



COLLEGE OF MEDICINE & DENTISTRY AT THE HILLS

FEEDBACK MECHANISM (GUIDEBOOK)

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

FOR THE YEAR 2026

Department of Medical Education



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PREFACE:

In our unwavering pursuit of academic excellence and commitment to upholding the highest standards in medical education, the College of Medicine and Dentistry at the Hills, Abbottabad introduces the "Feedback Mechanism (Guidebook)." This guide is designed to serve as a compass in our ongoing journey to enhance the teaching and learning experience within our integrated curriculum. It highlights the significance of module evaluation, detailing why and how we collect feedback to foster positive change and improvement. Rooted in principles of transparency and accountability, this guide underscores our dedication to sharing outcomes, leveraging technology, and maintaining confidentiality. We extend our deepest gratitude to our faculty and students whose steadfast dedication fuels our mission to inspire, innovate, and elevate medical education.



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INTRODUCTION

The College of Medicine and Dentistry at the Hills, Abbottabad, stands at the forefront of medical education, committed to excellence in teaching and continuous improvement. Our journey towards delivering superior medical education has been significantly advanced through the successful implementation of an integrated curriculum. This achievement drives our commitment to a standardized approach to ongoing module evaluation. At the core of this effort is the belief that module evaluation is essential for enhancing teaching methods and improving learning opportunities for our students.

The "Feedback Mechanism (Guidebook)" embodies our vision of fostering an educational environment that not only embraces change but actively seeks it. In the dynamic field of medical education, adaptability and continuous improvement are crucial. This guidebook provides a comprehensive understanding of the purpose and scope of our evaluation policy, detailing its indispensability, and its integral role in our commitment to excellence.

POLICY OF THE FEEDBACK MECHANISM

2.1 Purpose


The primary purpose of this policy is to establish a structured framework for the systematic evaluation of modules/blocks within the College of Medicine and Dentistry at the Hills, Abbottabad's curriculum. It aims to enhance the quality of teaching, learning, and assessment, ultimately improving the overall student experience.

2.2 Scope

This policy covers the entire process of evaluation as detailed in this guidebook. It applies to all teaching and learning processes, assessments, and other relevant areas of undergraduate medical education at the College and involves students, faculty, and administrative staff.

2.3 Policy Guidelines

1. **Feedback Framework:** Establishes a standardized evaluation mechanism to ensure consistency and comprehensiveness in assessing the educational process.
2. **Transparency:** Emphasizes transparency in the evaluation process, from data collection to action planning, to maintain credibility and trust.
3. **Confidentiality:** Stresses the importance of maintaining confidentiality of feedback data while allowing anonymous submissions to encourage candid responses.
4. **Timeliness:** Promotes timely feedback collection and response mechanisms to address concerns promptly.
5. **Continuous Improvement:** Encourages using feedback data to drive continuous improvement in teaching, curriculum design, and student support services.

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6. **Ethical Conduct:** Reinforces ethical guidelines to ensure fair and unbiased evaluations.

2.4 Responsibilities

- **Academic Council:** Approves the annual evaluation calendar and oversees policy implementation.
- **Program Evaluation Committee (PEC):** Oversees development, implementation, evaluation, reporting, and review of the program through feedback. The Director of Medical Education leads the PEC.
- **IT Department:** Manages the technical aspects of the feedback platform, including dissemination, collection, and secure data handling.
- **Faculty, Students, and Other Stakeholders:** Faculty members encourage student participation and provide feedback, while students must engage in constructive feedback.

2.5 Review and Revision

This policy will undergo periodic review and revision to align with evolving educational needs and standards. The guidebook provides detailed procedures for effective implementation of this policy.

KEY OBJECTIVES OF FEEDBACK MECHANISMS

1. **Quality Assurance:** Ensures high standards of learning, teaching, and assessment, serving as a mechanism for continuous improvement.
2. **Ethical Conduct:** Adheres to strict ethical guidelines, ensuring fairness, transparency, and confidentiality.
3. **Inclusivity:** Methods are designed to be inclusive and accessible to all students, avoiding disadvantages or exclusion.
4. **Timely Response:** Feedback is addressed promptly, considering student needs and acting in a timely manner.
5. **Transparent Communication:** Actions based on feedback are communicated transparently and within agreed-upon timeframes.
6. **Fostering Self-Assessment:** Encourages students to engage in self-assessment and contribute to the enhancement of their education.

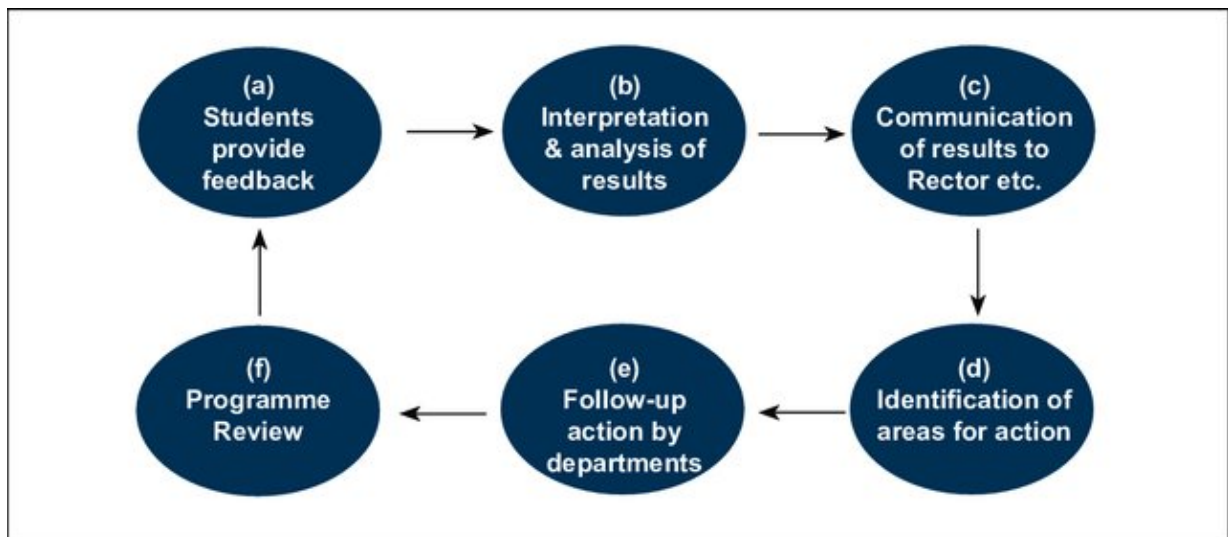
IMPORTANCE OF FEEDBACK

Feedback is essential in a newly implemented curriculum because it:

- Allows continuous, iterative improvement of module content and teaching methods.
- Provides feedback to teachers on the quality of teaching.
- Helps teachers understand what approaches students find valuable.
- Alerts teachers to problems and suggests solutions.
- Demonstrates to students that their opinions are valued and acted upon.
- Provides evidence of good practice to administrators.
- Supports career advancement.

THE STUDENT FEEDBACK CYCLE


The student feedback cycle is a cyclical process. Suzanne Gutt's work on student feedback offers a useful starting point.



TIMEFRAME OF MODULE FEEDBACK: A GLIMPSE OF LITERATURE

The timing of evaluation depends on resources, the novelty of the curriculum, and areas needing evaluation. For a modular curriculum, it is advised to start broadly and narrow down to specific areas. Mid-module evaluation is impactful as it addresses student concerns and suggests improvements. End-of-module evaluation provides valuable data for teachers to reflect on the entire module and plan future iterations. Combining mid and end-of-module evaluations is also effective, though end-module evaluation is strongly recommended here.

Areas to Explore



Feedback should be uniform across various module aspects. When a module is new, general issues should be explored, while later evaluations should address specific issues. Key areas include:

- Module content (topics, difficulty, usefulness, appropriateness).
- Timetabling and module structure (organization, management).
- Teaching methods and approaches (style, specialists, formative teaching).
- Resources and equipment (rooms, IT, library, specialist equipment).
- Assessment (fairness, support, preparation activities).

PUBLICATION AND DISSEMINATION OF RESULTS

Results from module evaluations, along with actions taken in response, will be published and disseminated to promote transparency and accountability. This fosters trust and encourages active participation.

DIGITAL PLATFORM AND FEEDBACK COLLECTION

The College will utilize its official Learning Management System (LMS) for online feedback collection. Feedback forms will be triggered after each module/block, with results from previous modules displayed upon submission. The standardized feedback form will be available on the official website and LMS, with QR codes displayed in the college. Additionally, links to feedback forms will be shared by the IT Expert at the prescribed times.


SCHEDULES OF FEEDBACK

Feedback schedules will be finalized through the chairperson of the Module Planning Committee and concerned faculty, following approval from the Academic Council. The annual feedback calendar will then be implemented.

10.1 Tools for Feedback

The College prioritizes well-established feedback instruments and questionnaires that align with quality assurance standards set by Khyber Medical University, Peshawar, and the Higher Education Commission (HEC) of Pakistan. Updated feedback forms are attached as annexures.

10.2 Places or Processes to be Evaluated



Feedback will be gathered at the following occasions:

1. **End of Block Student Feedback:** Collected at the end of each block to assess the teaching and learning process.
2. **End of Block Teacher Feedback:** Collected from teachers at the end of each block to evaluate their perspective on the process.
3. **End of Block Assessment Feedback:** Gathered immediately after assessments to capture students' insights.
4. **Skill Lab Feedback:** Obtained at the end of each skill lab session.
5. **QEC Feedback:** Collected according to guidelines from QEC of Khyber Medical College/HEC.
6. **Hospital Internship/Rotation Feedback:** Solicited at the end of each department rotation during internships.

CONFIDENTIALITY AND ANONYMITY:

11.1 Feedback collected through the module evaluation process will be treated with the utmost confidentiality. Students and faculty will have the option to provide anonymous feedback to encourage honest and candid responses. It is important to note that access to the submitted feedback shall only be granted to the Director of DME and the institute's executives.

CONTINUOUS IMPROVEMENT:

12.1 Module evaluation is an ongoing and iterative process at CMDH. Feedback data will be analyzed regularly to identify areas for improvement and areas of success. The college will implement action plans based on feedback to address concerns and enhance the overall educational experience.


STANDARD OPERATING PROCEDURES

13.1 Program Evaluation Committee (PEC):

13.1.1 Formation and Composition:

- Patron in Chief: The Dean of CMDH shall serve as the Patron in Chief of the PEC.
- Chairperson: The Director of Medical Education will assume the role of Chairperson for the PEC.
- Members: The PEC shall consist of members representing various blocks or academic departments. Each block's head or coordinator will serve as a member of the PEC.

13.1.2 Meeting Schedule and Notification:

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- Regular Meetings: The PEC will convene for regular meetings to assess and evaluate the effectiveness of academic programs. The frequency of these meetings will be determined by the Chairperson, but it is recommended that they occur at least once per academic term.
 - Special Meetings: Special meetings may be called by the Chairperson or upon request by any PEC member to address specific program evaluation needs.
 - Notification: The Chairperson or designated PEC secretary will notify all members of upcoming meetings, providing sufficient notice to ensure attendance.

13.1.3 Agenda and Documentation:

- Agenda Preparation: The Chairperson, in consultation with the Dean, will prepare the agenda for each PEC meeting. The agenda will include topics for discussion and evaluation.
- Documentation: Relevant documents, reports, and data related to program evaluation will be shared with PEC members in advance to facilitate informed discussions.

13.1.4 Conducting Feedbacks:

- Feedback Parameters: The PEC will establish clear parameters and criteria for program evaluation. These parameters may include student performance, curriculum effectiveness, faculty contributions, and other relevant factors.
- Data Collection: The PEC will oversee the collection of data and feedback from students, faculty, and other stakeholders as needed for program evaluation.

13.1.5 Data Analysis and Reporting:

- Data Analysis: The DME, in collaboration with PEC members, will analyze the collected data to assess program strengths, weaknesses, and areas for improvement.
- Reports: Based on the data analysis, the PEC will generate comprehensive reports highlighting key findings and recommendations for enhancing the quality of academic programs.

13.1.6 Recommendations and Action Plans:

- Recommendations: The PEC will develop recommendations for program improvement based on the evaluation results. These recommendations may address curriculum modifications, faculty development, student support, or other pertinent areas.
- Action Plans: The PEC will collaborate with relevant academic departments and administrative units to formulate action plans aimed at implementing the recommended improvements.

13.1.7 Communication and Transparency:

- **Sharing Results:** The PEC will ensure that evaluation results, recommendations, and action plans are communicated transparently to the Dean, Academic Council, and other relevant stakeholders.
- **Feedback Loop:** The PEC will establish mechanisms for obtaining feedback from stakeholders on the proposed action plans and will incorporate this feedback as appropriate.

13.1.8 Continuous Improvement:

- **Monitoring Progress:** The PEC will monitor the progress of action plans and evaluate their effectiveness in achieving program improvements.
- **13.1.8.2 Iterative Process:** Program evaluation is an iterative process, and the PEC will continue to meet and assess programs regularly to drive ongoing improvements.

13.2 IT Department SOPs:


- **Portal Opening Times:** The IT department shall open the feedback portal according to the annual curriculum calendar provided by the Academic Council.
- **Notification:** The IT department will inform students via email, notifications on the official college website, and LMS (Learning Management System) announcements about the opening of the feedback portal at least one week in advance.
- **Secure Access:** The IT department shall ensure secure access to the feedback portal, allowing only authorized personnel, such as the Director of DME, to access and manage feedback data.

13.3 Students SOPs:

- **Mandatory Feedback:** All students are required to complete the feedback forms for each module/block before accessing their results. Failure to submit feedback will result in the withholding of results.
- **Respectful Feedback:** Students are expected to provide constructive feedback and avoid using abusive language, derogatory remarks, or immoral comments. Any such comments will not be tolerated.
- **Anonymous Feedback:** Students have the option to provide anonymous feedback to encourage honest and candid responses. The identity of students providing feedback will remain confidential.

13.4 Ethical Guidelines for Feedback Mechanism:

- **Policy on Violations of Ethical Module Feedback Standards:**
- **Policy Statement:** CMDH is committed to upholding ethical standards in the module evaluation process. Any violations of these standards will be treated seriously, and appropriate actions will be taken to address and rectify such violations.
- **Scope:** This policy applies to all stakeholders involved in the module evaluation process, including students, faculty, staff, and administrators.



13.5. Types of Violations:

- Breach of Anonymity: Any intentional disclosure of student identities in the evaluation process.
- Bias and Discrimination: Demonstrated prejudice or discriminatory behavior towards certain students or groups.
- Unauthorized Data Access: Unauthorized access to and use of feedback data.
- Lack of Transparency: Failure to maintain transparency in data handling and reporting.
- Retaliation: Retaliatory actions against students for providing critical feedback.
- Misuse of Data: Unauthorized use of feedback data for purposes other than evaluation and improvement.
- Inadequate Informed Consent: Failing to inform students about the purpose, use, and rights related to evaluation.
- Exclusion and Discrimination: Not providing equal opportunity for all students to participate in the evaluation.
- Unprofessional Conduct: Behaving unprofessionally in roles related to the evaluation process.

13.5. Investigation and Action:

- Any alleged violation will be thoroughly investigated by an appointed committee.
- The investigation will include interviews, document reviews, and data analysis, as necessary.
- Upon substantiated findings of violations, appropriate actions will be taken.

13.6. Actions Taken for Violations:

- Actions taken may include, but are not limited to:
- Formal reprimand
- Suspension of evaluation privileges
- Educational and corrective measures
- Termination of employment or enrollment
- Legal action if necessary

13.7. Appeals:

- Individuals subject to actions resulting from violations may appeal through the established appeals process.

13.8. Record Keeping:

- Records of all violations, investigations, and actions taken will be maintained in compliance with institutional policies.

13.9. Continuous Improvement:

- Our college is committed to continuous improvement in its module evaluation process and will review and update this policy as needed to address emerging ethical challenges.

13.10. Ethical Guidelines SOPs:

- **Anonymity Assurance:** All students participating in module evaluation shall be assured of complete anonymity. Their identities will remain confidential throughout the process.
- **Impartiality Protocol:** All evaluators, including faculty and administrators, must approach module evaluation without bias or preconceived notions. Fairness and impartiality in the assessment of modules are paramount.
- **Non-Discrimination Policy:** Module evaluation should not discriminate against any student based on personal characteristics. Equal opportunity for participation must be ensured.
- **Data Security Measures:** Feedback data collected must be securely stored and protected from unauthorized access. Only authorized personnel, such as the Director of DME, should have access.
- **Transparent Data Handling Procedure:** The handling of feedback data, from collection to analysis, should be transparent and conducted with integrity. Any changes or adjustments made to the data must be well-documented.
- **Exclusive Use of Data:** Feedback data collected shall be used solely for module evaluation and improvement purposes. It must not be employed for any other purposes without explicit consent.
- **Non-Retaliation Principle:** Faculty and administrators shall refrain from taking retaliatory actions against students providing critical feedback. A safe environment for honest opinions must be maintained.
- **Informed Consent Protocol:** Students shall be informed about the purpose of module evaluation, the use of feedback data, and their rights related to the process.

FEEDBACK QUESTIONNAIRE:

As recommended by global and accrediting bodies, the DME has meticulously developed feedback questionnaires/proformas to collect data from faculty and students during the 2025 academic session. These questionnaires are provided below as annexures.
