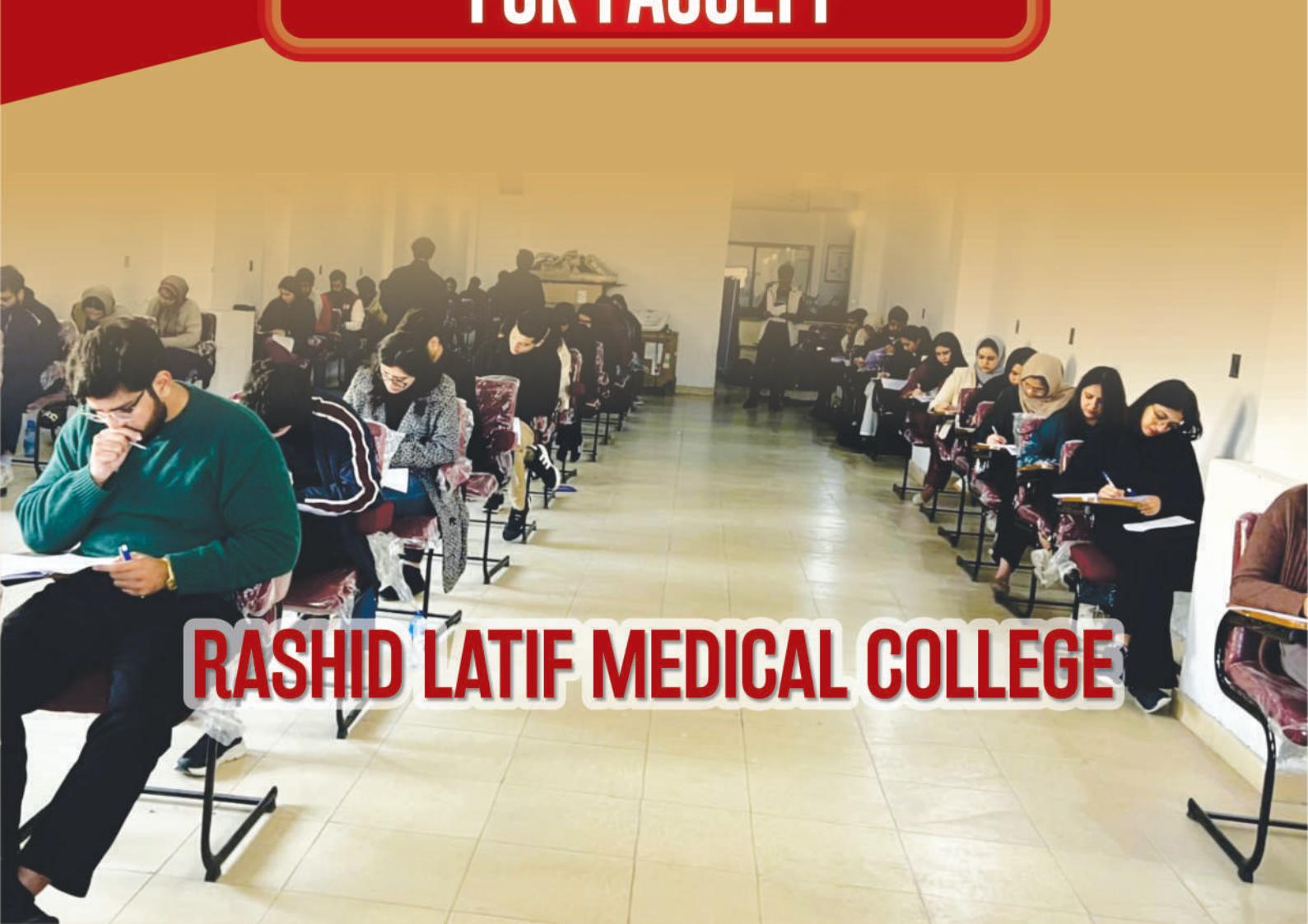




# ASSESSMENT HANDBOOK FOR FACULTY



**RASHID LATIF MEDICAL COLLEGE**



## ASSESSMENT POLICY AND PROCEDURES

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## ASSESSMENT COMMITTEE

### ASSESSMENT COMMITTEE RLMC

| Assessment Committee RLMC                            |                                |
|--|--------------------------------|
| <b>Principal RLMC</b>                                | <b>Chairperson</b>             |
| <b>Vice Principal RLMC</b>                           | <b>Co-Chairperson</b>          |
| <b>Director DME RLMC</b>                             | <b>Incharge &amp; Convener</b> |
| Professor + Associate Professor (Physiology dept)    | Member (1st year MBBS)         |
| Professor + Associate Professor (Biochemistry dept)  | Member (2nd year MBBS)         |
| Professor + Associate Professor (Pathology dept)     | Member (3rd Year MBBS)         |
| Professor + Associate Professor (Community Med dept) | Member (4th Year MBBS)         |
| Professor + Associate Professor (Medicine dept)      | Member (Final year MBBS)       |
| Pre HOC Team   |                                |
| Associate Professor (Physiology)                     | Member (1st year MBBS)         |
| Associate Professor (Biochemistry)                   | Member (2nd year MBBS)         |
| Associate Professor (Pharmacology)                   | Member (3rd Year MBBS)         |
| Associate Professor (Pathology)                      | Member (4th Year MBBS)         |
| Associate Professor (Gyne/Obs)                       | Member (Final year MBBS)       |



## **RASHID LATIF MEDICAL COLLEGE DEPARTMENT OF MEDICAL EDUCATION**

### **Roles and Responsibilities**

#### **Assessment year Incharge, Block Incharge and Centre Inspector**

|   |   |
|---|---|
| <p><b><u>ASSESSMENT<br/>YEAR<br/>INCHARGE</u></b></p> | <p>The Assessment Year Incharge is responsible for overseeing and coordinating all assessment-related activities for a specific academic year. This includes planning, secure paper submission, quality assurance, and ensuring the integrity, confidentiality, and smooth conduct of examinations in accordance with institutional policies.</p> <ol style="list-style-type: none"><li>1. Setting submission dates by Assessment Year Incharge (4 Weeks Before Exams)</li><li>2. Date sheets Notifications of Module and Block Exams</li><li>3. Email/Notifications to HODs for Paper Submission (4 Weeks Before Exams)<ul style="list-style-type: none"><li>• Deadlines for paper submission.</li><li>• Guidelines for paper format and confidentiality protocols.</li><li>• Papers are emailed by HODs as password protected files to the Assessment Year Incharge only.</li><li>• Files received from any other source will not be accepted to ensure the confidentiality and security of the assessment process.</li></ul></li><li>4. Pre HOC, Final Formatting, Printing, and Exams Conduction:<br/>The Assessment Team (Dr. Tashfeen for 1st year, Dr. Adnan for 2nd year, Dr. Nosheen for 3<sup>rd</sup> year, Dr. Syma for 4<sup>th</sup> Year and Dr. Madiha for final year MBBS) handles the following:<ul style="list-style-type: none"><li>• Formatting, compiling, and sending the paper (block exams) to the pre-Hoc Incharge (2 weeks before the exam).</li><li>• Ensure that the pre-hoc is conducted as per the checklist provided by the DME; the completed checklist must be compiled and maintained in the assessment file.</li><li>• Once the pre-HOC is done then final formatting and printing of exams 1 day before the exam and submit to the exam cell.</li><li>• Once the exam is conducted, the Assessment Year Incharge emails the question paper to the DME for record-keeping.</li></ul></li><li>4. Marking and Result Submission: All relevant departments are responsible for making the answer scripts and submitting the final results to the Assessment Year Incharge within one week of the exam conduction.</li><li>5. Coordination with DME: Regarding all assessment-related issues and results submissions.</li></ol> |
|---|---|



|   |  |
|---|--|
| <p><b><u>BLOCK<br/>INCHARGE</u></b></p>                   | <p>The Block Incharge is responsible for the comprehensive planning, coordination, and execution of all curriculum-related activities within the designated teaching block.</p> <ol style="list-style-type: none"><li>1. Coordination with DME: Regarding all Assessments, curriculum and timetable adjustments.</li><li>2. Collect data from various departments to develop a comprehensive block-wise timetable aligned with the academic calendar.</li><li>3. Organize and manage the scheduling, logistics, and delivery of assessments, including communication with students and faculty.</li><li>4. Once the timetable is finalized, it must be sent to the Department of Medical Education for review at least 15 days prior to the start of the module. After receiving approval, it should be disseminated to both faculty and students.</li><li>5. Additionally, timely reminders must be sent to faculty members regarding their scheduled sessions.</li><li>6. Class Tests and modules Exams are the responsibility of the Block Incharge.</li><li>7. Facilitate smooth execution of examinations and coordinate necessary resources.</li><li>8. Identify and escalate any discrepancies or irregularities in curriculum &amp; assessment processes to the Department of Medical Education.</li><li>9. Maintain regular communication with the Assessment Year Incharge to ensure consistency and standardization across all blocks.</li><li>10. Act as the primary contact point for Timetables/schedules and assessment-related matters within the block.</li></ol> |
| <p><b><u>EXAMINATION<br/>CENTER<br/>INSPECTOR</u></b></p> | <ol style="list-style-type: none"><li>1. One Centre Inspector will be appointed for each venue to oversee the conduct of the exam, supported by a team of 6-8 invigilators and 2 support staff members.</li><li>2. The Examination Centre In-Charge is responsible for the smooth, fair, and efficient conduct of college examinations.</li><li>3. Collect the question papers from the Examination Cell on the day of the Examination.</li><li>4. Ensure the examination venue is appropriately arranged and all necessary materials (question papers, answer sheets) are available and properly printed.</li><li>5. Assign duties to invigilators and support staff, and brief them on their responsibilities.</li><li>6. Verify student attendance sheets and ID verification procedures.</li><li>7. To make sure that the Examination starts and ends as allotted in the question paper.</li><li>8. Supervise the distribution and collection of question papers and answer sheets.</li><li>9. Ensure that students follow all rules and regulations regarding time, conduct, and use of permitted materials.</li><li>10. Ensure the secure collection of completed MCQ answer sheets for submission to the examination cell, and SEQ answer sheets for submission to the respective departments.</li><li>11. In case of any issue, promptly report it to the DME and the Vice Principal's office.</li></ol>   |



## **ASSESSMENT POLICY AND PROCEDURES**

Assessment is an essential and integral part of educational process. Its outcome bears importance both for students as well as for the faculty and institution. For students its importance lies in the fact that it affects the decisions of pass and fail in an education block, ranking, awards and distinctions, and issue of transcripts.

For the faculty, assessment provides the grounds for substantiation of their teaching methodology and achievement of educational outcomes. For the institution, it provides the essential and sound grounds for program evaluation and brings forth important input for curriculum development and evolution.

### **FORMATIVE ASSESSMENT**

The purpose of formative assessments is to stimulate the students to learn, find out their progress and for the faculty to find out the success of their teaching. These assessments give the students an opportunity to become well versed with the examination format in a less threatening manner and utilize this learning in the summative activities. They provide the new and junior faculty with the opportunity to learn assessment designing, and interact with the senior faculty in the process of assessment and feedback for the students.

The formative assessment is aimed at reactivation of pre-existing knowledge related to the new module, and learning done in the preceding module. It utilizes the same tools as summative assessments. Every assessment session is followed by a feedback session providing the students with individual feedback regarding their performance and guideline for further progress.

### **POLICIES AND PROCEDURES**

Formative Assessment will be formally introduced for MBBS students.

The Facilitator may take it at the end of every teaching/learning activity.

Procedure: There are various tools that can be used for formative assessment. Some of them are summarized below:

- a) Single Best MCQs: Faculty will spare last 10 minutes of an interactive lecture for example, students will be shown 2-3 MCQs (single best type) as power point presentation and will be asked to answer. They may discuss the correct answer with their peer. Faculty will randomly select a few students to answer with explanation.
- b) Practice Presentation: Students are given a topic for presentation and their presentation is evaluated with peer feedback. This will enhance their presentation skills and knowledge of subject matter. Rubrics for presentation should be provided beforehand to the evaluators.
- c) Questions: Questions of higher order are asked to students like explain, justify or defend to challenge their depth of knowledge. Feedback is given to improve them first through peers



and then instructor. These questions may be given on the base of scenario, followed by MCQs or Short Essay Questions (SEQs) or Short Answer Questions (SAQs).

e) One-minute paper: The teacher asks the students to sum up the important concept and jot it down. The work done can be discussed in the class.

Summative assessments are done at three levels: class tests, block assessments at the end of each block/term and send up examination. Both knowledge and skills are assessed in all assessments. This is in accordance with Pakistan Medical and Dental Council.

**Process:**

Every department that has minimum 10% content in a module, will hold a class test that has Theory component = 50 marks

**METHODS**

Depending upon the Teaching and Learning Activity different tools of assessment can be used. In the following table, suitable assessment tools to different teaching and learning activities are described.

| Phase   | Curricular Content Type | Assessment Tool  |
|---------|-------------------------|--|
| Phase 1 | Knowledge               | Single Best MCQs Structured Short Essay Question (SEQs), Short Answer Questions (SAQs), Objectively Structured Oral Examination (OSVE) |
|         | Skills                  | Objectively Structured Practical Examination (OSPE)<br>Objectively Structured Clinical Examination (OSCE)                              |
|         | Attitudes               | OSCE, OSPE, OSVE, Portfolio, WPBA tools (mini CEX, DOPS, CBDs)   |
| Phase 2 | Knowledge               | Single Best MCQs, SAQs and OSVE  |
|         | Skills                  | Structured Long Viva, OSCE   |
|         | Attitudes               | OSCE, OSVE, Portfolio, WPBA tools (mini CEX, DOPS, CBDs)   |



Any of the above tools can be used provided these tools must be assigned well in advance so that these are mentioned in the time table and the students must know at the start of module.

### **GENERAL CONSIDERATIONS**

1. All assessments will be done using valid, reliable and standard modalities of assessment as mentioned in the curriculum.
2. Each assessment will consist of theory and practical (including viva) examinations. The candidate, in order to be declared successful in the examination, will have to obtain minimum 50% marks, in both theory and practical part of the examination separately, as per PMDC rules, in the final scoring. Failure in any one part of the examination will be considered failure in the whole examination.

### **APPEALS**

For all circumstances not covered in the policy the candidates will have the right to appeal to the RLMC, who will consider all appeals on their merit and decide accordingly. The decision of the University in all such cases will be final.

### **ASSESSMENT PROCESSES**

#### **General Considerations**

The Principal RLMC does supervision and implementation of the processes.

The assessment committee, in accordance with the assessment policy of the institution, formulates all processes.

Board of faculty can give suggestions regarding the assessment process from time to time.

The assessment committee will review these suggestions.

### **ASSESSMENT DESIGNING**

#### **Designing of MCQ paper is done in following steps:**

a) Designing of tables of specifications: This is done by the curriculum taskforce members. Time duration of each subject and the relative importance of the different subject areas are used as the criteria for allocation of assessment items to each subject area in each module. Standard tables of specification are designed at the time of module designing and modified from time to time as appropriate. (As per UHS curriculum)

#### **b) Assessment item compilation:**

- The faculty members involved in teaching of their respective areas prepare assessment items and submit them to the assessment committee at specified time during the module teaching.
- The last date of submission of assessment items is 2 weeks before the date of assessment so that the assessment committee and other departments have ample time to work on the quality of assessment.



- In each assessment, up to 20% assessment items can be repeated from previous assessments, the rest have to be new items. Additional assessment items are also retrieved from the item bank, and obtained from external examiners.
- All faculty members are directed to submit items on flash drives, ensure password protection of assessment documents, and prepare assessment documents on computers which are not connected to the network in order to ensure secrecy.
- For block exams, the assessment cell and committee prepare two sets of assessments and at the time of examination, one of these is randomly selected for examination. It is done just before printing of the examination paper.

c) Pre-hoc analysis: After finalization of content of assessment the soft copy of assessment is handed over to the assessment cell by the head of departments (HoDs) for pre-hoc analysis.

d) Review of assessment by the assessment committee: The assessment committee reviews the individual assessment items for their structure, linkage to the learning objectives, validity and other details. This work is done in collaboration with the respective HoDs and any amendments in the assessment items are done with the involvement of respective HoD. Final preparation of the assessment in accordance with the table of specifications is done at this stage. This is all done in the assessment cell/DME.

e) Proof reading by assessment committee: The formatted copy of the assessment is proof read by the paper setting team in the assessment cell, and finalized.

f) Finalization of Assessment and Administration:

The block exam paper is formatted, finalized and handed over to the examination superintendent (examination department) where it is kept in safe custody till the time of assessment. It is printed on the morning of the examination in the presence of the examination superintendent. It is conducted by the examination department.

#### **Designing of OSPEs is done in the following steps:**

- a) Tables of Specifications: They are prepared along with the tables of specifications for MCQ papers.
- b) OSPEs Item Compilation: Soft copies of OSPEs are submitted to the OSPE Coordinator by the faculty members responsible for teaching of the specific subjects, skills and procedures. OSPEs are designed in the usual 5 page format as:

a. Page 1: The task: A comprehensive, all-inclusive statement in assertive clause is printed in large font for easy and thorough recognition by the student. This page is displayed at the OSPE station during the OSPE examination.

b. Page 2: The resources required for conduct of the OSPE are printed at this page. One day before the OSPE, this page is handed over to the skill lab or other concerned departments for timely arrangement of the resources for the conduct of OSPE.

c. Page 3: The scoring scheme or rubric: This page shows the steps or subtasks of OSPE and their respective scores or marks assigned to them. This page is handed over to the examiner



or observer just before the start of OSPE so that they understand the scoring scheme for the OSPE.

d. Page 4: Scoring grid is printed on this page on which the score of individual students is marked by the examiner. This page is also given to the examiner just before the start of OSPE for documentation of the scores.

e. Page 5: Instructions sheet for the standardized patient, where required.

c) Review by the Assessment Committee: In the presence of the concerned faculty members, the OSPEs are reviewed for their structure, optimization of scoring schemes, and validity. After necessary amendments, the OSPEs are finalized by the paper setting team and handed over to the examination department.

d) Finalization of OSPEs and Administration: The OSPEs are opened, printed and prepared one day before the date of conduction of assessment. Page 2 from each OSPE is handed over to the concerned departments for arrangements of resources and organization of OSPE stations.

e) Conduction of block is the responsibility of the assessment/exam cell and the OSPE coordinator.

### **RESULT COMPILATION**

The examination department collects the response sheets of MCQs, award lists of OSPEs and other documents. The optical marking machine does marking of MCQ papers, while nominated faculty members from the respective departments check OSPEs manually. The staff of the examination department does the compilation work manually. Before result finalization, the examination department shares the result with the assessment committee.

#### **A post examination analysis is done on the following guidelines:**

Questions with a difficulty index of equal to or less than 0.15 and/or a negative discrimination index should be discussed with the subject expert/departmental head to identify the following:

- Is the key correct?
- Is the wording of the question clear?
- Is the question based on the specified learning objectives?

Based on the feedback by the subject expert/departmental head, the assessment committee will make the decision of whether to include or exclude the question from the overall assessment. If the question is removed, the assessment will be done based on the remaining questions. The result will then be calculated based on the original (total marks) and if the result comes in decimal, the figure will be rounded off to the next digit.



### **DISCIPLINARY RULES AND THEIR IMPLEMENTATION**

- a) The disciplinary rules and regulations regarding assessments are laid down by the RLMC.
- b) Implementation of these rules is done by assessment cell and examination department through invigilating staff and examination superintendent.

### **SECRECY & FOOL-PROOFING IN ASSESSMENTS**

The steps taken to ensure secrecy during the process of assessments are as follows:

1. All venues of assessment related work is restricted areas and only authorized staff can enter said venues.
2. Before assessment designing, all assessment committee members submit an undertaking stating that none of their relatives is appearing in the examination being designed, and that they will maintain secrecy during their work.
3. No communication is done in any detectable way i.e. through emails or SMS.
4. All work of assessment item designing is done on computers that are not connected to servers or networks.
5. All soft copies are conveyed through personal flash drives and kept on protected hard drives during the process of assessment designing.
6. All documents prepared during the process of assessment designing are encrypted.
7. Assessment items submitted by the external examiners are sent in sealed envelopes addressed to the Controller Examinations, who opens and distributes these items to the concerned department according to the set secrecy protocols of the institution as described.
8. For cumulative assessments, multiple sets (2) of examination papers are prepared and the selection of actual examination paper to be given to the students is randomly selected on the day of examination.
9. Printing and preparation of hard copies of examination items is done only on the morning of the exam.

The **Examination cell** shall be the primary source for publishing and distributing all the policies and procedures that are related to the conduct of examinations at Rashid Latif College of Medicine & Dentistry. This shall include:

### **DISTRIBUTION OF RESPONSIBILITIES FOR QUALITY ASSESSMENTS**

#### **Responsibilities of Assessment Committee**

1. Quality assurance of the whole assessment process
2. Quality control of assessments
3. Distribution of Post examination analyses of results to the respective faculty members
4. Development and maintenance of assessment item bank in liaison with Assessment cell.

#### **Responsibilities of Examination Department**

1. Conduct of block Assessment
2. Deputation of staff in exam duties
3. Preparation of venues for examination, exam hall, seating arrangements, OSCE stations.
4. Secrecy assurance during conduct of examination



5. Communication with external examiners
6. Recruitment of invigilating and examining staff
7. Notification of examination dates
8. Declaration of results

#### **Responsibilities of the Principal/Vice Principal**

1. Finalization of examination schedules.
2. Decisions regarding appointment of external examiners
3. Authentication of results, ranking, awards and medals
4. Resource allocation for assessment related activities

#### **Responsibilities of Assessment Cell**

1. Preparation of work calendars of Assessment Committee
2. Coordinating all Assessment related activities
3. Conduction of examination (low stake and high stake) in liaison with the examination department
4. Post hoc analysis
5. Maintenance of students record
6. Generation of block wise reports for dissemination to curriculum/assessment year in charge

#### **Responsibilities of Medical Education Department**

1. Recruitment of Curricular Taskforce Members
2. Provision of resources for Assessment Committee
3. Training of OSPE observers
4. Training of standardized patients

#### **Responsibilities of Curricular Taskforce Members**

1. Assessment item designing
2. Timely Deposition of assessment items, with their respective HoDs for different assessments

#### **Paper Setter Responsibilities**

1. Designated senior faculty members (HoDs) will prepare block papers accordingly with the assistance of Assessment Committee.
2. Each paper setter appointed for setting a question paper for block examination should be jointly responsible for it along with the assessment cell and examination department.
3. Before progressing to set a question-paper, paper setter shall take meticulous care to observe the instructions and any other procedures lay down by assessment committee.
4. The paper-setter shall prepare the paper to be set without any alteration according to the TOS provided in the assessment book.
5. The final editing and proof reading of the paper shall be done by the paper setter.
6. She/he shall maintain absolute secrecy regarding all matters connected with the paper setting.



**RASHID LATIF  
MEDICAL COLLEGE**

## **ASSESSMENT PROCESS FOR LOW STAKE EXAMS**

**Formative & Summative Assessments  
(during modules)**

**Theory:**

Conducted by respective departments  
MCQs/SEQs based assessment  
Each assessment carries 50 marks

**Practical: OSPE/OSCE**

Carried out in an integrated manner at the end of the Block/term  
Coordinated by the respective OSPE coordinators  
Block exams following the UHS scoring pattern

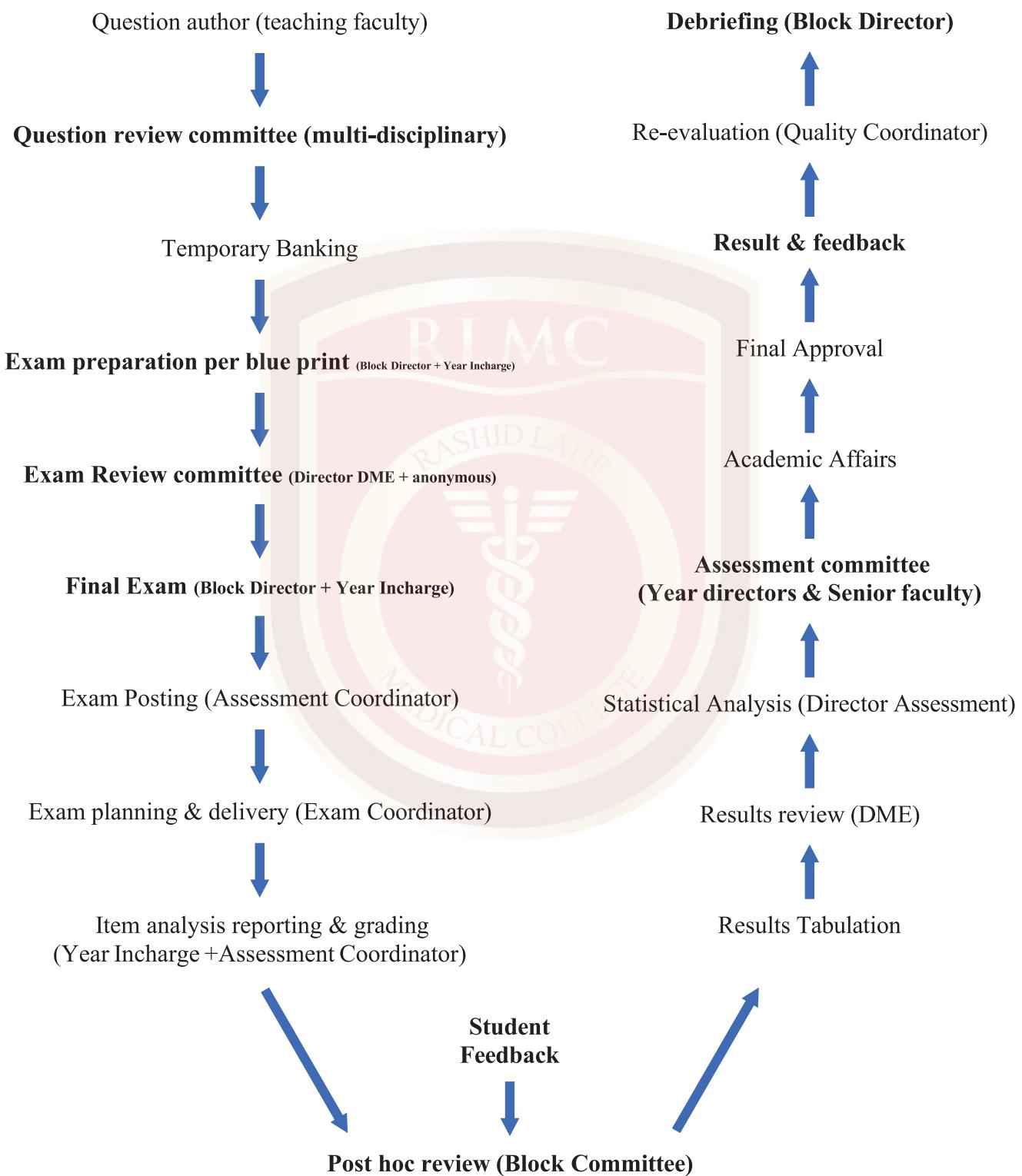


## Assessment Process for High stake exams





## Assessment Process





## RASHID LATIF MEDICAL COLLEGE

| Main Tasks  |                      | Person Responsible                                       |  | Block 1 | Block 2   | Block 3              | Sendup Exams                                    |                      |  |                      |   |                      |  |            |  |  |  |
|---|----------------------|--|--|---------|---|----------------------|---|----------------------|--|----------------------|---|----------------------|--|------------|--|--|--|
| Core Responsibility                                   | <b>C</b>             | Assessment Chairperson                                   | Principal RLMC<br>Vice Principal RLMC  |         | Based on assessment findings, the assessment chair provides feedback to faculty members and administrators, offering recommendations for enhancing curriculum, instructional strategies, and student learning outcomes.   |                      |   |                      |  |                      |   |                      |  |            |  |  |  |
| Facilitators  | <b>F</b>             | Assessment year Incharge (Responsible for assigned year) | <table border="1"><tr><td>Professor of Physiology + Associate Professor</td><td>1<sup>st</sup> Year</td></tr><tr><td>Professor of Biochemistry + Associate Professor</td><td>2<sup>nd</sup> Year</td></tr><tr><td>Professor of Pathology + Associate Professor</td><td>3<sup>rd</sup> Year</td></tr><tr><td>Professor of Community Medicine + Associate Professor</td><td>4<sup>th</sup> Year</td></tr><tr><td>Professor of Gynae/Obs + Associate Professor</td><td>Final Year</td></tr></table> |         | Professor of Physiology + Associate Professor   | 1 <sup>st</sup> Year | Professor of Biochemistry + Associate Professor | 2 <sup>nd</sup> Year | Professor of Pathology + Associate Professor | 3 <sup>rd</sup> Year | Professor of Community Medicine + Associate Professor | 4 <sup>th</sup> Year | Professor of Gynae/Obs + Associate Professor | Final Year | Assessment year in charges will submit the report to Director DME at the conclusion of each block and send up. These reports are crucial for evaluating the effectiveness of our educational programs and identifying areas for improvement. |  |  |
| Professor of Physiology + Associate Professor         | 1 <sup>st</sup> Year |  |  |         |   |                      |   |                      |  |                      |   |                      |  |            |  |  |  |
| Professor of Biochemistry + Associate Professor       | 2 <sup>nd</sup> Year |  |  |         |   |                      |   |                      |  |                      |   |                      |  |            |  |  |  |
| Professor of Pathology + Associate Professor          | 3 <sup>rd</sup> Year |  |  |         |   |                      |   |                      |  |                      |   |                      |  |            |  |  |  |
| Professor of Community Medicine + Associate Professor | 4 <sup>th</sup> Year |  |  |         |   |                      |   |                      |  |                      |   |                      |  |            |  |  |  |
| Professor of Gynae/Obs + Associate Professor          | Final Year           |  |  |         |   |                      |   |                      |  |                      |   |                      |  |            |  |  |  |
| Monitoring  | <b>M</b>             | Director Medical Education Department                    | Director Medical Education Department<br>RLMC  |         | <ol style="list-style-type: none"><li>1. Monitoring the implementation of assessment strategies and methodologies.</li><li>2. Ensuring adherence to assessment guidelines and standards.</li><li>3. Providing support and guidance to assessment teams.</li><li>4. Reviewing assessment results and identifying areas for improvement.</li><li>5. Collaborating with relevant stakeholders to address assessment-related issues.</li><li>6. Report from DME will be issued at the end of each exam. Reporting assessment findings and recommendations</li></ol> |                      |   |                      |  |                      |   |                      |  |            |  |  |  |





## Tasks and Responsibilities

| Activity                                     | Person Responsible                     | Time line  | Monitoring Responsibility  |
|--|--|--|----------------------------|
| Communication of deadlines                   | Respective assessment year in charges  | At the start of block/module. (Deadline should be <b>4 weeks before the end of block</b> ) | DME                        |
| Questions construction                       | HODs (Respective departments)          | Ideally HODs should construct questions of that module as soon as the classes start.       | HODs                       |
| Submissions of questions/OSPE/OSC E stations | DME- coordinators                      | Should be submitted <b>4 weeks before the exam.</b> (As per deadline)                      | DME Incharge               |
| Pre-HOC                                      | Pre-HOC team (Respective year members) | Pre-hoc should be finished <b>2 weeks before the exam</b>                                  | DME Incharge               |
| Exam Compiling as per blue print             | Assessment Year Incharge               | <b>10 days before the exam</b>   | Assessment Cell            |
| Final paper/Exam review                      | DME Incharge                           | <b>1 week before the exam</b>  | Assessment Cell            |
| Printing                                     | Assessment Cell                        | <b>5 days before the exam</b>  | Assessment co-chair        |
| Exam Conduction                              | Assessment Cell                        | As per notified date sheet   | Assessment co-chair        |
| Checking                                     | Respective departments                 | <b>Within 4 days after the exam</b> has finished   | Assessment Co-Chair        |
| Item Analysis Reporting and grading          | Assessment Cell                        | <b>Within a week after exam</b> has finished   | Assessment Co-chair        |
| Result Compilation                           | Assessment Cell                        | <b>Within 10 days after the exam</b>   | Assessment Co-Chair        |
| Post HOC review                              | DME Incharge                           | <b>Within 1 day after the result compilation</b>   | Assessment Co-Chair        |
| Result Review                                | DME Incharge and Assessment Co-Chair   | <b>Within 1 day after the result compilation</b>   | Assessment Chair           |
| Final Approval                               | Assessment Chair                       | <b>Within 2 days after the result compilation</b>  | Assessment Chair           |
| Results Announcement                         | Assessment Cell                        | <b>within two weeks after the conclusion of the examination period.</b>                    | DME, Assessment co-chair   |
| Students feedback                            | DME                                    | <b>1 day after the result declaration</b>  | Assessment Co-Chair        |
| Debriefing                                   | DME, Assessment Cell                   | <b>1 week after the result declaration</b>   | Assessment Chair, co-chair |



## Appendices:

### 1) OSCE/ OSPE Submission Form

#### OSCE/OSPE SUBMISSION FORM

**Note:** Please follow the format to maintain uniformity and similarity of structure in all OSPEs/OSCE'S.  
Font Style: **Verdana**  
Size Heading: 18, Text 24

**Discipline:** \_\_\_\_\_

**Module:** \_\_\_\_\_

**Learning Domain:**

- **Knowledge** \_\_\_\_\_ %
- **Skill** \_\_\_\_\_ %
- **Attitude** \_\_\_\_\_ %

#### LEARNING OBJECTIVES TESTED (S)

- 1.
- 2.
- 3.

#### STATION REQUIREMENTS

- **RESOURCES**
  - **People**
  - **Equipment**



## **INSTRUCTION TO THE CANDIDATE**

## **INSTRUCTION TO THE EXAMINER**

## **INSTRUCTION TO STANDARDIZED PATIENT (IF ANY)**

## **MARKING SCHEME**

| <b>Sr. No.</b> | <b>Item</b>  | <b>Marks</b> |
|----------------|--------------|--------------|
|                |              |              |
|                |              |              |
|                |              |              |
|                |              |              |
|                | <b>TOTAL</b> | <b>10</b>    |

Comments: (Qualitative feedback if any)

### **SPECIAL NOTE**

- Thorough sub tasking is essential including all the details of the task to be performed. All the components need to be described in details as observable behavior.
- Sub tasking should be done keeping in mind the way the students have been trained to perform.
- Marking scheme requires attention regarding distribution of marks.
- The **principle task** should be recognized as the focus of the performance and should be allocated marks in such a way that the students who perform it correctly should not fail and those who omit it should not pass.
- Occasionally an **essential task** may have to be defined whose performance carries passing marks including marks of rest of the subtasks but failure to perform it causes loss of marks of the rest of the subtasks as well.



**OSCE /OSPE STATION No. \_\_\_\_\_**

Marks: \_\_\_\_\_

Time:

Scenario/Background \_\_\_\_\_

**Task:**

|              | <b>Division of Marks</b> | <b>Total Marks</b> |
|--------------|--------------------------|--------------------|
| 1. _____     |                          |                    |
| 2. _____     |                          |                    |
| 3. _____     |                          |                    |
| <b>Total</b> | <b>10</b>                |                    |

**Respected HOD,**

Please ensure the OSPE submitted by your worthy department has been designed according to the form provided for submission.

- I have ensured that OSPE / OSCEs submitted by my department has been checked for all the technical and grammatical flaws.
- These OSPEs/OSCEs have not been submitted earlier.
- These assessment items have been designed in accordance with the learning objectives stated in the curriculum.

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*Signature of HOD*

*Department:\_\_\_\_\_*

*Date:*



## MCQs Submission Form

**Respected HOD,**

Please ensure the MCQs submitted by your worthy department have been checked for submission according to the following checklist:

| <b>Sr. No.</b> | <b>Checklist for evaluating MCQs</b>  | <b>Yes/No</b> |
|----------------|---|---------------|
| 1              | The item is appropriate for measuring the intended learning outcome                     |               |
| 2              | The stem of the item presents a single clearly formulated problem                       |               |
| 3              | The stem is stated in simple and clear language   |               |
| 4              | The stem is worded so that there is no repetition of words in the alternatives/options  |               |
| 5              | The stem is stated in positive form wherever possible                                   |               |
| 6              | Negative wording, if used in the stem, is emphasized (by underlining or caps)           |               |
| 7              | The intended answer is correct or clearly best  |               |
| 8              | All alternatives/options are grammatically consistent with the stem                     |               |
| 9              | The alternatives/options are free from verbal clues to the correct answer               |               |
| 10             | The distracters are plausible and attractive to the uniformed                           |               |
| 11             | The relative length of the correct answer is appropriate and eliminates length as a cue |               |
| 12             | Alternatives/options like "all of the above" and "none of the above" been avoided       |               |
| 13             | These MCQs have not been submitted before   |               |
| 14             | MCQs have been submitted according to the departmental blueprint                        |               |
| 15             | MCQs have been submitted on the required excel template                                 |               |

Name and Signature of HoD

Department:

Date:



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