

ASSESSMENT UNIT

Policy Manual



**LAHORE
MEDICAL & DENTAL
COLLEGE**

LAHORE MEDICAL AND DENTAL COLLEGE

DEPARTMENT OF MEDICAL EDUCATION

LMDC

PREAMBLE

Assessment is said to drive learning, keeping up with changing trends, at Lahore Medical and Dental College we are committed to improve our teaching and learning standards to take our graduates to achieve high standards of education.

It is our effort to establish high standard policies and procedures which serve the required purpose of undergraduate assessment.



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Associate Professor / HOD

Department of Medical Education

Lahore Medical & Dental College

LMDC

LAHORE MEDICAL AND DENTAL COLLEGE
POLICY ON ASSESSMENT

PURPOSE:

The purpose of the Undergraduate Medical Education Student Assessment Policy is to establish student assessment practices within the undergraduate medical education program at Lahore Medical and Dental College.

This policy has been approved by the Assessment Subcommittee, which is a standing subcommittee of the Curriculum Committee, tasked to “establish, monitor, and update an assessment system throughout five year medical curriculum.”

Assessment Committee:

The committee members are nominated by the Principal of the Institute. Members of the committee are as follows:

| Sr. No. | Name | Designation |
|----------------|-------------------------------|---|
| 1. | Prof. Mian Muhammad Shafique | Parton Principal LMDC |
| 2. | Prof. Wasim Amer | Member / Incharge Traditional Assessment HOD of Medicine |
| 3. | Prof. Hasnat Ahmed Butt | Member HOD of Surgery |
| 4. | Prof. Seema Daud | Member HOD of Community Medicine |
| 5. | Prof. Iffat Badar | Member HOD of Anatomy |
| 6. | Prof. Aamir Bashir | Member HOD of Forensic Medicine |
| 7. | Prof. Athar Adnan Uppal | Member HOD of ENT |
| 8. | Prof. Shazia Nilofar Ibnerasa | Member HOD of Pathology |
| 9. | Prof. Rubina Bashir | Member HOD of Biochemistry |
| 10. | Dr. Nighat Nadeem | Member / Incharge Modular Assessment Associate Professor / HOD Medical Education |

Principles:

Assessment within the MBBS 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, and will utilize written examinations, (MCQ, SEQ), performance assessments (OSPE & OSCE), and class assignments as assessment tools. 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 MBBS program at the University of Health Sciences.

This document covers assessment policies for the five-years Undergraduate Medical Education Program.

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. May also provide formative information 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 Structured/Standardized Practical Examination
7. **OSCE:** Objective Structured/Standardized Clinical Examination

Policy:

1.0 Assessment Planning

- 1.1 The dates, time and venue for the major examination (midterm & sendup) will be unanimously agreed with head of all examination subjects for each year and will be approved by the Principal.
- 1.2 Each course, module or rotation will develop learning objectives outlining what the student will have learned/be able to do upon completion of the course, module or rotation.
- 1.3 Each course, module or rotation will develop a plan of organized learning opportunities to assist students in attaining the above learning objectives.
- 1.4 Each course, module or rotation will complete the “Course, Module or Rotation Objective Assessment Map”, which provides details of how students’ achievement of each of the learning objectives will be assessed. A template is provided in the assessment procedure document.
- 1.5 Each course will develop a “Syllabus Assessment Plan”, 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.
- 1.6 Each course, module or rotation will develop an “Examination Blueprint” for each of the major assessments (midterms and sendup)
- 1.7 The assessment planning documents (objective map, plan and blueprint) will be discussed with the Subject Specialist, who will work with the course/module/rotation directors to ensure appropriate representation of curricular and program objectives.

2.0 Examination Development and Administration

- 2.1 Each course/module/rotation director, working in conjunction with the teaching faculty, will develop a departmental pool for assessment questions.
- 2.2 Each course/module/rotation director, working in conjunction with the teaching faculty, will develop a draft of the major examinations planned for their course/module/rotation and submit the draft to the Head of the Department.
- 2.3 The submitted examinations will be mapped to ensure congruence with and adequacy of sampling from the objectives.

- 2.4 Each course/module/rotation 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.
- 2.5 Submitted questions may be rejected if they do not address module objectives, are in an inappropriate format or of poor quality.
- 2.6 The draft examination shall be finalized no later than 2 weeks before the date of the assessment.
- 2.7 The result/grades of assessment will be notified to the students not later than 2 weeks from the date of examination.
- 2.8 Post examination, test discussion and student feedback should preferably be taken for each assessment.

3.0 Remediation and Supplemental Assessment

- 3.1. Students who are identified as being in academic difficulty may be offered remediation and supplemental assessment.
- 3.2. 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.
- 3.3. The course/module director will determine the specific type of remediation and supplemental assessment needed for each individual student.
- 3.4. The supplemental assessment may be in the form of the original assessment or in another form as appropriate for reassessing the student's area(s) of academic difficulty.

4.0 Standard Setting

- 4.1. Following regulations of the University of Health Sciences, all assessments should have 50% passing grade with 10% of end year university examination marks reserved as internal assessment.
- 4.2. The internal assessment marks for all subjects should keep attendance, class test scores, major assessment scores (midterm & sendup) as sub-scores during calculation.

5.0 Assessment of Clinical Rotations

In addition to information contained above, clinical assessment will keep in account the following:

- 5.1. Ward test (OSCE/viva/case presentation) will be scheduled at the end of each rotation.
- 5.2. Ward test syllabus will be aligned with the clinical teaching done during rotation.
- 5.3. Ward test content will be developed under supervision of the head of the respective clinical department.

6.0 Student Feedback on Assessment

- 6.1. Each course/rotation must provide opportunities for formative assessment.
- 6.2. 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.
- 6.3. Any student who fails a major internal summative assessment may request to review his/her assessment by contacting the appropriate course, module or rotation Director.

7.0 Oversight and Review

- 7.1. The Assessment Subcommittee is responsible for overseeing of the assessment system and or documents, and will review any items if pointed out by the teaching faculty.
- 7.2. Any adverse assessment performance report, such as low (<60%) university exam results will require a review of the course/module/rotation assessment framework. The subcommittee and Subject Specialist will work with the course team in revising the assessment framework for any course where problems are identified.
- 7.3. The subcommittee will coordinate with the Curriculum Committee on the performance of the assessment process.