

**FATIMA JINNAH INSTITUTE OF DENTAL SCIENCES LAHORE  
DEPARTMENT OF MEDICAL EDUCATION**

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**Mechanism for Student Feedback on Assessment Strategies**

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# **Fatima Jinnah Institute of Dental Sciences (FJIDS), Lahore**

## **Mechanism for Student Feedback on Assessment Strategies**

### **1. Purpose**

This mechanism provides a structured system for collecting, documenting, and reviewing student feedback on assessment strategies used in the BDS programme. It ensures that assessment practices align with learning outcomes, maintain fairness, and support student learning as guided by the UHS Integrated Curriculum.

### **2. Scope**

This mechanism applies to all written, practical, clinical, formative, and summative assessments conducted for undergraduate students across all departments at FJIDS.

### **3. Feedback Collection Framework**

#### **a. Feedback Tools and Format**

- The Department of Medical Education (DME) shall develop standardized feedback forms.
- Forms may be digital or paper-based and shall include items related to:
  - Clarity and alignment of assessment with taught content
  - Transparency of marking and grading criteria
  - Perceived fairness and difficulty level
  - Quality of feedback provided after assessment
  - Student suggestions for improvement

#### **b. Timing of Feedback Collection**

- Feedback shall be collected at the end of every assessment cycle, including:
  - End-of-module assessments
  - OSPE/OSCE examinations
  - Written theory exams
  - Clinical competency evaluations

#### **c. Anonymous Submission**

- Students shall have the option to submit feedback anonymously to ensure honest and unbiased responses.
- Feedback collection boxes or secure digital platforms shall be maintained for this purpose.

#### **4. Review and Analysis of Feedback**

- The DME shall compile and analyze feedback at the end of each module or assessment period.
- Data trends, recurring issues, and student concerns shall be identified.
- Findings shall be presented to:
  - Module Coordinators
  - Relevant Heads of Departments (HODs)
  - Dean FJIDS (in summarized report form)

#### **5. Action Planning and Follow-Up**

- Based on feedback, academic departments shall develop improvement action plans.
- Adjustments may include assessment format modifications, clearer rubrics, enhanced examiner calibration, or improved student guidance.
- The DME shall record follow-up actions and monitor progress.

#### **6. Communication to Students**

- Students shall be informed of key improvements made based on feedback.
- This may occur through classroom announcements, academic meetings, or digital notices.
- Communicating changes reinforces student involvement and institutional transparency.

#### **7. Confidentiality and Professional Conduct**

All feedback will be handled respectfully and confidentially. The purpose of this mechanism is educational improvement and enhancement of assessment fairness, not criticism of individual examiners.

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## Student Feedback Form on Assessment Strategies

Instructions: Kindly provide your feedback honestly. Your responses will be used to improve assessment practices and will remain confidential.

Student Name (Optional): \_\_\_\_\_

Batch/Year: \_\_\_\_\_

Module/Subject: \_\_\_\_\_

Date: \_\_\_\_\_

Please mark the appropriate option for each statement:

S. No.	Statement	Strongly Agree	Agree	Neutral	Disagree
1	Assessment content was aligned with the topics taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Assessment instructions were clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The difficulty level of the assessment was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The assessment format (MCQs/SAQs/OSPE/OSCE) supported demonstration of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Grading and marking criteria appeared fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Feedback provided after assessment helped me improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>