



Rahbar Medical & Dental College

No: RMDC/DME/ 621

Dated: 23 September 2024

ASSESSMENT POLICY

1. **Purpose:** In pursuance of University of Health Sciences (UHS) rule assessment policy is formulated to carryout assessment of RMDC students encompassing all the three domains of knowledge, skills and attitude. Assessment derives learning and it's a continuous and integrated process involving variety of assessment tools to obtain information regarding student's learning. The purpose of this assessment Policy is to outline assessment practices in RMDC for the five years MBBS program (traditional as well as integrated modular curricula).

It is imperative to document a clear format for all types of assessments. This policy document is intended to guide the Heads of the departments (HODs) to lay down general principles without compromising the departmental autonomy and confidentiality.

The policy has been developed by the assessment committee (subcommittee of the curriculum committee) in light of University of Health Sciences (UHS) directives on the subject and approved by the Principal RMDC.

2. **Scope:**
All faculty and students of RMDC
3. **Responsibilities:**
All HODs of examination departments.
4. **Composition:**

Committee ensures fairness, transparency and conduct of assessments in conducive the environment in order to adopt programmatic approach for improvement.



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The composition of the assessment committee as under:

a. Chairperson

Prof Dr. Manzoor Ahmed, HOD ENT

b. Members

All HODs Examination subjects:

- (1) Prof Dr. Qurrat Ul Ain, HOD Anatomy
- (2) Prof Dr. Rafiq Ahmed Khan, HOD Physiology
- (3) Prof Dr. Asima Malik, HOD Biochemistry
- (4) Prof Dr. Mushtaq Ahmed, HOD Pharmacology
- (5) Prof Dr. Arif Rasheed Malik, HOD Forensic Medicine & Toxicology
- (6) Brig (R) Shahid Rashed, HOD Psychiatry & Behavioral Sciences
- (7) Prof Dr. Rozina Jaffar, HOD Pathology
- (8) Prof Dr. Noureen Rahat, HOD Community Medicine
- (9) Prof Dr. Sadaqat Ali Khan, HOD Surgery
- (10) Brig (R) Dr. Muhammad Tahir, HOD Medicine
- (11) Prof Dr. Manzoor Ahmad, HOD ENT
- (12) Prof Dr. Shahnaz Kausar, HOD Gynae & Obst
- (13) Prof Dr. Muhammad Ali Khan, HOD Pediatrics

c. Students

- (1) 1x Student (GR or CR) from Clinical years
- (2) 1x Student (GR or CR) from Pre-Clinical years

5. Assessment Principles and Guidelines:

5.1 Designed comprehensive assessment program is based the following

criteria:

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University of Health Sciences (UHS) guidelines regarding content, objectives and weightage.

- 5.10 Record of continuous internal assessment shall be maintained by respective department of medical / dental college. Assessment cards / registers / Log books / portfolios will be maintained in the respective departments.
- 5.11 After the assessments, departmental feedback will be shared with the students concerned to ensure that students identify gaps in their learning. If required, the respective HOD can review the academic activities and assessment tools to address the identified gaps / weakness in the respective subject.
- 5.12 All decisions must be based on rational arguments and scientific underpinnings.
- 5.13 The date, time and method of assessment must be defined explicitly in the assessment plan.
- 5.14 Date sheet of summative assessment (block/sendup) will be signed by the respective HODs, perused by Director Medical Education Department and approved by the Principal prior to dissemination to the respective MBBS class / all concerned.
- 5.15 Examination cell will coordinate and manage the activity accordingly. Attached as (Annexure-B).
- 5.16 Online assessment may be conducted on case to case basis if deemed necessary on the same lines as taken in on campus assessments
- 5.17 In case of unforeseen circumstances, date sheet or mode of assessment (even from onsite to online) will be changed on request of HOD, if approved by the Principal, RMDC.



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- a. Purpose of assessment.
 - b. Determine content to be assessed.
 - c. Select relevant assessment procedures.
 - d. Assessment procedures must be in light of UHS
 - e. Beware of limitation of assessment procedures.
 - f. Modify Instructional plan depending the feedback.
- 5.2 RMDC has the responsibility to ensure that all the students have undertaken uniform course of learning in order to achieve the identified outcomes of MBBS program.
- 5.3 The transparency, reliability and validity of the entire assessment process must be ensured by the department concerned
- 5.4 Quality assessment requires a variety of methods; as no single method is sufficient to assess learning outcomes across all three domains of knowledge, skills and attitude. At RMDC, assessment tools include (but are not limited to) MCQs, SEQs, SAQs, LEQs, OSPE, OSCE, Viva Practical/Ward tests, Assignments, PERL, CFRC, and field survey visits.
- 5.5 Assessment procedures must be based upon the institutional goals, outcomes and UHS guidelines in accordance with the prescribed syllabus.
- 5.6 Each department is responsible for its own assessment procedure (SOP) within its domain encompassing knowledge, skills and attitudes by using various assessment tools.
- 5.7 SOP for the conduct of the exam must be followed (Annexure- A).
- 5.8 The assessment process should be clearly understood by the students in advance in term of expectations of students concerned and consequences of the assessment.
- 5.9 Each instrument of assessment / method must be selected based upon the curriculum taught, as per table of specification (TOS) as per the



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6. Instructional Goal:

At RMDC, our specific instructional goal is to produce graduates according to the institutional outcomes who are professionally competent humane and compassionate in his/her attitude in provision of holistic care to the patients. Keeping this foundation in mind, assessment plan is formulated.

7. Alignment with educational outcomes:

The assessment methods are aligned and designed to be compatible with educational outcomes and instructional methods. The assessments are closely aligned with the learning objectives specified for each department. It facilitates a coherent and effective educational experience, where assessments measures student achievement relative to the set educational goals.

8. Types of Assessment

8.1 Continuous Assessment: It will incorporate both formative and summative assessment for whole academic years.

8.2 Formative: Conducted throughout in each term. Though low stake examinations but with feedback it will improve student's learning, leading to better performance in summative assessment.

8.3 Summative: Conducted at end of each academic session, consisting of (but not limited to) MCQs, SEQs, OSPE and structured viva. Departmental record will be maintained during each academic year by the respective departments.

9. Assessment Tools:

The assessment tools used are as follows:



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9.1 Written Assessment:

Questions are given to the student and they write its relevant answers appropriately in a specified time.

9.2 Multiple Choice Questions (MCQs):

MCQs are extremely flexible and assess knowledge, understanding, interpretation and application. These will be effective to judge / determine the cognitive aspects of students; one best answer is selected from 5 given options to answer.

9.3 Short Answer Question (SAQs) and Short Essay Question (SEQs):

This written assessment formats are the most well-known and most widely used assessment methods in medical education. Learning outcomes which are mainly based in the knowledge domain can be assessed by written tools.

9.4 Field Visits and Autopsy training:

The tool is being used in the community medicine and forensic medicine departments. The knowledge, skills and specially attitude can be assessed through this tool

9.5 Assignments:

Departments can tailor assignments according to their own schedule. Every month the departments are assigning topics to the students as assignment. Assignment can access the knowledge, skills and attitude.



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f.) Simulated Patients

Simulated patients or standardized patients are often used as part of the assessment in RMDC. These individuals are trained to present specific medical conditions or scenarios consistently, allowing students to practice and demonstrate their clinical skills in a controlled environment. Standardized patients are used to assess various competencies, including communication skills, diagnostic abilities, and clinical decision-making. They provide valuable feedback and enable educators to evaluate students' performance in a realistic but controlled setting. This method helps prepare students for real patient interactions by offering a safe space to develop and refine their skills.

g.) Structured Viva:

It's a mandatory constituent of the summative assessment; Structured questions are asked according to the departmental guidelines. It encompasses knowledge, skills and attitude.

h.) Formative Methodologies

Departments also employ formative methodologies for the assessments which include classes quizzes, class tests, open book tests, presentations and end of the lecture question answers. These methodologies are designed to help students to proactively identify their strength and weakness.

10. Criteria (Standard Setting):

RMDC is following traditional (discipline-based) as well as integrated curriculum as per directions of University of Health Sciences. Assessment criteria are clear and available to all students well in time. Passing criterion is 50% marks for the theory as well in the practical exams. Final assessment will be carried out at end of each term and at the end of academic year. The frequency, timing and weightage of assessments will be feasible, valid,



9.6 Practical Assessment

a) Lab Practical Tests:

It's carried out by basic departments.

b) Objective Structured Practical Exam (OSPE):

A OSPE will be held during block and sendup in the summative assessment (basic subjects). It is comprising of practical (laboratory- based) questions related to the learning objectives covered in the course. It encompasses knowledge, skills and attitude.

c) Objective Structured Clinical Exam (OSCE):

A OSCE will be held during block and sendup in the summative assessment (clinical subjects). It is comprising of practical (ward - based) questions related to the learning objectives covered in the course. It encompasses knowledge, skills and attitude.

d) Ward Tests:

These are conducted in the hospitals. End of the rotation ward test is mandatory in the respective years of examination.

e) Scenario Based Long and Short Case:

Long and short cases are integral part of the summative assessment. Student employs the learning techniques of history taking, percussion, palpation, auscultation and examination (Minicex where applicable). Commonly encountered problems are made the case scenarios for which students will be trained in clinical training during ward duties. It encompasses knowledge, skills and attitude.



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reliable and in accordance with the respective HOD instructions. RMDC standard-setting method typically involves a structured approach to determine the passing standards or cut-off scores for examination items as here's how it generally works. HOD reviews the exam items and establishes criteria for setting standards. This includes understanding the content, difficulty level, overall objectives of the exam and formation of expert panel. The same is reviewed discussed and consented upon before communicating the implementation.

11. Sendup and Block Examinations:

These are compulsory for the students of all classes. The students who do not appear or fail in examination may not be allowed to appear in the university professional examination (for promotion to the next higher class).

12. Internal Assessment:

The internal assessment is designed to assess students' ongoing progress throughout the course, ensuring they are consistently engaged in academic activities by contributing to a significant portion of the final grade in their annual examination, it encourages the student to carryout regular study with active participation. Its weightage helps the students in annual examination and motivates students for continuous learning these to contribute to their overall performance.

As per UHS guidelines, at RMDC, the internal assessment accounts for 10% of the overall weightage (the total marks of the respective subject) in traditional curriculum and 20. % weightage (the total marks of the respective subject) in the UHS Integrated Modular System (IMS) 2k23 curriculum. Attached as (Annex-C).

In traditional curriculum, the score of internal assessment contributes 10% and final university (professional) examination of each subject contributes 90% to the total score. The candidate has to pass in aggregate. The

weightage of internal assessment is 10% in all the subjects, which is



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- b) The appeal must be accompanied by relevant documentation and a clear explanation.
- c) The HOD of the subject in which the student appealed initially reviews the form.
- d) The HOD assesses the appeal and provides their recommendation.
- e) The recommendation is forwarded to the Principal for final review.
- f) The Principal reviews all the documentation and the HOD's recommendation.
- g) A decision is made regarding the appeal based on the review.
- h) The outcome is communicated to the student.
- i) If the appeal is upheld, necessary corrections or adjustments are made to the results.

The process ensures transparency and fairness in handling disputes related to results.

16. Feedback:


Students and faculty can provide feedback / either directly to the HOD concerned, Admin, DME or Principal through RMDC feedback performa, departmental meeting, academic council, website or in complain box (placed in college premises). Feedback is taken positively and necessary steps are taken, as per direction of principal RMDC.

17. Quality Assurance Mechanisms for Assessment:

Departments at RMDC are responsible for their assessment tools, plan and question banks. UHS table of specification (TOS) will be the basis of all the assessment tools employed. It's the discretion of the HOD to nominate faculty member of department to assist him/her in paper setting. Similarly, HOD can designate the paper checkers from his/her department.



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