



LAHORE
MEDICAL & DENTAL
COLLEGE

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ASSESSMENT POLICY AND PLAN

The purpose of this uniform assessment policy is to establish standardization for undergraduate students assessment practices of Dental education program at Lahore Medical & Dental College. This policy has been developed by the Assessment Committee, tasked to establish, monitor and update an assessment system throughout four years Dental curriculum. This policy is designed and finalized under the supervision of **Prof. Dr. Aqib Sohail, Principal/Dean Dental College, LMDC**


PRINCIPAL/DEAN
PROF. DR. AQIB SOHAIL
COLLEGE OF DENTISTRY, LMDC

ASSESSMENT POLICY AND PLAN

DENTAL COLLEGE LAHORE MEDICAL AND DENTAL COLLEGE



POLICY ON ASSESSMENT

Purpose:

The purpose of this uniform assessment Policy is to establish standardization for undergraduate students' assessment practices of Dental education program at Lahore Medical and Dental College.

This policy has been developed by the Assessment Committee, tasked to "establish, monitor, and update an assessment system throughout four-year Dental curriculum."

Principles:

Assessment within the BDS program at Lahore Medical and Dental College will occur in the context of curricular alignment. All the assessments will be aligned with student learning objectives and course learning activities. This will include both formative and summative assessments, entailed written examinations, (MCQ, SEQ), performance assessment (OSPE & OSCE, patient based clinical hands on, VIVA), and class assignments. All assessments will follow examination regulations of University of Health Sciences. The institute will be responsible for all in-house assessments in all years whereas promotion professional examinations will be conducted by the affiliating University.

Assessment procedures are to be standardized across courses.

Scope of this Policy:

This policy applies to all undergraduate students registered in the BDS program at the University of Health Sciences.

This document covers assessment policies for the four-year Undergraduate Dental Education Program.

Assessment / Academic monitoring committee

Coordinators of the academic Year as nominated by the Principal of this Institute are "Academic management and monitoring team". This team works in liaison with department of Dental and Medical education. Members of the committee are as follows:

Sr. No.	Name	Designation
1.	Prof. Aqib Sohail	Chairperson Professor Oral and Maxillofacial Surgery
2.	Prof. Saima Razzaq	Member Prof. Restorative dentistry/ 4 th year Coordinator
3.	Prof. Sadia Iqbal	Member Prof. Oral Pathology/ 3 rd year Coordinator
4.	Prof. Usman Mahmood	Member Professor Science of Dental Material/ 2 nd year Coordinator
5.	Prof. Aruna bashir	Member Professor of Anatomy/ 1 st year Coordinator Medical
6.	Dr. Asad Mahmood	Member Associate Prof. Oral Biology/ 1 st year Coordinator
7.	Dr. Muhammad Tauqeer Ehsan	Member Assistant Professor Dental Education Department

Definitions:

1. **Formative assessment (for learning):** An assessment that is designed to promote student learning, and provides specific qualitative feedback to the learner on their progress towards achievement of objectives, and identifies areas for improvement.
2. **Summative assessment (of learning):** An assessment used to measure students' achievement of objectives after a period of instruction, such as a section, chapter, unit, module, or course and this becomes part of internal assessment which add up in the final marks of UHS professional examination. This may also provide formative evidence for future learning.
3. **Reliability:** A measure of the reproducibility or consistency of the assessment. If a student were assessed on a different day, or by a different examiner, how close the score would be.
4. **Validity:** A measure of if the assessment is actually assessing that which it is designed to assess.
5. **Syllabus Assessment Plan:** A document outlining an overall plan of how learning within a unit of instruction (course/module/rotation) will be assessed. It will include methods, timing and weighting of the various assessments.
6. **OSPE:** Objective Structures/Standardized Practical Examination.
7. **OSCE:** Objective Structured/Standardized Clinical Examination.

BDS – Courses of Studies

1 st Year	2 nd Year	3 rd Year	Final Year
1. Anatomy General anatomy Gross anatomy Histology Embryology	1. General Pathology	1. General Medicine	1. Prosthodontics Gerodontology Implantology
2. Physiology	2. Pharmacology	2. General Surgery	2. Operative & Conservative Dentistry
3. Biochemistry	3. Community & Preventative Dentistry	3. Oral Pathology	3. Oral & Maxillofacial Surgery
4. Oral Biology & Tooth Morphology Oral anatomy Oral Embryology Oral Histology Oral Physiology Tooth morphology	4. Science of Dental Materials	4. Periodontology	4. Orthodontics & Dental Radiology
5. Behavioral Sciences	5. Research Methodology	5. Oral Medicine	
6. Pakistan studies	6. Behavioral Sciences	Pre-clinical dental techniques, ▪ Crown & bridge ▪ Endodontic <i>Clinical Assignments</i> ▪ Medicine wards & emergency ▪ Surgery wards & emergency Exodontia clinics ▪ Oral medicine clinics ▪ Periodontics clinics ▪ Prosthodontics clinics	
7. Islamic studies			
Laboratory Instruction ▪ Dissection on cadavers ▪ Histology ▪ Physiology ▪ Biochemistry ▪ Oral histology ▪ Tooth morphology	Pre-clinical Dental Techniques ▪ Prosthodontics ▪ Operative dentistry ▪ Orthodontics ▪ Periodontology		<i>Clinical Assignments</i> ▪ Prosthodontics ▪ Operative Dentistry Exodontia clinics ▪ Oral & Maxillofacial Surgery ▪ Orthodontics <i>Practice Management Tutorials and seminars Case presentations</i>

Subjects to be examined

1 st Year	2 nd Year	3 rd Year	Final Year
1. Anatomy General anatomy Gross anatomy Histology Embryology	1. General Pathology	1. General Medicine	1. Prosthodontics
2. Physiology	2. Pharmacology	2. General Surgery	2. Operative & Conservative Dentistry
3. Biochemistry	3. Community & Preventative Dentistry	3. Oral Pathology	3. Oral & Maxillofacial Surgery
4. Oral Biology & Tooth Morphology Oral anatomy Oral Embryology Oral Histology Oral physiology Tooth morphology	4. Science of Dental Materials	4. Periodontology	4. Orthodontics & Dental Radiology
5. Pakistan studies	5. Behavioral Sciences	5. Oral Medicine	
6. Islamic studies			

Policy:

1.0 Assessment Planning

- 1.1 Coordinator of each session will develop consensus amongst all subject's head for the frequency of regular class tests along with dates and time including major examination (midterm & sendup) at the beginning of session which will be finally approved by the Principal.
- 1.2 There should not be overlap of two different subject' class tests.
- 1.3 Each course will develop learning objectives outlining what the student will have to learn/be able to do upon completion.
- 1.4 Each course will develop a "Syllabus Assessment Plan" according to the Table of Specification, which will include information on the methods, timing, and relative contribution to the final mark of all course assessments, both formative and summative. Criteria for passing and remediation must be specified.
- 1.5 Each course in charge will develop an "Examination Blueprint" for each of the major assessments (midterms and sendup).
- 1.6 The assessment planning documents (objective map, plan and blueprint) will be discussed with the Subject Specialist, who will work with the course directors to ensure appropriate representation of curricular and program objectives.

2.0 Examination Development and Administration

- 0.1 Each course director, working in conjunction with the teaching faculty, will develop a departmental pool for assessment questions.
- 0.2 Each course director, in consultation with the teaching faculty and the Subject Specialist, will revise the question items during the academic term before the examination is administered.
- 0.3 The result/grades of assessment will be notified to the students not later than 2 weeks from the date of examination.
- 0.4 Post examination, test discussion and student feedback should preferably be given for each assessment.

2.1 Types of Assessment Procedures

Performance of students will be assessed as following;

i. Continuous Assessment During Academic year

It will incorporate both formative and summative assessment for all academic years.

- **Formative;** Conducted throughout each term. Though low stake examination but with feedback will improve student learning, leading to better performance in summative assessment.
- **Summative;** Conducted at end of each term, consisting of MCQ, SAQ, OSPE and structured viva. However, logo books will be maintained during each academic year, according to the departmental requirements.

ii. End of Term Assessment

This will be summative carried out at end of each academic year.

2.2 Assessment Tools

Various tools selected are as following according to UHS guidelines.

iii. Written Assessment

• Multiple Choice Question

MCQS are extremely flexible and assess knowledge, understanding, Interpretation and application. These will be effective to test cognitive aspects of students, one best answer type MCQ are used.

• Short Answer Question

Written assessment formats are the most well-known and most widely used

Assessment methods in medical education. Learning outcomes which are

mainly based on cognitive domains can be assessed by written tools. We will short answer question (SAQ).

• Assignments

Every month in various departments topics concerned with the term will

be given for assignment. These will be a part of formative assessment. As

well as Clinico-Basic and Pathologic Conferences are held for preclinical years, respectively.

2.3 Practical/Clinical Assessment

- **OBJECTIVE STRUCTURED PRACTICAL EXAM(OSPE)**

A formative OSPE will held during terms and summative at the end of year. It will consist of laboratory-Based and practical questions related to the learning objectives covered in the course. The students will be given feedback after formative assessment.

- **Long Case**

At the end of fourth and final year each subject will be assessed by a long Case. Daily encountered problems will be the case scenarios for which Students will be trained during formative assessment in clinics.

- **STRUCTURED VIVA**

At the end of examination an integrated viva will be taken in which relevant specialists will sit and ask questions. There will be guidelines for Examiners to follow.

- **LOG BOOKS**

In case of log books required entries will be countersigned by observer.

It will be criterion referenced whereas the students will have to fulfill

Following criteria; for example, assignments, case presentations in wards, department log Books.

- i. **Observation**

- **INTERNAL ASSESSMENT**

The progress report from teachers will have separate column about behavior

And attitude of students in each term in addition to academic record with minimum pass of 50%.

2.4 Notification of Results

Faculty Assessment Committee will display result on notice board as well as online on the college website <http://www.lmdc.edu.pk>

Results as hard copy and e-mail will also be sent to parents of each term.

3.0 Standard Setting of Assessment;

3.1- Generalized Standard Setting of assessment

3.2- Individual Standard Setting of assessment

3.1- Generalized Standard Setting of assessment:

Assessments are of two kinds:

- I) Internal Assessment (10%)
- II) University Assessment (90%)

1. Regulations for Internal Assessment

- (i) The weightage of internal assessment shall be 10% in all subjects. 5% internal assessment marks shall be added to the aggregate score of Theory and 5% internal assessment marks to aggregate score of Oral and Practical Examination and not to an individual component like MCQs, SEQs Paper or Oral / Practical/ Clinical Examination.
- (ii) Continuous internal assessment shall consist of evaluation at the end of each component, e.g. stages/ sub-stages, class tests, midterm, sendups clinical skill assessment from clinical supervisors, and Year's work books and attitude assessment from HOD.
 - It will include assessment of Knowledge, Skills and Attitude. Methods used to assess these domains shall include Multiple Choice Questions, Short essay questions, Oral/Viva, and Practical Clinical examinations and multisource feedback.
- (iii) Awards of internal assessment in all the subjects of all the candidates shall be submitted to the Controller of Examinations through principal office along with Admission Forms for the annual examination. Internal assessment received after commencement of the final examination shall not be accepted as per UHS rules.
- (iv) The marks of internal assessment shall be submitted only once a year prior to annual examination and the same shall be counted both for annual and supplementary examinations. It is further emphasized that fresh assessment or a revision of assessment for supplementary examination shall not be permissible and detained student's internal assessment may be revised.
- (v) Internal assessment will be awarded as per PMC/UHS criteria.

2. Regulations for University Assessment

1. Pass marks for professional examinations are 50% separately in theory and practical of each subject. In the clinical subjects of Final Professional, 50% of marks for clinical part separately are essential to pass in practical. A student shall be declared successful only if he/she passes in all components of examination (i.e. theory/practical/clinical) at the same time.
2. Before appearing in the University Examination, the students will be required to produce 'No Dues Certificate' from the contractor of college and Hostel Tuck Shops, College Cashier, College Librarian and hostel warden. Those students who are unable to produce the same will be liable to be detained by the head of the institution from appearing in the university professional examination.
3. No student shall be allowed to appear in any university examination unless he/she have attended at least 75% of the lectures, demonstrations, tutorials and the practical or clinical assignments.
4. In case a student fails to pass the Professional Examination in annual as well as supplementary examination his provisional promotion to the next higher class shall stand automatically cancelled and he/she shall revert to the previous class and the academic credits earned during his/her provisional promotion shall also stand cancelled.
5. If a student appears in the supplementary examination for the first time as he/she did not appear in the annual examination and failed in any subject in the supplementary examination, he/she will be detained in the same class and will not be promoted to the next class. Promotion on CARRY ON basis will not be allowed under any circumstances.
6. The head of institution reserves the right to detain any student from appearing in the Professional University Examination at any stage, if in his/her opinion, the student is found to be short of attendance in theory or practical of any subject or his work is reported to be unsatisfactory by any professor, lecturer or if in the opinion of the head of the institution the character and conduct of the student is unsatisfactory.

Lahore Medical & Dental College Eligibility Criteria for Appearing in UHS Examination

1st Year BDS Integrated Curriculum

Modular System

Eligibility Criteria for appearing in the UHS examination system:

- Minimum Attendance in each Block: 85% (Three Blocks)
- Minimum passing marks: 65% in each block

(Each block's assessment will be calculated, and the aggregate will be calculated. Students have to clear each block assessment and aggregate.

Assessment:

- Internal Assessment 20%
- University Assessment 80%

Traditional Curriculum (2nd year, 3rd year & Final year BDS)

Annual System

Attendance:

- Minimum 85%
 - (Collectively in Lectures/tutorials, Practical/Clinical, Community Visit)
- Leave is considered to be absent unless supported by a valid document
 - (Medical Certificate etc. until verified by the principal office)

Supplementary Students:

- Supplementary holders should attend the initial 2-week classes of new Academic session so they can have better subjects' orientation.
- The lectures attendance will be 85%, counted immediately after the Supplementary Theory exam is over.
- For Deficiencies in clinical training, students should make up as planned by respective HOD of the concerned department.

Detained students:

- Passing Sendup test is mandatory requirement to be declared eligible to sit in the examination.
- Students should be encouraged to attend lectures of respective subject
 - Lectures policy for detained hostilities students may vary according to the circumstances and permission of the principal.

Re-sendup Policy:

Students failing to clear the sendup examination but having 85% attendance and their percentage is 35% and above. Their re-sendup will be taken. If they clear the re-sendup examination, their admission will be sent with double fee of university.

Assessments:

- 60% of the Total Test Scores or 50% passes tests
- Pass percentage will be 50% for each subject test
- Sendup should be passed
- Academic audit should be done on quarterly basis.

Note:

- Eligibility of students is being declared by analyzing attendance and performance record along with affective domain of the individual student at the end of session. By keeping in view of declared eligibility policy with students' attitude, Parent teacher discourse, medical record, this committee declared the eligibility list of the respective academic year. Ineligible students on the basis of their attendance and assessment, their remedials will be taken at the end of the session.
- Border line cases may be considered for improvement by remedial sessions and assignments.
- All the subject in-charges will try their level best and plan their teaching, training and assessment activities and strategies in a way that maximum students should be able to cross the cut off line and meet the eligibility criteria. However, in spite of evidence based rigorous effort, students who do not meet eligibility criteria should be debarred to appear in the annual examination.
- Extra ordinary circumstances will be discussed; case to case bases and final decision will be made by the principal.

3.2 Individual Standard Setting of Assessment

- Individual assessments should be early and regularly reviewed in a courses and clinical placement to determine students' progression between Successive stages
- Students who are identified as underperformers should be offered remediation.
- Re-test of those topics missed by supplementary students
- The time of remediation is to be unanimously decided by all the heads of the examination subjects for each year. The preferred time for remediation should be in the summer break, after the summative assessment and it is informed to the students that they are self-responsible to complete their clinical quota.
- The course/module director will determine the specific type of remediation needed for each individual student (assignment or retest).
- Parent Teacher meeting PTM, for underperforming students will be called for 1st year after 3rd month of session started, 2nd year after 4th month, and 3rd year and final year in the mid of the session, for the positive modification of the student's performance.
- PTM follow-up record should be maintained.
- Individual assessment may be revisited to ensure their performance before sending for Annual UHS exam.

6.0 Student Feedback on Assessment

- 6.1. Students must receive constructive formative feedback (i.e. feedback beyond a numerical grade value) on their performance during each required preclinical course/module in order to allow sufficient time for remediation.
- 6.2. Assessment feedback may be given after each test but mandatory for major tests (like midterm).
- 6.3. Clinical test feedback to be given at the end of rotation.
- 6.4. Any student who fails Mid-term/Sendup/Batch test should review his/her assessment by contacting the appropriate course Director.

7.0 Appeal Mechanism by students about results For Annual Assessment (UHS)

After declaration of the results, The Candidate shall apply for rechecking of his /her results recommended by Principal/Dean of the College along with fee and a copy of detailed marks certificate to the Controller of Examinations.

8.0-Quality Control

- 8.1. Effective coordination with Student Affair/ Quality Assurance Committee may help in case of any difficulty to ensure promising result.
- 8.2. Assessment data are used to improve the performance of academic staff, students, courses and the institution.
- 8.3. Department of Dental Education will perform regular audit of academics and coordinate to implement this policy by keeping all the relevant data of assessment.