

ASSESSMENT POLICY
CMH MULTAN INSTITUTE OF MEDICAL SCIENCES
(CIMS) Multan



Rationale:

The rationale of this Assessment Policy is to outline assessment practices at CIMS Multan. The policy has been developed by the Department of Medical Education (DME) and it documents a clear format for all types of in-house assessments.

Principles of assessment policy:

1. The institution has the responsibility to ensure that the students achieve the identified outcomes of the program.
2. A valid assessment requires a variety of methods; no single method is enough to assess learning outcomes across all domains.
3. All assessment decisions must be made on rational arguments and scientific evidence. Decisions must be made by the respective subject experts.
4. The assessment process should be clear and transparent so that students know in advance the expectations (from students) and consequences of the assessment.
5. The timing and mode of each in-house, as well as NUMS assessment, must be explicitly defined in the assessment plan.
6. The faculty must be trained for various assessment strategies by offering regular faculty development program activities and workshops.
7. The quality of the entire assessment process must be ensured by taking feedback at regular intervals.
8. Feedback should be shared with all stakeholders after each assessment to ensure that gaps are identified and faculty can review future curricular and assessment content.
9. Each department is responsible for student assessment within its domain.
10. Record of the conduct of these procedures should be maintained in the departments in the form of documented assessment plans.
11. Assessment Plan:
MBBS students are continuously assessed throughout the academic year.

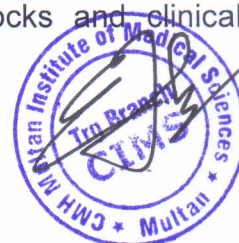
These assessments may be formative or summative.

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.

Formative Assessment should be carried out throughout the blocks and clinical



rotations using various strategies at the discretion of departments.

Strategies can include, written, oral, or practical/clinical assessments (SEQs, MCQs, assignments, short quizzes, OCCE/OSPE), online or on paper.

b. Summative Assessment:

These are the assessments that are used to inform decisions about students' progress, promotion, and graduation.

Summative assessment decisions are based on both internal assessments scores and end-of-year assessmentscores.

Internal assessments contribute 20%, each for theory and practical, towards the cumulative score of 100% of the year.

Internal assessments include End of block (EOB) exams, ward tests, OSCE/ OSPE, pre- annual exams.

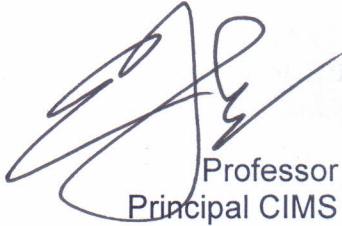
Assessment strategies used in End of the block (EOB) exams & pre-annual exams and professional assessments shall remain the same.

The details of examinations for each professional exam are present in the NUMS assessment policy.

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Distribution: All Concerned