emerging trends and advancements in educational technology.

I am confident that by building upon the successes of our past and embracing the opportunities of the future, the Examinations Department will continue to play a vital role in shaping the next generation of medical professionals.

Students are advised to maintain their focus on their preparations, realizing that the process of examinations, apart from grading them, is also vital in gauging their progress, identifying areas of weaknesses and propelling them towards areas of future learning. It is hoped that the students will perform

to the best of their abilities and achieve the success they fully deserve. Finally, I would once again like to appreciate the guidance, efforts and valuable help given to me by my colleagues and departmental staff in aiding the department achieve its goals and have high expectations of their continued support in the future as well.

Prof. Fuad Shaikh

EXECUTIVE SUMMARY

The Examination Department of Dow University of Health Sciences, Karachi, ranks amongst its strongest pillars by providing a favorable environment where exam conduction is carried out meticulously and is complemented by a credible assessment process; both being possible due to the presence of personnel who are honest, industrious, competent and loyal to the institution.

Statement of purpose: The aim of the university is to produce competent, compassionate doctors and allied health care professionals through quality education, character building and discipline who will be well equipped with practical knowledge and problem-solving techniques to serve the community. To fulfil the University's vision and mission the examination department's vision and mission are aligned accordingly keeping in mind values like collaboration, equity, excellence, innovation and integrity.

Introduction: The examination department plays a pivotal role in the University by being the custodian of its assessment apparatus and providing a level playing field to all candidates coming from diverse backgrounds, cultures and countries.

Organizational structure: The department has an almost adequate staff of competent individuals of differing grades that work tirelessly and with honesty to meet their targets.

Aspirational institutions as benchmarks: There are several institutions which can, and do, serve as beacons that can be followed to bring about an improvement in the current status of the department.

Strategic goals: The department has kept several goals in the forefront like enhancing academic quality, ensuring equity, promoting student success, strengthening security, improving transparency, embracing technology & innovation in assessment and optimizing resource utilization.

Objectives: Keeping the points in mind the department has developed objectives which can be realistically achieved over time with the cooperation of the University.

The department's initiative to invest in modern and innovative assessment methodologies will enhance system up gradation and enable it to set new standards in integrity,

INTRODUCTION & OVERVIEW

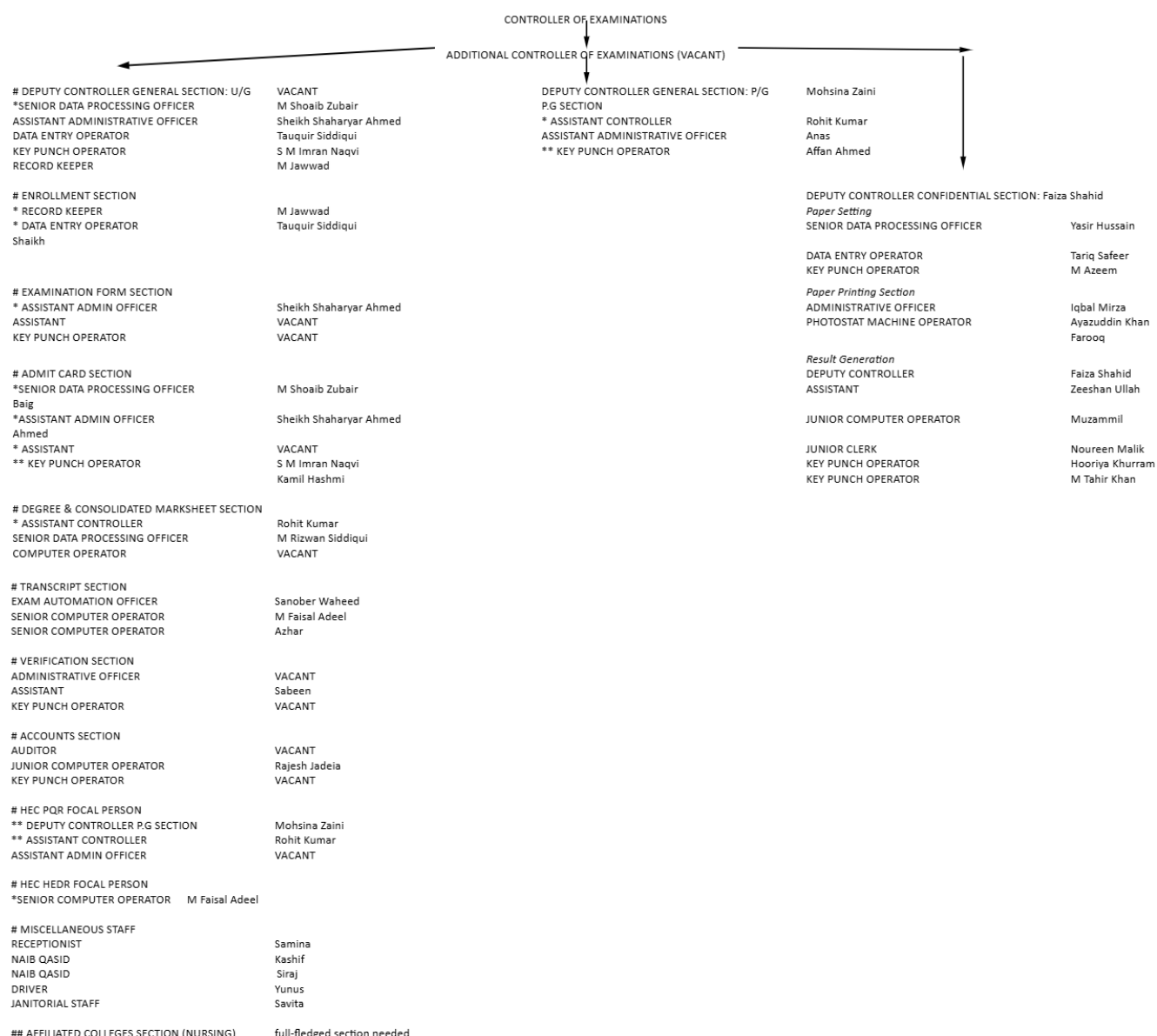
The Examination Department is an integral and important component of an educational institution serving as the custodian of its academic assessment purposes. By providing fair and equal opportunities to all students it upholds the institution's academic standards thereby contributing significantly to the formers success.

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ORGANIZATIONAL STRUCTURE

The Examinations Department is a centralized component of the institution which encashes the valuable guidance provided by the Vice Chancellor of the University. It is led by the Controller Examinations who has competent and qualified Additional, Deputy & Assistant Controllers to assist him along with a number of relevantly trained computer operators, data entry operators and accounts officers. All these personnel help to smoothly and successively run the department to enable a reliable, transparent and accurate academic assessment outcome.

ORGANOGRAM



SECTION I: OVERVIEW OF THE STRATEGIC PLANNING PROCESS

The strategic planning process of the Examination Department at Dow University of Health Sciences was developed to align with the university's mission of producing competent and compassionate healthcare professionals. It began with a thorough SWOT analysis, followed by consultations with internal stakeholders including faculty and staff. Aspirational institutions served as benchmarks, helping shape realistic and impactful goals. The department then outlined a clear roadmap centered around ten strategic goals, focusing on academic quality, equity, innovation, and resource optimization. This structured, collaborative approach ensures that assessment practices evolve in line with global standards while addressing local needs.

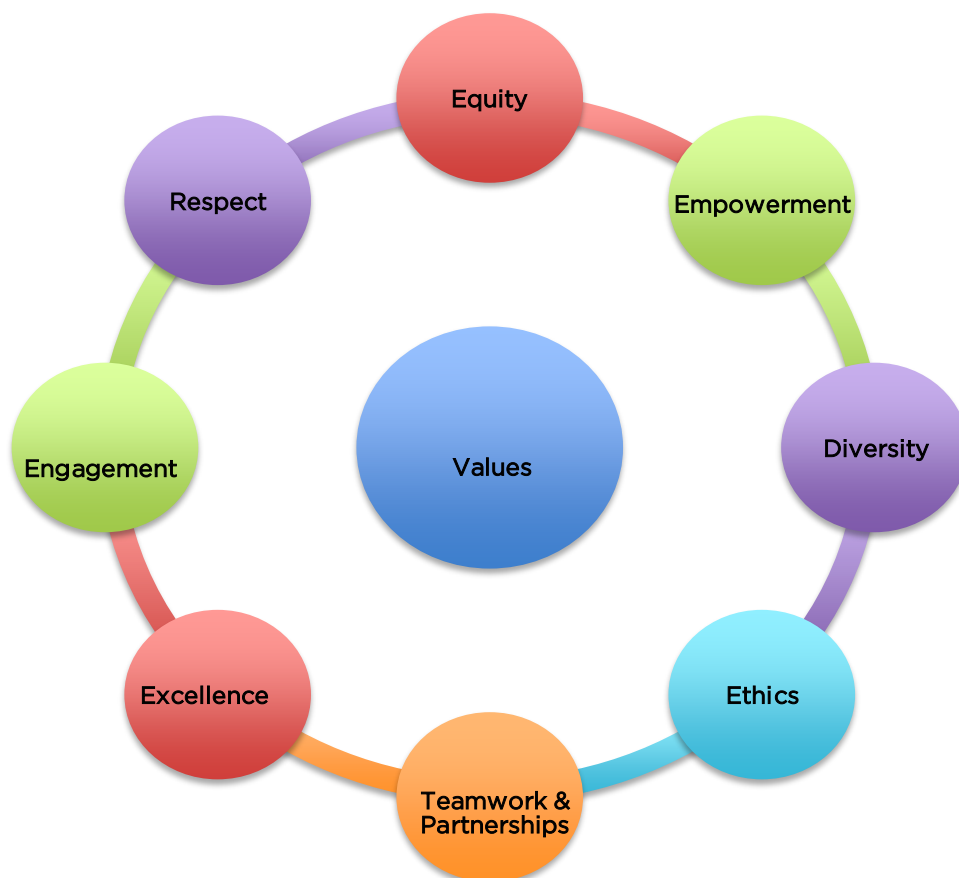
SECTION II: VISION, MISSION & VALUES

VISION

To be a pre-eminent academic institution committed to changing and saving lives.

MISSION

Providing outstanding patient-centered education, training, and clinical care informed by cutting-edge research and innovation generating and disseminating new knowledge.



VALUES

- **Customer Service**
 - Put students first
- **Empathy & Compassion**
 - Understand before you judge
 - Be concerned for the sufferings and misfortunes of others

- **Excellence**

- Be the best and commit to exceptional quality and service

- **Innovation**

- Encourage curiosity, imagine, create, and share

- **Teamwork**

- Engage and collaborate

- **Integrity & Leadership**

- Be a role model and influence others to achieve their best
- Have the courage to do the right thing
- Hold yourself and others accountable

- **Respect & Collegiality**

- Be kind
- Listen to understand
- Value different opinions

STATEMENT OF PURPOSE

The Examinations Department exists to ensure fair, transparent and effective assessment of students' academic performances. Its purpose is to uphold and enhance the academic standards of the institution by designing, implementing and managing examination processes that accurately evaluate students' knowledge, skills and understanding of the curriculum. Through a commitment to integrity, innovation and collaboration, the Examinations Department seeks to contribute to the overall academic excellence of the institution, providing students with a reliable and equitable platform to demonstrate their learning and facilitating the institution's mission of producing well-rounded, capable individuals prepared for success in their chosen fields.

SECTION III: ASPIRATIONAL INSTITUTIONS

Aga Khan University (AKU):

Renowned for its commitment to excellence in healthcare education and research.

AKU's rigorous assessment practices, especially in medical and dental fields, can provide valuable insights into setting high standards for integrity and fairness.

King Edward Medical University (KEMU):

One of the oldest and most prestigious medical institutions in Pakistan.

KEMU's emphasis on academic rigor and continuous improvement in assessment methodologies can offer valuable benchmarks for the Examinations Department.

University of Health Sciences (UHS):

As a specialized institution focusing on healthcare education, UHS demonstrates best practices in assessment methodologies tailored to the unique requirements of medical and health sciences programs. Their emphasis on collaboration and accountability could offer valuable lessons for the Examinations Department.

Punjab Medical College (PMC):

Recognized for its excellence in medical education and clinical training.

PMC's focus on equity and inclusivity in assessment practices can provide meaningful benchmarks for the Examinations Department.

Other institutes which are also strong examples to follow are the NED University, National University for Science & Technology, Islamabad, Quaid-e-Azam University, Islamabad, COMSAT University, Islamabad, University of Karachi & King Abdul Aziz University, Jeddah.

SECTION IV: STRATEGIC GOALS

Goal 1: Enhance Academic Rigor and Quality:

- Align examination processes with the university's commitment to maintaining high academic standards in health and education.
- Regularly review and update assessment methods to ensure they accurately reflect the evolving demands of the healthcare industry.

Goal 2: Ensure Fairness and Equity:

- Develop and implement policies and practices that ensure fair and equitable assessment processes for all students, considering diverse learning needs and backgrounds.
- Regularly audit and refine procedures to minimize biases and promote inclusivity in examination practices.

Goal 3: Promote Student Success and Well-being:

- Implement student-centric examination practices that support the overall well-being and success of health sciences students.
- Provide resources and guidance to help students prepare effectively for examinations.

Goal 4: Strengthen Security and Integrity:

- Enhance security protocols to safeguard examination materials, prevent academic misconduct, and maintain the integrity of assessment processes.
- Implement robust measures to ensure the confidentiality and reliability of examination results.

Goal 5: Align with Accreditation Standards:

- Ensure that examination processes align with national and international accreditation standards for health sciences education.

- Regularly review and update procedures to meet the evolving requirements of accrediting bodies.

Goal 6: Improve Communication and Transparency:

- Establish clear and transparent communication channels with students, faculty, and stakeholders regarding examination policies, procedures, and results.
- Enhance feedback mechanisms to facilitate constructive dialogue and improvement opportunities.

Goal 7: Facilitate Continuous Professional Development:

- Provide ongoing training and development opportunities for examination staff to stay abreast of the latest trends, methodologies, and technologies in health sciences education.
- Foster a culture of continuous improvement and learning within the Examinations Department.
- Implement programs and initiatives to promote character building, ethics, and professionalism.
- Offer training and workshops to enhance practical, communication, and problem-solving skills.

Goal 8: Contribute to Research and Innovation in Assessment:

- Engage in research activities to explore and contribute to innovations in health sciences assessment methodologies.
- Collaborate with relevant departments and institutions to share best practices in examination design and administration.

Goal 9: Embrace Technology and Innovation in Assessment:

- Invest in modern assessment technologies and methodologies to enhance the accuracy, fairness, and efficiency of examinations.

- Explore the use of artificial intelligence and data analytics to provide personalized feedback and improve assessment outcomes.
- Continuously evaluate and adapt assessment practices to align with emerging trends and advancements in educational technology.

Goal 10: Optimize Resource Utilization:

- Streamline examination processes to optimize resource utilization, ensuring cost-effectiveness and sustainability.
- Evaluate and invest in necessary infrastructure and technology upgrades to support efficient examination management.

By aligning strategic goals with the institution's mission and vision, the Examinations Department can contribute significantly to the overarching objectives of developing competent, compassionate doctors and advancing the institution's position as a pre-eminent academic institution committed to changing and saving lives.

OBJECTIVES, OKRs & KPIs

OBJECTIVES

Given the above mentioned characteristics the following should be achieved:

#1: Formation of SOPs & Job Descriptions along with Organogram

Key Results	Identification of job distribution among personnel, presence of standard SOPs will facilitate smooth functioning of the department
Review frequency	Every 9 to 12 months
Responsibility	Finance Directorate, P&D, Dr Mohsina, Deputy Controller (Gen. Sect.) Mr Rohit Kumar, Assistant Controller

#2: Induction of new personnel

Key Results	Redistribution of workload, dedicated persons for specific related jobs
Review frequency	Every 6 months (March & September)
Responsibility	HR & COE

#3: Revision in current salary package with incentives/appreciation for achieving targets

Key Results	Job satisfaction, Personnel retention facilitated
Review frequency	As per DUHS policy
Responsibility	Finance Directorate, HR, COE

#4: Updating Server & System security

Key Results	Ensuring foolproof security for departmental data, facilitation of regular system check-ups and preventing data damage/loss
Review frequency	Every 3 to 6 months
Responsibility	IT dept, Prof Rukhsana Rubeen, Ms Faiza, Deputy Controller (Conf. Sect.), Mr Muzammil, Junior Computer Operator

#5: Conducting periodical training workshops

Key Results	Facilitate personnel performance, improve workforce output
Review frequency	Every 6 months (March & September)
Responsibility	IT dept, Prof Rukhsana Rubeen, Mr Shoaib, Senior Data Processing Officer

#6: Construction of large Examination Halls & storage areas

Key Results	Better exam conduction, facilitation of round-the-year Exams & Entry Tests, secure storage of sensitive exam material.
Review frequency	Every 6 to 9 months for maintenance purposes
Responsibility	Finance Directorate, P&D, Dr Mohsina, Deputy Controller (Gen. Sect.), Ms Faiza, Deputy Controller (Conf. Sect.), Mr Shoaib, Senior Data Processing Officer

SECTION V: RESOURCE PLANNING FOR ACHIEVING STRATEGIC GOALS

To meet its strategic goals, the Examination Department requires proper resource planning across several areas. Human resources will be strengthened by recruiting qualified staff and offering continuous professional development. Financial investment is needed for infrastructure upgrades, performance-based incentives, and technology enhancements. Technological resources, including secure digital platforms and AI tools, will support modernization, while strong data protection systems will ensure confidentiality. Infrastructure improvements, such as the construction of dedicated examination halls, are vital. Partnerships with external institutions and accrediting bodies will also play a key role in enhancing assessment quality and aligning with best practices.

SECTION VI: IMPLEMENTATION & MONITORING OF THE STRATEGIC PLAN

Implementation of the strategic plan will follow a phased approach: short-term actions will address staffing and policy development; medium-term efforts will focus on infrastructure and technology integration; and long-term initiatives aim to establish a research-driven, fully digitized system. A dedicated committee will oversee progress, supported by clearly defined responsibilities and regular performance reviews. Key performance indicators will measure outcomes such as efficiency, student satisfaction, and exam integrity. Continuous feedback from stakeholders will guide adjustments, and biannual progress reports will ensure accountability and transparency throughout the process.

SECTION VII: LIST OF APPENDICES

No.	DESCRIPTION
A	SWOT Analysis
B	TOWS Matrix

APPENDIX A: SWOT ANALYSIS

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. Dedicated, hard-working, loyal team. 2. Strong 2nd line leadership 3. Centralized system 4. SOPs followed strictly 5. Localized Server that is password protected. 6. Fully documented Q bank record 7. Online and On-campus exam conduction capacity 8. Academic calendar application 9. Documentation of record 10. Govt. Accredited viz; PM&DC, PNC, HEC, NEBAC, ISO. 11. Personnel learn from mistakes and try to find alternative solutions to problems. 12. Different versions of exam paper made. 	<ol style="list-style-type: none"> 1. Shortage of staff 2. Lack of training and development 3. No definite promotion policy and structure 4. No dedicated halls for exam conduction and storage of sensitive exam material 5. Danger of loss of motivation 6. Unequal financial benefits 7. Marks do not reach on time 8. Lists signed by the Principals/HODs are submitted by institutes where Roll numbers of candidates do not match their names 9. Award lists (of marks) filled in Viva exams are incorrectly filled or sometimes left blank re some students. 10. Fee issues remain pending till the last moment 11. Paper & OSCE/OSPE setting is done till the 11th hour 12. Eligibility lists keep on changing, especially with IBHM.
OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> 1. Integrated systems (continuous integration). 2. Train the Trainer. 3. Multi-dimensional program portfolio present. 4. Transparency and integrity present MDCAT conducted successfully twice. 5. Reasonable financial options should be offered. 6. Personnel should be promoted as most of them are serving in same post since a long time. 7. There is a lot of on-the-job learning. 	<ol style="list-style-type: none"> 1. Affiliated Nursing Institutes 2. Poor employee retention policy 3. Low salary & Non-uniform pay scale for regular (low) and contract (higher) employees poses danger to loss of personnel. 4. No rewards and recognition system present. 5. Reorganization needed for Exam department. 6. Paper leakage possibility BUT has not occurred yet.

APPENDIX B: TOWS MATRIX

			OPPORTUNITIES	THREATS
			<ol style="list-style-type: none"> 1. Integrated systems (continuous integration). 2. Train the Trainer. 3. Multi-dimensional program portfolio present. 4. Transparency and integrity present MDCAT conducted successfully twice. 5. Reasonable financial options should be offered. 6. Personnel should be promoted as most of them are serving in same post since a long time. 7. There is a lot of on-the-job learning 	<ol style="list-style-type: none"> 1. Affiliated Nursing Institutes 2. Poor employee retention policy 3. Low salary & Non-uniform pay scale for regular (low) and contract (higher) employees poses danger to loss of personnel. 4. No rewards and recognition system present. 5. Reorganization needed for Exam department. 6. Paper leakage possibility BUT has not occurred yet.
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<p>HEC, NEBAC, ISO.</p> <p>11. Personnel learn from mistakes and try to find alternative solutions to problems.</p> <p>12. Different versions of exam paper made.</p>		
WEAKNESSES	WO	WT
<p>1. Shortage of staff</p> <p>2. Lack of training and development</p> <p>3. No definite promotion policy and structure</p> <p>4. No dedicated halls for exam conduction and storage of sensitive exam material</p> <p>5. Danger of loss of motivation</p> <p>6. Unequal financial benefits</p> <p>7. Marks do not reach on time</p> <p>8. Lists signed by the Principals/HODs are submitted by institutes where Roll numbers of candidates do not match their names</p> <p>9. Award lists (of marks) filled in Viva exams are incorrectly filled or sometimes left blank re some students.</p> <p>10. Fee issues remain pending till the last moment</p>	<p>1. Align promotions with performance, loyalty, and dedication to improve morale and reduce dissatisfaction.</p> <p>2. Offer salary increments and rewards based on merit, participation in training, and contributions to the exam system.</p> <p>3. Enhance the competency of current staff and reduce the burden caused by the shortage of trained personnel.</p> <p>4. Maintain a high-quality, up-to-date question bank despite staffing limitations.</p> <p>5. Use available resources or seek funding to create or repurpose spaces for exam conduction.</p>	<p>1. Address lack of promotion and financial disparity to minimize the risk of losing experienced personnel.</p> <p>2. In case of attrition due to lack of opportunities, robust systems ensure continuity.</p> <p>3. Mitigate risks associated with limited staff handling critical data.</p> <p>4. Optimize workload, especially with staff shortages, to avoid burnout and performance drop.</p>

<p>11. Paper & OSCE/OSPE setting is done till the 11th hour</p> <p>12. Eligibility lists keep on changing, especially with IBHM.</p>		
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