

LIAQUAT INSTITUTE OF MEDICAL AND HEALTH SCIENCES, LIMHS, THATTA

ASSESSMENT POLICY

1. **Purpose.** The purpose of this Assessment Policy is to outline assessment practices within the LIMHS MBBS program. The policy has been developed by the Department of Medical Education (DME) and it documents a clear format for all types of assessments. This document is intended to complement the LUMHS assessment policy that outlines the structure for conducting annual summative assessments and certification of MBBS degree.
2. **Guiding principles of assessment policy at LIMHS**
 - a. LIMHS has the responsibility to ensure to achieve the identified outcomes of our MBBS program.
 - b. Good assessment requires a variety of methods; no OSPE/OSCE & WPBA single method is enough to assess learning outcomes across all domains. So we are using Med of SBA, SAD.
 - c. Each assessment instrument/method must be selected based on scientific evidence
 - d. Feedback should be provided to students following all assessments to ensure that students identify gaps in their learning and faculty can review future curricular and assessment content.
 - e. All assessment decisions must be made on rational arguments and scientific underpinnings. The faculty must be trained/ show competence in use of various assessment strategies.
 - f. The quality of the entire assessment process must be ensured.
 - g. The assessment process should be clear and transparent so that students know in advance the expectations (from students) and consequences of the assessment.
3. **Roles of the Various Departments in Assessments.** Each department is responsible for student assessment within its domain. Students must be continuously assessed for the required knowledge, skills and attitudes through various examination procedures. Record of the conduct of these procedures should be maintained in the departments in the form of documented assessment plans. Departments may develop their assessment plans in light of the LIMHS assessment plan (given below).
4. **LIMHS Assessment Plan.** MBBS students at LIMHS are continuously assessed throughout the academic year. These assessments will be formative.
 - a. **Formative Assessment.** Formative assessment is a systematic process to continuously gather evidence about learning. Student performance in these assessments is used to identify a student's current level of learning and to adapt lessons to help the student reach the desired learning goal. The data are used to identify a student's current level of learning and to adapt further teaching to help the student reach the desired learning goals. These assessments which do not necessarily carry Weightage in the final examination. Formative Assessment should be carried out throughout the blocks and clinical rotations using various strategies at the discretion of departments. Formative assessments must be accompanied by feedback to the students. Formative assessment has two further types

I. **Informal Formative Assessments**: Taken during or at the end of a teaching session to ensure student learning. Informal formative assessments do not need to be planned and can be taken spontaneously.

II. **Formal Formative Assessments**. These are planned in the form of planned quizzes, assignments, class tests etc. The results of formal formative assessments must be shared with students. Formal formative assessments can be used to inform internal assessments if required.

b. **Summative Assessment**. These are the assessments which are used to inform decisions about students' progress and graduation from the LIMHS MBBS program. Summative assessment decisions are made on the basis of both internal assessments scores by LIMHS and end of year assessment scores by LUMHS. Internal assessments will contribute 20%, each for theory and practical. Internal assessments include module exams, End of the block (EOB) exams, ward tests, OSCE/ OSPE, the details of examinations for each professional exam are present in the LUMHS assessment policy.

Note. The generalized assessment plan of LIMHS is shown below and presented in the study guides for each block.

5. Quality Assurance Mechanisms for Assessment. following processes will be carried out in LIMHS to ensure maintenance of quality in our Internal Assessments:-

a. **Pre-Hoc Quality Assurance Measures**.

- (1) Departments in Liaquat Institute of Medical & Health Sciences are responsible for test generation and contribution to their test (MCQ SAQ, OSCE) Banks. This bank is maintained within the departments and contains both tested and untested items.
- (2) The NDHPE approved template is used for developing MCQs, SAQs and OSCE stations for generation of test items.
- (3) Departmental Coordinators for Test Bank (CTB) should be nominated by the HOD. CTBs will be responsible for all exam/assessment related activities of the department
- (4) Blueprint for each internal exam should be prepared at least three weeks before the exam by the block in charge for that block. The blueprint should be prepared according to the standard LIMHS format.
- (5) A table of specifications is then prepared by senior faculty in light of the exam blueprint and annual examination TOS provided by LUMHS.
- (6) Pre- Hoc meetings are conducted within the department to review the Blueprint and TOS.
- (7) Items are selected from the departmental MCQ bank according to the TOS
- (8) Item moderation is conducted within the department to ensure the quality of items selected.
- (9) The Approved question papers will be sealed and locked in the department 48 hours before the examination

- (10) Answer books will be arranged by the staff of the department as per requirement one day before the examination day.

b. post- Hoc Quality Assurance Measures

- (1) Post-hoc analysis meeting should be conducted in the department after receiving the post hoc examination report.
- (2) The post-hoc meeting is called by the CTB and analysis of examination items must be done by at least three senior faculty members.
- (3) Analyzed items are added to departmental test banks if they are satisfactory.
- (4) Items that have been used but have not gone through moderation and/or post hoc analysis are treated as untested items.
- (5) Final report of the post -hoc analysis for the concerned internal exam should be provided to DME

6. Compilation of Result

- a Result will be compiled by a lecturer within 10 days of the examination and after approval from HOD it will be displayed on notice board and forwarded to the student affair department for record keeping.
- b A special feedback session/ class will be conducted after the finalization of the result, the mistakes will be discussed with the students.

- 7. Online Assessments.** Online assessment will be conducted along the same lines as on campus assessments. In case of unforeseen circumstances, coordinator may change the date sheet and mode of assessment (from onsite to online) after instructions from the University.