FRONTIER MEDICAL & DENTAL COLLEGE

ABBOTTABAD

ASSESSMENT POLICY

BACHELOR OF MEDICINE, BACHELOR OF SURGERY (MBBS)

2026 – 27



COMPETENT DOCTORS | COMPASSIONATE CARE | A HEALTHIER TOMORROW

Department of Medical Education
Frontier Medical & Dental College, Abbottabad

Affiliated with Bahria University

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Endorsed By	Academic Council
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1. Purpose

This Policy defines the assessment practices for the undergraduate MBBS programme at Frontier Medical & Dental College (FMDC), Abbottabad, in alignment with the guidelines of the Pakistan Medical and Dental Council (PMDC) and Bahria University (BU). Approved by the Curriculum Committee and endorsed by the Academic Council, it ensures a consistent, effective and transparent assessment system throughout the medical curriculum.

It defines how Internal Assessment (IA) and the Annual Professional Examination are structured, weighted, conducted and recorded, and sets out the institutional responsibilities of the Examination Cell, Block/Module Coordinators, faculty and students in the assessment process.

2. Scope

This Policy applies to all MBBS students, faculty, Block/Module Coordinators and administrative staff of FMDC involved in the planning, conduct, scoring, recording and reporting of assessment. It covers:

- Internal Assessment (IA) conducted by FMDC across all years of the MBBS programme;
- The relationship between Internal Assessment and the Annual Professional Examination conducted by Bahria University;
- Assessment methods, tools and quality assurance procedures used at FMDC;
- The structure, functions and processes of the FMDC Examination Cell and related committees;
- Student examination conduct, confidentiality, grievances/appeals, external examiners and feedback mechanisms.

Matters relating exclusively to the conduct, marking, security and result declaration of the Annual Professional Examination are governed by the applicable regulations of Bahria University; this Policy addresses FMDC's role in facilitating and supporting that process.

3. Principles of Assessment

The assessment system at FMDC is founded on the following principles, applied uniformly across all years and assessment components:

Validity: Assessments accurately measure the extent to which students have achieved the intended learning outcomes and competencies of the relevant module, block or subject.

Reliability: Approved, standardized assessment methods and marking schemes are used so that student performance is evaluated consistently and objectively across different contexts.

Fairness and Ethical Conduct: Students are assessed against clearly defined and consistently applied criteria, without discrimination or bias, and academic integrity is upheld throughout.

Transparency: Assessment criteria, processes, weightage and results are clear and accessible to students and faculty to avoid ambiguity.

Alignment with Learning Objectives: All assessments align with the curriculum structure and instructional methods, measuring the knowledge, skills and attitudes expected at each stage of the programme.

Formative–Summative Balance and Continuous Feedback: The assessment approach combines formative assessment that supports learning with summative assessment that judges final competency, and provides timely feedback to guide student improvement.

Documentation: All marks awarded are supported by appropriate records and evidence, maintained by the relevant department and the Examination Cell.

4. Assessment Framework

Assessments within the MBBS programme consist of both formative and summative evaluations, integral to monitoring student progress and academic performance.

4.1 Assessment of Knowledge, Skills and Attitudes (KSA)

The assessment framework at FMDC evaluates all three domains of learning recommended by BU and the PMDC:

- Knowledge — assessed through MCQs, SAQs, SEQs and viva voce;
- Skills — assessed through OSPE, OSCE, DOPS and long cases;
- Attitude — assessed through attendance, professional behaviour, reflective portfolios and workplace-based assessments such as Mini-CEX.

This tri-domain approach ensures assessment methods remain compatible with the stated educational outcomes and instructional methods used throughout the curriculum.

4.2 Formative/Continuous Assessment (20%)

Formative assessment constitutes Internal Assessment: End-of-Module/Subject Examinations, Journal Club/PBL/CBL/CPC activities, attendance, and practical/clinical skills and log book performance, as detailed in Sections 6 and 7. It provides ongoing feedback to students and faculty throughout the module, and is conducted after the completion of each module so that students receive timely feedback to enhance their understanding and performance.

4.3 Summative Assessment (80%)

Summative assessment is represented by the Annual Professional Examination, which comprises the majority of the assessment weighting (80%) and is organized, conducted, evaluated and graded by Bahria University. It evaluates students' comprehensive understanding of the curriculum and, together with Internal Assessment, determines overall pass/fail status and progression, subject to applicable University regulations.

4.4 Assessment Tools

A range of assessment tools is employed throughout the MBBS programme to comprehensively gauge students' knowledge, skills and professional competencies; in the Final Year, the assessment strategy intensifies to focus on synthesis and readiness for practice. These tools include:

- Written Examinations — MCQs and SAQs, to evaluate theoretical knowledge and clinical reasoning;
- Performance Assessments — OSPE, used mainly in the pre-clinical years to objectively assess practical and laboratory skills, and OSCE, used in the clinical years to assess clinical skills in a standardized setting;

- Workplace-Based Assessments (WBAs) — Clinical Logbooks (electronically or manually maintained records of clinical exposures, procedures and skills, subject to periodic audit and verification), Mini-CEX (direct observation and feedback on focused patient encounters), and DOPS (direct observation of procedural skills);
- Complex Clinical Evaluations — Long Cases (comprehensive assessment of a single patient encounter, covering history-taking, examination, clinical reasoning and management planning) and Simulated/Standardized Patients (SPs), used within OSCE stations and communication-skills sessions as per the approved SP Policy;
- Assignments and Projects — including presentations and research projects, designed to enhance critical thinking, research skills and the ability to synthesize knowledge across disciplines.

4.5 Assessment Compilation and Sharing

At the culmination of each academic session, the Examination Cell compiles the total Internal Assessment scores and shares them with BU for inclusion in the annual result. BU completes, formulates and declares the final result, combining Internal Assessment with the Annual Professional Examination in accordance with University regulations.

5. Assessment Structure by Year

The MBBS programme at FMDC follows two distinct assessment systems depending on year of study: an integrated modular/block system in the pre-clinical and para-clinical years, and a subject-wise system in the clinical years. In every case, Internal Assessment constitutes 20% of the total assessment and the Annual Professional Examination constitutes the remaining 80%. The table below summarizes the structure; the sections that follow describe the differences between years.

Year of Study	Assessment System	Total Marks per Block/Paper	Theory	Practical	Internal Assessment (20%)	Annual Exam (80%)
First & Second Year MBBS	Integrated Modular System (3 blocks/modules per year)	200 marks per block	100	100	40 marks	160 marks
Third Year MBBS	Integrated Modular System	300 marks per paper	150	150	60 marks	240 marks
Fourth & Fifth Year MBBS	Subject-wise System	300 marks per paper	150	150	60 marks	240 marks

5.1 First & Second Year MBBS — Integrated Modular System

First and Second Year MBBS are organized into three integrated blocks/modules per academic year. Each block carries a total of 200 marks (Theory 100, Practical 100), of which 40 marks (20%) constitute Internal Assessment and 160 marks (80%) constitute the Annual Professional Examination. Students must pass both the Theory and Practical components of each block/module before proceeding to the next block and to be eligible for the Annual Professional Examination.

5.2 Third Year MBBS — Integrated Modular System

Third Year MBBS also follows an integrated modular system, but each paper carries a total of 300 marks (Theory 150, Practical 150). Internal Assessment constitutes 60 marks (20%) and the Annual Professional Examination constitutes 240 marks (80%). The common passing and progression requirements set out in Section 12 apply equally to Third Year.

5.3 Fourth & Fifth Year MBBS — Subject-wise System

Fourth and Fifth Year MBBS follow the traditional subject-wise assessment system rather than the integrated block/module system. Total marks for each subject are determined by the approved examination scheme for that subject. Internal Assessment constitutes 20% of the total assessment for each subject, and the Annual Professional Examination constitutes the remaining 80%. Where no module-based End-of-Module Examination exists, the corresponding Subject Examination serves as the examination component of Internal Assessment (see Section 7.1).

6. Internal Assessment Weightage and Scoring Framework

Internal Assessment constitutes 20% of the total assessment across all years of the MBBS programme. This 20% is distributed among four components, each carrying a fixed percentage of the total assessment. The allocated marks for each component are calculated according to the total assessment marks of the relevant module or paper (200-mark or 300-mark structure), as shown below. This framework is the sole basis for calculating Internal Assessment marks and supersedes all previously circulated Internal Assessment criteria.

Internal Assessment Component	% of Total Assessment	% of IA (20%)	200-Mark Structure	300-Mark Structure	Scoring Criteria
End-of-Module / Subject Examination (EOM)	10%	50%	20 marks	30 marks	Theory and Practical components assessed. Minimum 50% required to pass; below 50% is a fail. For passing scores, IA marks are awarded by proportional conversion of the percentage obtained to the allocated EOM marks.
Journal Club / PBL / CBL / CPC	2%	10%	4 marks	6 marks	Five equally weighted domains (20% each): preparation & knowledge; participation & engagement; critical thinking & reasoning; communication/presentation; teamwork & professional interaction.
Attendance	4%	20%	8 marks	12 marks	Below 75% = 0; 75–79% = 25% of allocated marks; 80–84% = 50%; 85–89% = 75%; 90–100% = 100%. Minimum 75% attendance is mandatory in each module/subject.
Practical / Clinical Skills & Log Book	4%	20%	8 marks	12 marks	Practical/clinical performance 40%; OSPE/OSCE or other approved practical assessment 30%; Log Book/clinical record completion & accuracy 20%; verification/documentation 10%. Mini-CEX and DOPS, where applicable, are incorporated within this component rather than as separate categories.
TOTAL INTERNAL ASSESSMENT	**20%**	**100%**	**40 marks**	**60 marks**	**—**

6.1 Calculation of Internal Assessment Marks

Internal Assessment marks for the examination-based component (EOM/Subject Examination) are calculated by proportional conversion of the percentage score obtained to the allocated Internal Assessment marks, using the following formula:

IA Marks = (Percentage Score ÷ 100) × Allocated IA Marks

For example, a student obtaining 75% in an EOM would be awarded 15 marks in a 200-mark structure (75/100 × 20) and 22.5 marks in a 300-mark structure (75/100 × 30). The same proportional method applies uniformly across the 200-mark and 300-mark structures, ensuring consistency of scoring principle regardless of year of study.

A minimum of 50% is required to pass the EOM/Subject Examination; a score below 50% is a fail in the respective examination/module, subject to the applicable examination rules in Section 12.

7. Internal Assessment Components — Detailed Criteria

This section describes the assessment method used for each Internal Assessment component identified in Section 6.

7.1 End-of-Module / Subject Examination (EOM)

The End-of-Module Examination (EOM) is the formal examination component of Internal Assessment, carrying 10% of the total assessment (50% of Internal Assessment). For First, Second and Third Year MBBS, the EOM is conducted at the end of the relevant block/module and is similar in structure to the Annual Professional Examination, comprising Theory and Practical components:

- Theory: MCQs, SAQs, SEQs, and other approved written assessment methods, as applicable to the module;
- Practical/Clinical: OSPE, OSCE, and other approved practical/clinical assessment methods, according to year of study.

For Fourth and Fifth Year, where there is no module-based EOM, the approved Subject Examination constitutes the 10% examination component of Internal Assessment in its place. A minimum of 50% is mandatory to pass the EOM/Subject Examination; scores below 50% constitute a fail, subject to the applicable examination rules.

7.2 Journal Club / PBL / CBL / CPC

Journal Club, Problem-Based Learning (PBL), Case-Based Learning (CBL) and Clinico-Pathological Conference (CPC) are assessed as continuous/formative academic activities, carrying 2% of the total assessment. Each activity is assessed across five equally weighted domains (20% each):

- Preparation and knowledge;
- Participation and engagement;
- Critical thinking and reasoning;
- Communication and presentation;
- Teamwork and professional interaction.

Participation is assessed within this component and is not awarded as a separate additional mark elsewhere in Internal Assessment. The rubric at Annexure D is used to record scores.

7.3 Attendance

Attendance carries 4% of the total assessment. A minimum of 75% attendance is mandatory in each module/subject, as applicable. Attendance is calculated from the official departmental attendance record and converted to the allocated Internal Assessment marks as follows:

- Below 75% — 0 marks;
- 75–79% — 25% of allocated attendance marks;
- 80–84% — 50% of allocated attendance marks;
- 85–89% — 75% of allocated attendance marks;
- 90–100% — 100% of allocated attendance marks.

This yields 8 marks in the 200-mark structure and 12 marks in the 300-mark structure, as shown in Section 6. Annexure F provides the attendance recording and conversion proforma.

7.4 Practical / Clinical Skills and Log Book

Practical/Clinical Skills and Log Book assessment carries 4% of the total assessment (8 marks in the 200-mark structure; 12 marks in the 300-mark structure), scored as follows:

- Practical/clinical skills performance — 40%;
- OSPE/OSCE or other approved practical assessment — 30%;
- Log Book/clinical record completion and accuracy — 20%;
- Verification and documentation — 10%.

For pre-clinical years, this component may include practical performance, OSPE, laboratory skills and practical records. For clinical years, it may include OSCE, clinical skills assessment, Mini-CEX, DOPS and the clinical Log Book, incorporated within this component rather than as separate additional assessment categories. Annexure E provides the corresponding assessment proforma.

7.5 Professional Behaviour

Professional behaviour is assessed through the continuous and practical/clinical assessment activities described above, based on observable and documented performance, including professional conduct, punctuality, responsibility, respectful communication, teamwork, compliance with institutional requirements, appropriate interaction with patients, colleagues and faculty, and proper maintenance of academic and clinical records. Professional behaviour does not carry an additional mark outside the approved 20% Internal Assessment.

8. Internal Assessment Administration and Recording

Each department, through its Block/Module Coordinator, is responsible for preparing the Internal Assessment record in accordance with the criteria set out in Sections 6 and 7, using the consolidated proforma at Annexure A, and for submitting it to the Examination Cell within the prescribed timeline.

8.1 Internal Assessment Record

The Internal Assessment record maintained by each department shall include, as applicable:

- Student name and Roll/Registration number;
- EOM/Subject Examination marks obtained and percentage;
- Journal Club/PBL/CBL/CPC marks;
- Attendance percentage and corresponding marks;
- Practical/Clinical Skills & Log Book marks;
- Total Internal Assessment marks.

Departments shall retain supporting evidence for all marks awarded, for verification by the Examination Cell and for reference in the event of a grievance under Section 14.

8.2 Responsibilities of Departments / Block or Module Coordinators

The respective departments/Block or Module Coordinators shall:

- Plan and conduct Internal Assessment activities in accordance with the approved criteria;
- Conduct EOMs according to the approved assessment plan and blueprint;
- Conduct and document Journal Club/PBL/CBL/CPC activities;
- Maintain accurate and up-to-date attendance records;
- Assess practical/clinical performance using approved assessment tools;
- Maintain and verify student Log Books;
- Calculate Internal Assessment marks according to the approved criteria and formula in Section 6.1;
- Prepare the departmental Internal Assessment record (Annexure A) and submit it to the Examination Cell within the prescribed timeline.

9. Examination Cell: Structure and Functions

The FMDC Examination Cell is the institutional body responsible for the oversight, consolidation and administration of assessment at FMDC, and for FMDC's liaison with Bahria University on examination matters.

9.1 Structure

Patron-in-Chief: Provides overall guidance and support to the Examination Cell, offering insights and recommendations for enhancing examination processes and ensuring that the Cell operates within the institution's vision and mission.

Director DME (Controller of Examinations): Manages the entire examination lifecycle, ensuring adherence to policies and procedures; assures the quality, content validity and credibility of examinations; collaborates with the Assistant Controller, Module Planning Committees (MPCs) and Block Coordinators; is responsible for final result declaration; and continuously reviews assessment processes for improvement.

Assistant Controller: Supports the Controller/Director DME in maintaining the integrity and efficiency of examination processes — ensuring smooth execution and scheduling, securely managing examination content, maintaining records of examination activities, participating in result analysis, and proposing process and technology improvements.

Block/Module Coordinators: Collaborate with MPCs and relevant faculty to prepare examination content; oversee conduct of examinations within their modules and adherence to schedules; manage invigilation and maintain examination quality within their modules; act as the interface between the Examination Cell and faculty; and assist in resolving subject-specific grievances.

Members / Subject Experts: Subject-matter experts and advisors who contribute subject expertise to examination-content development, advise Block Coordinators to maintain the integrity of examination questions, and help improve subject-specific examinations and their alignment with approved standards.

Policy-level oversight of assessment rests with the Curriculum Committee and Academic Council, while day-to-day administration rests with the Examination Cell, supported by the Module Planning Committee (MPC).

9.2 Functions of the Examination Cell

Annual Examination Calendar: Drafted in collaboration with MPCs and Block Coordinators, submitted for approval through the Academic Council, and communicated to the Examination Cell and departments before the start of the academic year.

Meeting Schedules: Comprehensive meeting schedules are devised with MPCs and Block Coordinators for the academic year, so that all stakeholders are informed of their roles and responsibilities.

Examination Planning and Coordination: Planning and coordinating examinations, including development of question papers and examination logistics, and coordinating with external authorities (BU) to ensure adherence to standards.

Logistics and Infrastructure: Arranging examination hall availability, invigilators and infrastructure to ensure a conducive environment for students.

Result Compilation and Dissemination: Compiling and disseminating examination results accurately and fairly, with scores compiled and displayed within six weeks of the examination.

Remediation and Supplemental Assessment: Determining remediation and supplemental assessment arrangements for students encountering academic difficulty, as per applicable institutional regulations.

Standard Setting: Establishing assessment standards and determining passing grades/cut scores in line with approved methodology.

Student Grievances on Assessment: Processing written applications relating to Internal Assessment grievances and addressing them through the Student Grievances Committee, as detailed in Section 14.

10. Examination Process and Item Management

Examination planning, question/item management and conduct follow a coordinated process involving the Module Planning Committee, the Examination Cell and academic departments.

10.1 Module Planning Committee (MPC) Responsibilities

- Ensure examination content aligns with the curriculum;
- Maintain a centralized question bank for each module;
- Assist in establishing examination schedules;
- Oversee the examination process;
- Provide recommendations on examination content and format;
- Assist in resolving planning and execution conflicts;
- Ensure examination content meets quality standards.

10.2 Examination Cell Responsibilities

- Develop the annual calendar for all formative examinations;
- Oversee conduct of examinations and adherence to guidelines;
- Compile, verify and share results;
- Facilitate identification of, and guidance/counselling for, underachieving students;
- Introduce innovative practices and appropriate technology for quality enhancement;
- Maintain records of all examination activities;
- Establish communication channels with other institutions and BU;
- Solicit and address feedback from students and faculty.

10.3 Item and Examination Workflow

The end-to-end workflow for each examination cycle is as follows:

- Collecting Assessment Content — the Examination Cell collaborates with faculty to develop and submit assessment items;
- Submission and Mapping — submitted items are evaluated and mapped against the Module/Block Blueprint;
- Assessment Tool Bank Management — approved items are maintained in the departmental/module question bank;
- Revision and Review — submitted items are reviewed and revised by the MPC and subject experts;

- Finalization of Examination Content — content is finalized ahead of the assessment;
- Conduct and Invigilation — logistical arrangements and invigilation are overseen for the assessment;
- Scoring — objective components (e.g., MCQs) are scored using OMR scanning, where applicable;
- Post-Assessment Analysis — results and item-level statistics are reviewed for quality improvement (see Section 11);
- Score Compilation and Display — results are compiled and displayed to students within six weeks of the examination.

11. Quality Assurance of Assessment

FMDC operates its assessment system within a quality assurance framework maintained collaboratively with BU, ensuring that evaluations — before, during and after — meet rigorous standards of validity, reliability and fairness.

11.1 Pre-Assessment Quality Assurance

At College Level (FMDC — Internal Assurance)

- Blueprint/Table of Specifications (TOS) alignment: assessment instruments (MCQs, SAQs, OSPE/OSCE stations) are mapped against the module blueprint to ensure content validity;
- Internal peer review: draft question papers and practical stations are reviewed by the MPC and subject experts to identify and eliminate item flaws (ambiguous phrasing, cueing, multiple correct answers, etc.).

At University Level (BU — External Assurance)

- Scrutiny and vetting: for the Annual Professional Examination, BU conducts a final review of questions submitted by constituent and affiliated colleges to identify remaining item flaws and standardize difficulty and quality;
- Content-validity verification: BU's Examination Department cross-checks finalized question papers against the approved TOS to confirm that item distribution matches intended curriculum weightage.

11.2 Post-Assessment Quality Assurance

At College Level (FMDC — Internal Analysis)

The Examination Cell conducts post-assessment item analysis for internal examinations, including:

- Difficulty Index (p-value) — whether a question was too easy or too hard;
- Discrimination Index (D) — how well a question distinguishes high- from low-performing students;
- Distractor Efficiency — effectiveness of incorrect MCQ options.

Findings are discussed by the MPC and used to revise or remove flawed items from the question bank, or repurpose them as teaching points.

At University Level (BU — External Analysis)

For the Annual Professional Examination, BU undertakes comprehensive statistical analysis of results, including large-scale item analysis, to maintain the quality of the central question bank and the overall reliability of the examination.

Together, internal checks at college level (peer review and item analysis) and external oversight by the University (vetting, external examiners and post-exam analysis) form a comprehensive quality assurance ecosystem for FMDC assessments.

12. Student Examination SOPs

Students play a critical role in maintaining examination integrity and are required to observe the following standard operating procedures:

Attendance and Punctuality: Report to the examination venue at least 30 minutes before the scheduled start, sign the attendance register, and follow the notified rules for late arrival.

Conduct in the Examination Hall: Maintain silence, refrain from any form of communication with other candidates, and follow all invigilator instructions.

Banned Items and Electronic Gadgets: Do not bring unauthorized electronic devices or other prohibited items into the examination venue; failure to comply may result in disqualification.

Identification: Carry a valid Student/Examination ID card at all times for identity verification.

Handling of Question Papers and Answer Sheets: Handle examination material securely; do not remove, damage, photograph, or make unauthorized copies of question papers or answer sheets.

Academic Integrity: Do not engage in collaboration, cheating, or any form of unfair means; report any observed misconduct to the invigilator or Examination Cell.

Violations of academic integrity or examination conduct requirements shall be dealt with according to the applicable institutional and University disciplinary regulations.

13. Confidentiality and Security

The Examination Cell maintains the confidentiality and security of assessment material and records at all stages of the assessment process.

Data Encryption and Access Control: Sensitive examination data is protected through data encryption, and access to confidential material (question papers, marking schemes, OSPE/OSCE station material, results) is strictly restricted to authorized personnel.

Authorized Personnel: Only designated individuals — including the Dean, the Controller/Director DME, the Assistant Controller, and the authorized Computer Operator — may access confidential examination material and records.

Commitment to Trust and Integrity: Confidentiality is upheld so that sensitive assessment information, including individual student results, is accessible only to authorized personnel and the student concerned, or as required by BU or applicable regulations.

14. Student Assessment Grievances and Appeals

FMDC is committed to fairness, transparency and justice in its assessment processes. A structured appeal policy applies, with two distinct pathways for Internal (Formative) and External (Summative) assessments.

14.1 Appeal for Internal (Formative) Assessments

Internal Assessment is conducted and managed by the FMDC Examination Cell; any grievance concerning it must be resolved internally. The Examination Cell of FMDC is the final authority for resolving grievances relating to internal formative assessments, module examinations and in-training evaluations.

Procedure and Channel: The student submits a formal, written application (Annexure C) to the Examination Cell, addressed to the Assistant Controller or Controller of Examinations, through the proper channel — typically with endorsement from the student's academic advisor or year coordinator — within 7 calendar days of the display of the Internal Assessment results or the occurrence of the grievance.

Resolution Process: The Examination Cell convenes to review the application and may refer the matter to the Student Grievances Committee for investigation, which may include re-evaluation of answer sheets, review of marking criteria, and interviews with the faculty concerned. A final decision is communicated to the student in writing.

14.2 Appeal for External (Summative) Assessments

The Annual Professional Examination is conducted, evaluated and graded by BU; FMDC does not have the authority to alter these results. The Controller of Examinations at BU is the final authority for summative assessment appeals.

Procedure and Channel: A student wishing to appeal an external result submits a formal appeal, using the prescribed form (Annexure B), through the Principal's Office of FMDC. The Principal's Office formally endorses and forwards the appeal to the BU Controller of Examinations within the deadline specified by BU's examination regulations, which typically follows the official declaration of results.

Resolution Process: Re-checking, re-assessment or any other form of appeal is managed and executed directly by BU according to its own policies and procedures. FMDC facilitates communication of the appeal but cannot influence its outcome.

15. External Examiners

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 objective validation of student performance, assessment methods and academic standards, safeguarding the credibility of the MBBS degree awarded through FMDC.

Scope for the Annual (Summative) Examination (80%): BU's policies and procedures on external examiners are fully adopted and implemented for the Annual Professional Examination. BU, as the awarding body, mandates and manages the inclusion of external examiners in the annual examination process; the FMDC Examination Cell facilitates this by providing the necessary support and logistics required by the BU Controller of Examinations.

FMDC's Internal Assessment remains an institutional responsibility conducted by FMDC departments and consolidated by the Examination Cell (Sections 6–8); external examiner arrangements apply to the BU-conducted Annual/Summative Examination.

15.1 Key Benefits of the External Examiner System

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

- Fairness and Objectivity — reduces potential bias and ensures all students are evaluated against the same rigorous standards;
- Academic Standardization — aligns FMDC's academic standards and assessment practices with those of other affiliated medical colleges;
- Quality Assurance — provides an external quality check on curriculum delivery and assessment methods;
- Enhanced Credibility — bolsters the value and recognition of the MBBS degree by demonstrating a commitment to transparent, robust assessment practices.

16. Student and Faculty Feedback

FMDC operates a structured, closed-loop feedback mechanism, in coordination with BU, to continuously evaluate and refine its assessment strategies.

16.1 Student Feedback on Assessment Strategies

At the end of each module/block, students complete an anonymous, structured feedback form (Annexure G), administered by the Examination Cell/DME, covering the clarity, fairness, difficulty level and relevance of the assessment tools used (written papers, OSPE/OSCE stations, viva, and workplace-based assessments).

16.2 Faculty Feedback on Assessment Strategies

Faculty members and Module Planning Committees submit feedback after each examination cycle on item quality, invigilation logistics and the practicality of assessment tools, through post-examination debrief/moderation meetings convened by the Examination Cell.

16.3 Communication and Utilization of Feedback

Feedback from students and faculty is compiled by the Examination Cell into a summary report:

- Faculty Communication — consolidated student-feedback reports are shared with the respective subject faculty, MPCs and the Curriculum Committee;
- Utilization for Improvement — feedback is used to revise question banks, refine the blueprint/TOS, adjust the formative–summative weightage where required, retrain faculty on item-writing and standard setting, and inform the annual review of this Policy, closing the quality-assurance loop each academic cycle.

17. Records, Reporting and Result Management

The Examination Cell maintains the official record of Internal Assessment marks for all students and years of study, consolidated from departmental submissions under Section 8 and compiled/displayed within six weeks of each examination. These records are retained securely in accordance with Section 13 and are shared with the Bahria University Examination Department as required, for the purpose of determining eligibility for, and combination with, the Annual Professional Examination result, in accordance with applicable University regulations.

18. Review and Revision of Policy

This Policy shall be reviewed periodically by the relevant FMDC academic and assessment authorities, including the Curriculum Committee and Academic Council. Any change to the approved assessment structure,

weightage, scoring criteria, passing requirements or attendance requirements shall be formally approved by the competent authority before implementation, and communicated to all departments, faculty and students.

19. Conclusion

This Assessment Policy provides FMDC with a single, consistent and transparent framework for the assessment of MBBS students, accommodating the different examination structures across the programme. Internal Assessment constitutes 20% of the total assessment in every year of study, distributed as End-of-Module/Subject Examination (10%), Journal Club/PBL/CBL/CPC (2%), Attendance (4%), and Practical/Clinical Skills & Log Book (4%), while the Annual Professional Examination, conducted by Bahria University, constitutes the remaining 80%.

The Examination Cell's framework for the conduct, quality assurance, and administration of examinations at FMDC is essential for ensuring fairness, integrity and transparency in the assessment process, and for adherence to BU and PMDC guidelines. It gives the Examination Cell, Block/Module Coordinators and academic departments a clear and implementable mechanism for the conduct, calculation, recording, verification and consolidation of Internal Assessment marks, while maintaining the prescribed module-wise passing and attendance requirements and supporting the College's commitment to academic excellence and its institutional mission.

20. Annexures / Proformas

The following proformas support implementation of this Policy. They shall be maintained and updated by the Examination Cell in the format set out below, or as approved from time to time.

- Annexure A — Internal Assessment Record Proforma (Departmental, per Module/Block/Subject)
- Annexure B — External (Summative) Examination Appeal Form
- Annexure C — Internal Assessment Grievance/Appeal Application Form
- Annexure D — Journal Club / PBL / CBL / CPC Assessment Rubric
- Annexure E — Practical / Clinical Skills & Log Book Assessment Proforma
- Annexure F — Attendance Record and IA Conversion Table
- Annexure G — Student and Faculty Assessment Feedback Form

ANNEXURE A

Internal Assessment Record Proforma

(Departmental, per Module/Block/Subject — completed by the Block/Module Coordinator and submitted to the Examination Cell)

Department		
Module / Block / Subject		
Year of Study		**Academic Session:**
Total Assessment Structure	☐ 200 marks (Theory 100 + Practical 100)	☐ 300 marks (Theory 150 + Practical 150)

S.No	Roll No.	Student Name	EOM Theory Marks	EOM Practical Marks	Attendance %	Attendance Marks	JC/PBL/CBL/CPC + Practical/ Clinical & Log Book	Total IA Marks

Note: EOM percentage is converted to IA marks using the formula in Section 6.1. "JC/PBL/CBL/CPC + Practical/Clinical & Log Book" marks are recorded per the rubrics at Annexures D and E respectively and summed here for convenience; attach the completed Annexure D/E sheets as supporting evidence.

Prepared by (Block/Module Coordinator)	Signature:	Date:
Verified by (Examination Cell)	Signature:	Date:

ANNEXURE B-1

External (Summative) Examination Appeal Form

(To be submitted through the Principal's Office of FMDC for forwarding to the Bahria University Controller of Examinations, per Section 14.2)

Student Name	
Roll / Registration No.	
Year / Class	
Subject / Module	
Examination (Annual Professional Examination — Year/Session)	
Result / Grade Declared by BU	
Date of Official Result Declaration	
Grounds for Appeal	
Supporting Documents Attached (list, if any)	
Student Signature & Date	

For Principal's Office Use Only

Endorsed and Forwarded to BU Controller of Examinations on	
Principal's Office Signature / Stamp	

Note: This appeal must be submitted within the deadline specified by Bahria University's examination regulations, which typically follows the official declaration of results. Re-checking, re-assessment or any other resolution is managed and executed directly by BU; FMDC facilitates submission and communication only and cannot alter the declared result.

ANNEXURE B-2

External (Summative) Examination Appeal Form – Bahria University

(To be submitted through the Principal's Office of FMDC for forwarding to the Bahria University Controller of Examinations, per Section 14.2)

BAHRIA UNIVERSITY, ISLAMABAD

APPLICATION FOR RE-CHECK☐ ISSUE OF TRANSCRIPT☐ DEGREE☐
(Strike whatever is inapplicable)

Registration No._____ Exam Roll No. _____

Name: _____Father's Name: _____

Appeared in Prof: _____Exam Year _____Month _____

Dear Sir,

It is requested that:

1. My _____, _____, _____, paper(s) may please be re-checked.
2. A transcript may please be issued.
3. My MBBS / BDS degree may please be issued. The degree would be received in convocation / collected by me in person / my authorized representative being my father/mother/guardian/brother/sister whose name is:
   Mr/Miss/Mrs. _____
   National Identity card No._____

_____
Signature of candidate / graduate

Dated: _____

---

4. Recheck/Issue of transcript/degree is recommended/not recommended.
5. It is certified that the graduate requesting for degree has cleared all college dues and obtained a clearance from us.
6. Payment of Rs. _____ is enclosed vide demand draft No._____ dated _____.

_____
Principal
Frontier Medical & Dental College,
Abbottabad

FOR OFFICE USE ONLY

7. Recheck and found that _____
8. Transcript No._____ dated _____issued.
9. MBBS / BDS Degree Bo._____ dated _____issued.

_____
Assistant Controller of Examinations

Dated: _____.

ANNEXURE C

Internal Assessment Grievance / Appeal Application Form

(To be submitted to the FMDC Examination Cell, addressed to the Assistant Controller/Controller of Examinations, within 7 calendar days of display of results or occurrence of the grievance, per Section 14.1)

Student Name	
Roll No.	
Year / Block / Module	
Internal Assessment Component (tick as applicable): EOM ☐ JC/PBL/CBL/CPC ☐ Attendance ☐ Practical/Clinical Skills & Log Book ☐	
Assessment / Examination Date	
Marks Awarded	
Grounds for Grievance	
Endorsement by Academic Advisor / Year Coordinator (Name, Signature, Date)	
Student Signature & Submission Date	

For Examination Cell Use Only

Reviewed by	
Referred to Student Grievances Committee? Yes ☐ No ☐	
Decision	
Decision Communicated to Student on	
Signature — Assistant Controller / Controller of Examinations	

ANNEXURE D

Journal Club / PBL / CBL / CPC Assessment Rubric

Student Name / Group	
Roll No.	
Module / Block / Subject	
Activity Type: Journal Club ☐ PBL ☐ CBL ☐ CPC ☐	
Date	

Domain	Weight	Score (/20)	Assessor Remarks
Preparation and knowledge	20%		
Participation and engagement	20%		
Critical thinking and reasoning	20%		
Communication and presentation	20%		
Teamwork and professional interaction	20%		
TOTAL	**100%**	**/100**	

Convert the total score to the allocated component marks (4 marks in the 200-mark structure; 6 marks in the 300-mark structure) using: Component IA Marks = (Total Score ÷ 100) × Allocated Marks. Participation is assessed only within the domain above and is not awarded separately.

Assessor Name & Signature	

ANNEXURE E

Practical / Clinical Skills & Log Book Assessment Proforma

Student Name	
Roll No.	
Module / Block / Subject	
Year of Study	
Date	

Component	Weight	Marks Obtained (%)	Remarks
Practical / clinical skills performance	40%		
OSPE / OSCE or other approved practical assessment	30%		
Log Book / clinical record completion and accuracy	20%		
Verification and documentation	10%		
TOTAL	**100%**	**%**	

For pre-clinical years this may draw on practical performance, OSPE, laboratory skills and practical records; for clinical years, on OSCE, clinical skills assessment, Mini-CEX, DOPS and the clinical Log Book. Convert the total percentage to the allocated component marks (8 marks in the 200-mark structure; 12 marks in the 300-mark structure) using the formula in Section 6.1.

Assessor Name & Signature	

ANNEXURE F

Attendance Record and IA Conversion Table

Student Name	
Roll No.	
Module / Block / Subject	
Total Classes Held	
Classes Attended	
Attendance % (Attended ÷ Held × 100)	

Attendance %	% of Allocated Marks	Marks — 200-Mark Structure (/8)	Marks — 300-Mark Structure (/12)
Below 75%	0%	0	0
75% – 79%	25%	2	3
80% – 84%	50%	4	6
85% – 89%	75%	6	9
90% – 100%	100%	8	12

Minimum 75% attendance is mandatory in each module/subject; a student below 75% is awarded 0 attendance marks irrespective of other performance.

Attendance Marks Awarded (circle structure used above)	
Prepared by (Block/Module Coordinator) — Signature & Date	

ANNEXURE G

Student and Faculty Assessment Feedback Form

Part I — Student Feedback (to be completed anonymously at the end of each module/block)

MBBS Year: _____ Module: _____ Date: _____

Instructions: Please carefully evaluate each question and tick (✓) the box that best reflects your experience with the assessments in this Module.

S.N	Question	Option 1	Option 2	Option 3	Option 4	Option 5
ASSESSMENT ALIGNMENT AND QUALITY						
1	Overall, how satisfied are you with the assessments in this Module?	☐ Very Dissatisfied	☐ Dissatisfied	☐ Neutral	☐ Satisfied	☐ Very Satisfied
2	How well did the assessments align with what was taught in this Module?	☐ Not Aligned	☐ Slightly Aligned	☐ Moderately Aligned	☐ Well Aligned	☐ Perfectly Aligned
3	Was the difficulty level of the assessments appropriate for this Module?	☐ Too Easy	☐ Slightly Easy	☐ Just Right	☐ Slightly Difficult	☐ Too Difficult
4	Were the assessment methods (MCQs, SAQs, OSCEs, etc.) fair and effective in testing your knowledge?	☐ Very Poor	☐ Poor	☐ Fair	☐ Good	☐ Excellent
ASSESSMENT ADMINISTRATION						
5	Were the instructions for the assessments clear and easy to understand?	☐ Not Clear	☐ Slightly Clear	☐ Moderately Clear	☐ Clear	☐ Very Clear
6	Was the time provided for completing the assessments sufficient?	☐ Highly Insufficient	☐ Insufficient	☐ Adequate	☐ Sufficient	☐ More than Sufficient
FEEDBACK ON ASSESSMENTS						
7	Did you receive timely feedback on your assessment performance?	☐ Not at All	☐ Delayed	☐ Acceptable	☐ Timely	☐ Very Timely
8	Was the feedback helpful in identifying your mistakes and areas for improvement?	☐ Not Helpful	☐ Slightly Helpful	☐ Moderately Helpful	☐ Helpful	☐ Very Helpful
EFFECTIVENESS OF ASSESSMENT METHODS						
9	How effective were **MCQs** in this Module?	☐ Ineffective	☐ Somewhat Effective	☐ Effective	☐ Very Effective	☐ Extremely Effective
10	How effective were **SAQs** in this Module?	☐ Ineffective	☐ Somewhat Effective	☐ Effective	☐ Very Effective	☐ Extremely Effective
11	How effective were **OSPE/OSCE stations** in this Module?	☐ Ineffective	☐ Somewhat Effective	☐ Effective	☐ Very Effective	☐ Extremely Effective

SECTION B: YOUR SUGGESTIONS FOR IMPROVEMENT

12 What specific changes would improve future assessments?

_____

13 Any other comments or concerns regarding assessments?

_____

A.4: Hospital Training/Clinical Rotation Feedback Form

Part II — Faculty / Module Planning Committee Feedback (post-examination debrief/moderation meeting)

Module: _____ | Department: _____ | Date: _____

Role in this Module: ☐ Module Coordinator ☐ Lecturer ☐ Small Group Facilitator ☐ Clinical Instructor ☐ Lab Instructor
Instructions: Please rate the following aspects of this Module based on your teaching experience. Your honest feedback is essential for continuous quality improvement.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

S.N	Question	1	2	3	4	5
CURRICULUM AND CONTENT						
1	The learning objectives for this Module were clearly defined.	☐	☐	☐	☐	☐
2	The content I taught was appropriate for the students' year of study.	☐	☐	☐	☐	☐
3	The sequencing of topics was logical and helped students learn progressively.	☐	☐	☐	☐	☐
4	The allocated teaching hours were sufficient to cover the assigned content.	☐	☐	☐	☐	☐
TEACHING EXPERIENCE						
5	Students were attentive and actively participated during my sessions.	☐	☐	☐	☐	☐
6	I felt adequately prepared and supported to teach my assigned topics.	☐	☐	☐	☐	☐
7	There was good coordination among faculty teaching in this Module.	☐	☐	☐	☐	☐
ASSESSMENT						
8	The assessment methods aligned well with the learning objectives.	☐	☐	☐	☐	☐
9	The difficulty level of assessments was appropriate for students.	☐	☐	☐	☐	☐
10	Students received timely feedback on their assessment performance.	☐	☐	☐	☐	☐
RESOURCES AND ENVIRONMENT						
11	Teaching resources (AV aids, lab equipment, etc.) were adequate and functional.	☐	☐	☐	☐	☐
12	Administrative support for teaching activities was timely and effective.	☐	☐	☐	☐	☐
OVERALL ASSESSMENT						
13	Overall, I am satisfied with how this Module was organized and delivered.	☐	☐	☐	☐	☐
14	I feel that students achieved the intended learning outcomes of this Module.	☐	☐	☐	☐	☐

YOUR FEEDBACK FOR IMPROVEMENT
What worked well in this Module from a teaching perspective?
_____
What challenges did you face during this Module?
_____
What specific changes would improve future Modules?
_____
Feedback is compiled by the Examination Cell into a summary report shared with subject faculty, MPCs and the Curriculum Committee, and is used to revise question banks, refine the blueprint/TOS, retrain faculty, and inform the annual review of this Policy.