



College of Medicine & Dentistry at the Hills, Abbottabad

STUDENT FEEDBACK POLICY ON ASSESSMENT STRATEGIES

FOR THE YEAR 2025-26



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1. Preamble

This policy establishes a systematic framework for collecting, analyzing, and acting upon student feedback regarding assessment strategies in the MBBS program. It ensures that assessments remain **valid, fair, transparent, and aligned** with learning outcomes, while fostering a culture of continuous improvement and student engagement.

2. Objectives

- To gather structured student perspectives on assessment design, delivery, and fairness.
- To identify areas of strength and improvement in assessment methods.
- To enhance the credibility, relevance, and educational impact of assessments.
- To meet accreditation standards (PM&DC, KMU) regarding stakeholder input in curriculum evaluation.

3. Scope

This policy applies to all **formative and summative assessments** in the MBBS program, including:

- Written exams (MCQs, SEQs)
- Practical/clinical assessments (OSCE, OSPE, DOPS, Mini-CEX)
- Workplace-based assessments
- Portfolio and project-based evaluations

4. Feedback Channels & Mechanisms

4.1 Regular End-of-Module Feedback

- Students complete a **standardized feedback form** (see **Proforma** below) at the end of each module/block.
- Feedback is collected **anonymously** via the CMDH Learning Management System (LMS) or in paper form.

4.2 Student Assessment Committee (SAC)

- Composed of **elected student representatives** from each year, faculty members, and Examination Cell officials.
- Meets **bi-monthly** to discuss assessment-related concerns and suggestions.

4.3 Online Feedback Portal

- A dedicated section on the CMDH/KMU student portal for **continuous assessment feedback**.
- Monitored by the **Examination Cell and Department of Medical Education (DME)**.

4.4 Focus Group Discussions (FGDs)

- Conducted **once per semester** by the DME with randomly selected students.
- Aimed at in-depth qualitative feedback on assessment experiences.

5. Roles & Responsibilities

Stakeholder	Responsibility
Examination Cell	Collect, compile, and analyze feedback; present reports to academic committees.
Department of Medical Education	Facilitate FGDs; oversee feedback integration into curriculum review.
Module Planning Committee	Review feedback related to their module and implement changes where applicable.
Student Assessment Committee	Represent student voices; participate in feedback review meetings.
KMU Academic Section	Review aggregated feedback for summative assessments and policy alignment.

6. Feedback Analysis & Action

6.1 Triangulation of Data

- Quantitative (rating scales) and qualitative (open-ended responses) data are analyzed together.
- Feedback is compared with **item analysis statistics** (difficulty index, discrimination index) and **external examiner reports**.

6.2 Reporting Timeline

- Summary reports are prepared within **2 weeks** of feedback collection.
- Presented to:
 - **Academic Council**
 - **Curriculum Committee**
 - **KMU Controller of Examinations** (for summative assessments)

6.3 Actionable Response

- Required changes are incorporated into:
 - Question bank revisions
 - Assessment blueprint adjustments
 - Examiner training programs
 - Instructional methods
- Students are informed of changes via **official announcements and student forums**.

7. Confidentiality & Transparency

- All feedback is **anonymous** and stored securely.
- Aggregated findings are shared publicly in annual **Assessment Quality Reports**.

- No individual student is identified or penalized for providing feedback.

8. Review of Policy

- This policy is reviewed **every two years** by the **CMDH Academic Council in consultation with KMU**.

FEEDBACK PROFORMA: ASSESSMENT STRATEGIES

College of Medicine & Dentistry at the Hills, Abbottabad

Module/Block: _____

Academic Year: _____

Date: _____

Part A: Quantitative Feedback

Rate each item on a scale of 1–5 (1 = Strongly Disagree, 5 = Strongly Agree)

	Statement	1	2	3	4	5
1	The assessment content was clearly aligned with module learning outcomes.					
2	Questions were clear, unambiguous, and free from errors.					
3	The difficulty level of the assessment was appropriate.					
4	The assessment format (MCQ, SEQ, OSCE, etc.) was suitable for the topic.					
5	Time allocated for the assessment was sufficient.					
6	Feedback on formative assessments was timely and helpful.					
7	The assessment environment was fair and well-managed.					
8	Invigilation was conducted appropriately.					
9	I felt prepared for the assessment based on teaching received.					
10	Overall, the assessment was a fair measure of my learning.					

Part B: Qualitative Feedback

1. What did you find most helpful about this assessment?

2. What aspects of the assessment need improvement?

3. Suggestions for future assessments in this module:



4. Any other comments regarding assessment fairness, clarity, or relevance:

Part C: Optional Identification

If you wish to be contacted for follow-up discussion (optional):

Name: _____

Roll No.: _____

Email: _____

Thank you for your valuable feedback.

Your input helps us improve the quality of medical education at CMDH.

