



COLLEGE OF MEDICINE & DENTISTRY AT THE HILLS

ASSESSMENT POLICY

**BACHELOR OF MEDICINE, BACHELOR OF SURGERY
(MBBS)**

FOR THE YEAR 2025-26

Department of Medical Education

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Department of Medical Education				
Assessment Policy				
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1. PURPOSE

The Student Assessment Policy aims to define the assessment practices for the undergraduate MBBS program at the College of Medicine and Dentistry at the Hills, Abbottabad, in alignment with the guidelines of the PMDC and Khyber Medical University (KMU). Developed by the Curriculum Committee, this policy ensures a consistent, effective, and transparent assessment system throughout the medical curriculum.

The assessment policy for the undergraduate MBBS program at the College of Medicine and Dentistry at the Hills, Abbottabad, is founded on the following key principles:

- **Validity:** Assessments must accurately measure the extent to which students have achieved the intended learning outcomes and competencies.
- **Reliability:** The assessment process should ensure consistency and fairness, where student performance is evaluated objectively across different contexts.
- **Transparency:** Assessment criteria, processes, and results must be clear and accessible to both students and faculty to avoid ambiguity.
- **Formative and Summative Balance:** The assessment approach should include both formative assessments to support student learning and improvement, and summative assessments to judge final competency and qualification.
- **Alignment with Learning Objectives:** All assessments must align with the overall curriculum structure, ensuring that they measure the appropriate knowledge, skills, and attitudes expected from students at each stage of the program.
- **Continuous Feedback:** Assessments should provide timely feedback to students to guide their learning and help them improve over time.
- **Ethical Conduct:** The assessment process should uphold academic integrity, and students should be evaluated fairly without any form of discrimination or bias.

2. ASSESSMENTS

Assessments within the MBBS program at the College of Medicine and Dentistry at the Hills, Abbottabad consist of both formative and summative evaluations. These assessments are integral to monitoring student progress and academic performance.

Formative Assessment

Formative assessments, accounting for 20% of the total marks assigned to each block, serve as ongoing evaluations designed to provide feedback and facilitate learning. The allocation of this 20% can be determined in accordance with the blueprint of KMU and further distributed as per the academic council's recommendations. Formative assessments are conducted after the completion of each module, ensuring that students receive timely feedback to enhance their understanding and performance.

Summative Assessment

Summative assessments, which comprise the majority of the assessment weighting (80% of all marks), are conducted and overseen by KMU, as part of the annual examination process. The summative annual examination is organized and conducted by KMU, which carries out the evaluation and grading. This summative assessment evaluates students' comprehensive understanding of the curriculum and accounts for a significant portion of their final scores.

Assessment Tools

Various assessment tools are employed throughout the MBBS program to comprehensively gauge students' knowledge, skills, and professional competencies. In the Final (PRIME) Year, the assessment strategy intensifies to focus on synthesis and readiness for practice. These tools include:

- **Written Examinations:** Encompassing Multiple Choice Questions (MCQs) and Short Essay Questions (SEQs) to evaluate theoretical knowledge and clinical reasoning.
- **Performance Assessments:** Including Objective Structured Practical Examinations (OSPE) and Objective Structured Clinical Examinations (OSCE) to objectively assess practical and clinical skills in a standardized setting.
- **Workplace-Based Assessments (WBAs):** Tools used in clinical environments to monitor ongoing development. These include:
 - **Clinical Logbooks:** Electronically or manually maintained records of clinical exposures, procedures performed, and skills demonstrated, subject to periodic audit and verification.
 - **Mini-CEX (Mini-Clinical Evaluation Exercise):** Direct observation and feedback on focused patient encounters.
 - **DOPS (Direct Observation of Procedural Skills):** Assessment of practical procedural skills.
- **Portfolio-Based Assessment:** A structured collection of work demonstrating growth and competence over time. This includes the **Longitudinal Patient Panel (LPP)**, reflective journals, procedure logs, and other evidence of professional development.
- **Complex Clinical Evaluations:**
 - **Long Cases:** Comprehensive assessments of a single patient encounter, focusing on in-depth history-taking, physical examination, clinical reasoning, and management planning.
- **Assignments and Projects:** Including presentations, research projects, and the **Capstone PRIME Project**, which are designed to enhance critical thinking, research skills, and the ability to synthesize knowledge across disciplines.

Assessment Compilation and Sharing

At the culmination of each academic session, the Examination Cell compiles the total assessment scores. This score is shared with KMU for inclusion into the annual score. KMU completes, formulates, and declares the final score.

3. Quality Assurance of Assessments:

A Collaborative Framework with KMU

The CMDH operates its assessment system within a robust quality assurance framework established by KMU. This ensures that all evaluations—before, during, and after—meet rigorous standards of validity, reliability, and fairness.

1. Pre-Assessment Quality Assurance Procedures

A multi-layered pre-assessment quality assurance process is in place, involving KMU and all affiliated medical colleges, with a specific focus on **item flaws assessment** and **content validity**.

At the College Level (CMDH - Internal Assurance):

Blueprint Alignment: All assessment instruments (MCQs, SEQs, OSCE stations) are first mapped against the predefined module blueprint, which details the curriculum content and learning objectives. This ensures the assessment has **content validity** by accurately sampling from the entire curriculum.

Internal Peer Review: Draft question papers and practical stations are reviewed by the Module Planning Committee (MPC) and other subject experts within the department to identify and eliminate technical item flaws (e.g., ambiguous phrasing, cueing, multiple correct answers).

External Examiner Review: For major internal examinations, as per policy, external subject specialists review and validate the assessment content, providing an additional layer of scrutiny for both content validity and technical quality.

At the University Level (KMU - External Assurance):

- **Scrutiny and Vetting:** For summative annual examinations, KMU conducts a final, comprehensive review of the question submitted by constituent and affiliated colleges through electronic web-portal. This process is designed to identify any remaining item flaws and to standardize the difficulty level and quality across all institutions.
- **Standard Setting Workshops:** KMU also conduct workshops (e.g., using the Angoff or Ebel methods) to establish a scientifically defensible passing standard for examinations, which is a critical pre-assessment quality assurance activity.

2. Post-Assessment Quality Assurance Procedures

Systematic post-assessment quality assurance procedures, primarily **item analysis**, are a mandatory part of the evaluation cycle.

At the College Level (CMDH - Internal Analysis):

The CMDH Examination Cell is responsible for conducting **post-assessment analysis** for all internal examinations. This includes performing **item analysis** on MCQs to calculate key metrics such as:


- **Difficulty Index (p-value):** To determine if a question was too easy or too hard.
- **Discrimination Index (D):** To determine how well a question distinguishes between high-performing and low-performing students.
- **Distractor Efficiency:** To analyze the effectiveness of incorrect options.

The results of this analysis are used to identify flawed questions, which are then discussed by the MPC and either revised, removed from the question bank, or used as teaching points.

At the University Level (KMU - External Analysis):

For summative examinations, KMU undertakes a comprehensive statistical analysis of the results. This includes large-scale item analysis to maintain the quality of the central question bank and to ensure the overall reliability of the examination.

In summary, CMDH, in partnership with KMU, has established a comprehensive quality assurance ecosystem for assessments. This system integrates internal checks at the college level (like peer review and internal item analysis) with external oversight and standardization by



the university (through vetting, external examiners, and post-exam analysis), ensuring that all assessments are valid, reliable, and fair.

4. EXAMINATION CELL

EXAMINATION CELL STRUCTURE

Patron-in-Chief

- Provides overall guidance and support to the Examination Cell Core Committee.
- Offers insights and recommendations for enhancing examination processes.
- Ensures that the committee operates within the institution's vision and mission.

Director DME as Controller

The Controller of examinations is responsible for managing the entire examination process.

- **Examination Process Oversight:** Manages the examination lifecycle, ensuring adherence to policies and procedures.
- **Quality Assurance:** Assures the quality of examinations, validating content, and maintaining credibility.
- **Collaboration:** Works with the Assistant Controller, MPCs, and Block Coordinators for streamlined processes.
- **Result Declaration:** Responsible for final result declaration, ensuring accuracy and fairness.
- **Review and Evaluation:** Continuously reviews processes and identifies areas for improvement.

Assistant Controller

Supports the Controller/Director DME in maintaining the integrity and efficiency of examination processes.

- **Controlling Examination Processes:** Ensures smooth execution, manages schedules, and assists in the process.
- **Content Management:** Securely manages examination content.
- **Record Keeping:** Maintains records of examination activities.
- **Result Analysis:** Participates in conducting result analyses.
- **Efficiency Optimization:** Proposes process improvements and technology implementations.

Block Coordinators

Vital for ensuring the smooth execution of examinations within their respective modules.

- **Content Collaboration:** Collaborate with MPCs and relevant faculty to prepare examination content.
- **Examination Conduction:** Oversee execution, ensure adherence to schedules, and maintain a conducive environment.
- **Invigilation Oversight:** Manage and ensure adherence to examination rules.
- **Interaction Facilitation:** Act as a bridge between the Examination Cell and faculty.
- **Quality Maintenance:** Maintain examination quality within their modules.
- **Assist in Grievance Resolution:** Help resolve subject-specific grievances.



Members

Subject matter experts and advisors focusing on relevant subject areas.

- **Leverage Subject Expertise:** Enhance the quality and relevance of examination content.
- **Advise Block Coordinators:** Collaborate to maintain the integrity of examination questions.
- **Contribution:** Contribute to subject-specific assessment tool development.
- **Enhance Quality:** Improve subject-specific examinations and alignment with high standards.

EXAMINATION CELL FUNCTIONS

Yearly Annual Calendar of Exams

- Collaborates with MCPs and Block Coordinators to draft the annual examination calendar.
- Submits the calendar for approval through the Academic Council.
- Conveys the approved calendar to the Examination Cell before the academic year.

Meeting Schedules

- Devises comprehensive meeting schedules with MCPs and Block Coordinators for the academic year.
- Ensures all stakeholders are informed of their roles and responsibilities.

Examination Planning and Coordination

- Responsible for planning and coordinating examinations, including the development of question papers and examination logistics.
- Coordinates with external authorities to ensure adherence to standards.

Logistics and Infrastructure

- Assists with examination hall availability, invigilators, and infrastructure.
- Ensures a conducive environment for students.

Result Compilation and Dissemination

- Compiles and disseminates examination results, ensuring accuracy and fairness.

Remediation and Supplemental Assessment

- Determines remediation and supplemental assessments for students encountering academic challenges.

Standard Setting

- Establishes standards in assessments and determines passing grades or cut scores.

Student's Grievances on Assessment

- Processes written applications related to grievances and addresses issues through the student grievances committee.

5. EXAMINATION CELL PROCESS

Module Planning Committee Responsibilities

The Module Planning Committee coordinates and plans examinations, including:

- **Curriculum Alignment:** Ensures examination content aligns with the curriculum.
- **Question Bank Maintenance:** Maintains a centralized question bank for each module.
- **Scheduling Assistance:** Collaborates to establish examination schedules.
- **Examination Conduction:** Oversees the examination process.
- **Recommendations:** Provides recommendations for examination content and formats.
- **Conflict Resolution:** Assists in resolving planning and execution conflicts.
- **Quality Assurance:** Ensures examination content meets quality standards.

Examination Cell Responsibilities

The Examination Cell ensures the effectiveness of examination processes, including:

- **Developing an Annual Calendar:** Creates schedules for all formative examinations.
- **Conducting Examinations:** Oversees examination conduction and adherence to guidelines.
- **Result Declaration:** Compiles, verifies, and shares results.
- **Identifying Underachievers:** Facilitates guidance and counseling for underachieving students.
- **Innovation and Quality Enhancement:** Introduces innovative practices and uses technology.
- **Maintaining Records:** Keeps records of all examination activities.
- **Communication with Other Institutes/KMU:** Establishes communication channels for collaboration.
- **Feedback Collection and Addressal:** Solicits feedback and addresses concerns.

Integrative Functioning of Examination Cell

- **Collecting Assessment Contents:** Collaborates with faculty to develop and submit assessment items.
- **Submission and Mapping:** Evaluates and maps submitted items to Module/Block Blueprints.
- **Assessment Tool Bank Management:** Manages banks of assessment items.
- **Revision and Review:** Reviews and revises submitted items.
- **Finalization of Examination Content:** Finalizes content before the assessment.
- **Student Assessment:** Oversees logistical arrangements and invigilation.
- **OMR Scanner Operation:** Utilizes OMR scanners for grading MCQs.
- **Post-Assessment Analysis:** Reviews feedback and statistical reports for improvements.
- **Score Compilation and Display:** Compiles and displays results within six weeks.

6. STANDARD OPERATING PROCEDURES FOR STUDENTS

Students play a critical role in maintaining examination integrity. SOPs include:

- **Student Attendance and Punctuality:** Arrive 30 minutes early, sign attendance, and follow late arrival rules.
- **Student Conduct in Examination Halls:** Maintain silence, refrain from communication, and follow invigilator instructions.
- **Banned Items and Use of Electronic Gadgets:** Submit prohibited items and follow guidelines to avoid disqualification.
- **STMC-ID Card and Identification Requirements:** Present ID card and verify identity.
- **Correct Handling of Question Papers and Answer Sheets:** Handle securely and avoid unauthorized copies or communication.
- **Collaboration, Cheating, and Academic Integrity:** No collaboration or cheating; report misconduct.

7. SECRECY AND CONFIDENTIALITY

Data Encryption and Confidentiality Measures

- **Data Encryption:** Implemented to protect sensitive information.
- **Strict Access Control:** Access is restricted to authorized personnel.

Authorized Personnel

- **Controlled Access:** Only authorized individuals, including the Dean, Controller/Director, Assistant Controller, and Computer Operator, can access confidential materials.

Commitment to Trust and Integrity

- **Confidentiality:** Ensures sensitive information is accessible only by authorized personnel.

8. APPEAL POLICY FOR STUDENT ASSESSMENT GRIEVANCES

The CMDH is committed to ensuring fairness, transparency, and justice in all its assessment processes. To this end, a structured appeal policy is in place for students who wish to challenge assessment outcomes. The policy is divided into two distinct pathways for Internal (Formative) and External (Summative) assessments.

1. Appeal for Internal (Formative) Assessments

Internal assessments are conducted and managed by the CMDH Examination Cell. Any grievance concerning these assessments must be resolved internally.

Grievance Authority: The Examination Cell of CMDH is the final authority for resolving all grievances related to internal formative assessments, module exams, and in-training evaluations.

Procedure & Channel:

- The student must submit a formal, written application to the Examination Cell, specifically addressing the Assistant Controller or Controller of Examinations.
- This application must be submitted through the proper channel, which typically involves endorsement from the student's academic advisor or year coordinator.

- The application must be made within 7 calendar days of the display of the internal assessment results or the occurrence of the grievance.

Resolution Process:

- The Examination Cell will convene to review the application.
- The matter may be referred to the Student Grievances Committee for a thorough investigation, which may include re-evaluation of answer sheets, review of marking criteria, and interviews with involved faculty.
- A final decision will be communicated to the student in writing.

2. Appeal for External (Summative) Assessments

Summative assessments (Annual Examinations) are conducted, evaluated, and graded by KMU. Therefore, CMDH does not have the authority to alter these results. The appeal process for these examinations is directed externally.

Grievance Authority: The Controller of Examinations at KMU is the final authority for summative assessment appeals.

Procedure & Channel:

- A student wishing to appeal an external result must submit a formal appeal through the Principal's Office of CMDH.
- The Principal's Office will formally endorse and forward the appeal to the KMU Controller of Examinations.
- The appeal must be filed within the deadline specified by KMU's examination regulations, which typically follows the official declaration of results.

Resolution Process:

The entire process of re-checking, re-assessment, or any other form of appeal is managed and executed directly by KMU according to its own policies and procedures.

CMDH will facilitate communication but cannot influence the outcome of the appeal.

This structured policy ensures that every student has the right to a fair hearing for any academic grievance, with clear lines of responsibility and defined timelines for a prompt and just resolution.

9. POLICY ON EXTERNAL EXAMINERS


Rationale and Principles

The inclusion of External Examiners in the assessment process is a cornerstone of academic integrity, ensuring fairness, transparency, and the maintenance of national standards. Their independent scrutiny provides an objective validation of student performance, assessment methods, and academic standards, thereby safeguarding the credibility of the MBBS degree awarded by the CMDH.

Scope and Implementation

For Internal (Formative & Block) Assessments (20%):

To ensure objectivity in internal evaluations, the Office of the Principal, CMDH, in consultation with the Director of DME, shall formally appoint and invite subject specialists



from other recognized medical institutions to serve as External Examiners for major block examinations and practical/oral assessments.

Appointment Process: The DME will initiate the process by identifying the need and proposing a panel of eligible external experts for the Principal's approval.

- Role: These external specialists will be involved in:
- Reviewing and co-validating question papers.
- Observing and grading performance in OSCEs, OSPEs, and viva voce examinations.
- Participating in mark standardization and moderation meetings.

Objective: Their involvement ensures that internal assessments are benchmarked against external standards, minimizing institutional bias and providing students with a fair and impartial evaluation.

For Annual (Summative) Examinations (80%):

For the final summative examinations, the policy and procedures of KMU are fully adopted and implemented. KMU, as the awarding body, inherently mandates and manages the inclusion of External Examiners in the annual examination process. The CMDH Examination Cell fully facilitates this by providing all necessary support and logistics as required by the KMU Controller of Examinations.

Key Benefits of the External Examiner System

This dual-layered approach (internal and external) ensures:

- Fairness and Objectivity: Reduces potential bias and ensures all students are evaluated against the same rigorous standards.
- Academic Standardization: Aligns CMDH's academic standards and assessment practices with those of other medical colleges across the region.
- Quality Assurance: Provides an external quality check on the curriculum delivery and assessment methods.
- Enhanced Credibility: Bolsters the value and recognition of the MBBS degree by demonstrating a commitment to transparent and robust assessment practices.

By implementing this policy, CMDH reaffirms its unwavering commitment to conducting assessments that are not only rigorous and comprehensive but also equitable and transparent, thereby upholding the highest principles of medical education.

10. CONCLUSION

The Examination Cell Policy at the College of Medicine and Dentistry at the Hills, Abbottabad is crucial for ensuring fairness, integrity, and transparency in examination processes. This guidebook outlines policies and procedures to maintain high standards and adhere to KMU and PM&DC guidelines. The Examination Cell's commitment to excellence supports academic success and the institution's mission.

11. PROFORMA

Mini-CEX (Mini Clinical Evaluation Exercise) Proforma College of Medicine and Dentistry at the Hills, Abbottabad

Trainee Name: _____ Observer Name: _____

Date: _____ Clinical Setting: _____

Patient Case/Condition: _____

Domain	Below Expectations	Meets Expectations	Exceeds Expectations	Comments/Feedback
History Taking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	
Physical Examination	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	
Clinical Judgment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	
Communication Skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	
Professionalism	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	
Organization & Efficiency	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	
Counseling & Patient Education	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	

Global Rating of the Encounter	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Overall Clinical Competence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	

Feedback and Action Plan	Comments
Strengths	_____
Areas for Improvement	_____ _____
Action Plan/Next Steps	_____ _____

Time Spent on Observation: _____ mins Time Spent on Feedback: _____ mins

| Observer Signature: _____ | Teacher Signature: _____ |