Reviewer’s report

Title: Making Medical Student Course Evaluations Meaningful: Implementation of an Intensive Course Review Protocol

Version: 3 Date: 14 April 2015

Reviewer: Joy Rudland

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Why is the intensive course protocol triggered just by student course evaluation as opposed to other criteria indicated of importance by PESC, e.g. standardised examination results that are mentioned in the introduction?

I think the changes made are more of a tinkering and whilst I don’t question the finding that a protocol and committee role may enhance student perception of courses I do not feel able to endorse this paper. I think it sends out a limited message about the use of student evaluation and how courses should be evaluated. The changes to the article have not change my opinion on this matter.

Minor

A good check is required i.e missing ‘of’, in the last para Educational Environment, “assessment ‘of’ the medical education program”.