

Dept. of Medical Education – CIMS Multan

ASSESSMENT POLICY
CIMS Multan – CMC & CDC

Rationale:

The rationale of this Assessment Policy is to outline assessment practices at CIMS Multan (CMC and CDC).

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 in 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, by the independent body of institutional L-QEC.
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. Records of the conduct of these procedures should be maintained in the departments in the form of documented assessment plans.

Assessment Categories:

MBBS and BDS 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 is carried out throughout the blocks and clinical rotations using various strategies at the discretion of departments.

Strategies can include, written (SEQs, MCQs), oral, or practical (OSCE/OSPE), clinical assessments (Long and short cases), assignments, and quizzes, which may be conducted online or on paper.

b. Summative Assessment:

These are the assessments that are used to make informed decisions about students' progress, promotion, and graduation. Summative assessment decisions are based on both internal assessment scores and end-of-year assessment scores.

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, and pre-annual exams.

The details of examinations of the university for each Annual Professional Exam are present in the NUMS assessment policy.

Assessment Plan for Longitudinal Themes

Content of longitudinal themes is incorporated in internal assessments and the annual professional assessments wherever addressed.

Ethics, Professionalism, Leadership, and Communication Skills are assessed in all years as a part of OSPE/ OSCE and viva exams.

Infection control and patient safety are assessed in Medicine and Allied.

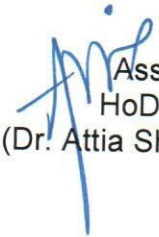
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The research is assessed in Year 4 as a community-applied research project and publication in an indexed journal.

Throughout the clinical years, students also take part in regular journal club presentations as part of their formative assessments.

*additional topics/ themes are continuously updated as per yearly curricular evaluations.

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