

ASSESSMENT POLICY AND PLAN



RAHBAR COLLEGE
OF DENTISTRY

PRINCIPAL

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Assessment Policy and Plan

Aim: To provide a comprehensive and fair assessment system that accurately reflects student learning, development, and preparedness for professional practice in dentistry.

Objectives:

- Ensure assessments are aligned with learning objectives and curricular outcomes.
- Utilize a variety of assessment methods to evaluate different competencies.
- Maintain high standards of fairness, consistency, and transparency in assessments.

1. Responsibility

All faculty and staff involved in administering and supervising examinations and assessments are responsible for:

- Ensuring adherence to assessment procedures.
- Conducting examinations and assessments under conditions that are consistent and fair to all students.

2. Principles

- Assessments in the BDS program at RCoD will be aligned with student learning objectives and course activities, including both formative and summative assessments.
- These assessments will follow the examination regulations of the University of Health Sciences (UHS).
- The university shall appoint an external examiner for the concerned exam.
- The institute will manage in-house assessments, while professional examinations will be conducted by UHS.
- Marks allocation to internal and external examiner shall be as per the university instructions of the concerned subject.
- Standardized procedures will be applied across all courses.

3. Scope

This policy applies to all undergraduate students registered in the BDS program at RCoD.

4. Assessment policy

- Each student must appear in the yearly professional exam of all subjects specific for that particular, to qualify for the successive year.
- There is continuous assessment throughout each year through (end of term) block exam, send-ups and professional Exam.
- Assessment procedures are as follows;

Types of Assessment Procedures (Table 1)

I. Formative Assessments:

- Formative assessments, conducted regularly throughout the term, provides feedback to students with the aim of enhancing their learning and improving their performance in summative evaluations.
- It is carried out informally and as required during and after lectures (e.g., 1-minute feedback, class test, problem-based questions, quizzes), tutorials (e.g., question and answer sessions), case-based discussions, written assignments, and class presentations.
- Log books contain rubrics for continuous self-assessment of the practical /clinical sessions, as well as formative assessments.
- Portfolio development is also promoted and assessed as part of the formative evaluation process.
- Reflection is a mandatory part of all laboratories, pre-clinical and clinical exposures
- Regular feedback sessions are held after each block/term examination to aid in improving student performance.

ii. Summative Assessments:

- Conducted as end term exam (Block Exam) carrying 4% weightage to be included in a total of 10% within internal assessment. Each exam shall consist of theory and practical examination.
The division of weightage shall be as follows.
 - Written exam consists of MCQs & SEQs, carrying 50% weightage.
 - Practical exam consists of OSPE/OSCE and structured viva, carrying 50% weightage.
- Marks of each exam (End term) are included in internal assessment.
- Research carries 1% weightage in internal assessment.
- Send up carries 1% weightage in internal assessment.

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- Attendance carries 2% weightage in internal assessment, with equal contribution of (1%) each, of lecture & practical/clinical sessions.
 - Minimum required attendance = 85% = 2% weightage int assessment.
- Generic competencies carry 2% weightage in internal assessment. (Table 2)
- The passing percentage for each exam is 50%.
- Candidates failing to gain passing scores in annual and supplementary exam, shall be detained in the existing year.

iii. Islamic Studies/Civics and Pakistan Studies

- Islamic Studies/Civics and Pakistan Studies will be assessed in first professional examination.
- The paper will carry 100 marks in total. Islamic Studies contains 60 marks and Pakistan Studies carries 40 marks.
- In Islamic studies part, there will be three LEQ to be attempted out of five LEQs, carrying 20 marks each.
- In Pakistan studies part, there will be two LEQ to be attempted out of four LEQs, carrying 20 marks each.

Note: Islamic studies is for Muslims and civics is for non-Muslims.

	End Term/ Block - 1	End Term/ Block - II	End Term/ Block - III	Send up examination
Subject 1				
Subject 2				
Subject 3				
Subject 4				

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iv. Research Assessment Plan: (Table 1)

- A research coordinator of each year shall submit a report in each block about the progress of each student of the given research project.
- Completion of each step in respective year shall score for each respective year.
- Research coordinator of each year shall submit the report to Director, Research & Development cell & Department of dental education.
- Department of dental education shall communicate the report to each internal examiner for inclusion in respective internal assessment of each year.

(Table 1: Research Assessment Plan)

Sr. No.	Status	Code	Year of completion	Score
1	Group formation, Topic Selection, Synopsis writing	Code 1	1 ST Year	(0.33, 0.33, 0.33) = 1
2	Proposal submission & approval by ERC & TRC with certificates.	Code 2	2 nd year	(0.33, 0.33, 0.33) = 1
3	Data Collection & Analysis	Code 3	3 rd year	(0.50, 0.50) = 1
4	Manuscript writing, Reviewing and Editing	Code 4	Fourth year	(0.50, 0.50) = 1
5	Article submission & Publication	Code 5	House job	(0.50, 0.50) = 1

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v. Assessment of Generic Competencies. (Table 2)

Total weightage in internal assessment = 2%

(Table 2: Assessment of Generic Competencies*)

Competencies	Weightage in competencies assessment (2%)	Components	Score
Professionalism	3	Communication skill	0.50
		Time management	0.50
		Ethics & integrity	0.50
		Teamwork	0.50
		Problem solving skills	0.50
		Empathy in patient care	0.50
Critical thinker	2	Analysis	1
		Inference	1
Creativity	1	Innovation	1
Leadership	1	Vision & Strategy	0.5
		Decision making	0.5
Emotional intelligence	1	Self-regulation	1
Life-long learner	2	Curiosity	1
		Self-directed learning	1

Rationalize the marks to 2% of 200 marks which is 4.

Marks obtained to be divided with 10 and multiply by 4.

(Table 3: Key for assessment of generic competencies)

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Criteria	Unsatisfactory	Needs Improvement	Satisfactory	Exemplary
Communication Skills	Incoherent, unclear, or inappropriate communication	Communication is often unclear or lacks clarity	Communicates effectively and professionally	Communicates with exceptional clarity, persuasiveness, and adaptability
Time Management	Frequently misses deadlines, fails to prioritize tasks	Occasionally misses deadlines, struggles with prioritization	Meets deadlines consistently, manages time effectively	Excels at time management, consistently exceeds expectations
Ethics and Integrity	Demonstrates unethical behavior, lacks integrity	Occasionally exhibits questionable behavior, may compromise integrity	Adheres to ethical standards, maintains integrity	Exemplifies ethical behavior and integrity in all interactions
Teamwork	Reluctant to collaborate, works independently	Contributes to the team but may have difficulty working with others	Works effectively as part of a team, contributes positively	Leads and inspires the team, fosters a collaborative environment
Problem-Solving	Avoids challenges, unable to find solutions	Struggles to solve problems independently, needs guidance	Solves problems effectively with occasional guidance	Consistently identifies and solves complex problems creatively and efficiently
Patient Care	Neglects patient needs, provides substandard care	Provides adequate patient care but may lack empathy or compassion	Delivers high-quality patient care, demonstrates empathy	Excels at patient care, consistently goes above and beyond
Critical thinker: Analysis	Unable to identify key components or relationships	Identifies some components but struggles to analyze relationships	Analyzes information effectively, identifies key components and relationships	Excels at analysis, breaks down complex information into its constituent parts and evaluates their significance
Critical thinker: Inference	Makes unfounded or illogical conclusions	Draws some inferences but may lack supporting evidence	Draws logical inferences based on evidence	Excels at inference, draws insightful and well-supported conclusions
Creativity/Innovation	Lacks innovative ideas, relies on conventional approaches	Shows some innovation but may struggle to generate truly novel ideas	Demonstrates innovation, presents new and original approaches	Excels at innovation, generates groundbreaking and transformative ideas
Leadership: Vision and Strategy	Lacks clear vision and strategic direction	Has a basic vision but may struggle to articulate it	Develops a clear vision and strategic plan	Excels at vision and strategy, inspires and motivates others with a compelling vision
Leadership: Decision-Making	Makes poor decisions, lacks judgment	Makes reasonable decisions but may need guidance	Makes sound decisions, demonstrates good judgment	Excels at decision-making, consistently makes effective and strategic choices

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Emotional intelligence; Self-Regulation	Unable to manage emotions effectively, reacts impulsively	Manages emotions but may struggle with stress or conflict	Effectively manages emotions, controls impulses	Excels at self-regulation, consistently demonstrates emotional maturity and resilience
Life-long learner: Curiosity	Lacks curiosity, shows little interest in learning	Shows some curiosity but may not be motivated to explore new things	Demonstrates curiosity, is eager to learn and explore new ideas	Excels at curiosity, is highly curious and motivated to seek out new knowledge and experiences
Life-long learners: Self-Directed Learning	Relies heavily on external guidance, struggles to learn independently	Takes some initiative in learning but may need guidance	Effectively learns independently, sets goals and takes responsibility for own learning	Excels at self-directed learning, is highly motivated and self-disciplined, able to learn effectively on their own

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vi. Complete Assessment Criteria (Table 4)

Types of Assessment		Weightage	Frequency and Time	Methods/ Tools for Assessment
Formative		-	Informally during and after the session.	Class tests (MCQs, SEQs), Class presentations, Assignments, Tutorials, Case Based Discussions, Problem Based Learning, Portfolios
Summative	Internal Assessment	10 %	Block exam (4%) Research (1%) Send up score. (1%) Attendance (2%) Lecture Clinical/ Lab Generic competencies (2%)	MCQs (one best answer), SEQs, OSPE (non-clinical years), OSCE (clinical years), Simulated patients and Phantom head lab procedures, Viva Voce, Logbook and clinical quotas. Assessment of generic competencies through rubrics
	University Exam	90 %	Once at the end of academic year	MCQs (one best answer), SEQs, OSPE (non-clinical years), OSCE (clinical years), Logbooks and Clinical cases quotas, Viva Voce

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vii. Assessment Format:

Each end of term (block exam) written and practical/clinical exam assessment format will be as follows:

Written assessment:

End of term (Block) assessment format:

MCQs	20 MCQs(20mins)	20 marks
SEQs	10 SEQs of 3 marks each	30 marks
Total marks	50	

Send-up and Prof Assessment format:

Major Theory Exam: 3 hours

MCQs	45 MCQs (45 mins)	45 marks
SEQs	15 SEQs of 3 marks each (2 hour 15min)	45 marks
Total marks	90 marks	

Minor Theory Exam: 2 hour 30 min

MCQs	21 MCQs (30 mins)	21 marks
SEQs	8 SEQs of 3 marks each (2 hour)	24 marks
Total marks	45 marks	

a. MCQs format

- MCQs in all exams will be single best type.
- There will be five options in each MCQ.
- There will be no negative marking.
- MCQs will be of C2 and C3 level.

b. SEQ format

- SEQs will be based on major content areas of the respective subject.
- Each SEQ carries 3 marks.

c. Oral/Practical/Clinical Exam format in Send up.

Major Subjects

Oral and practical Examination shall have 90 marks

Minor Subjects

Oral and Practical Examination shall have 45 marks

Practical/Clinical assessment will be done with OSPE/OSCE stations with the weightage as mentioned above.

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d. **Marks Distribution:**

- **Major Subjects**
- Total marks of each major subject = 200
- Written assessment marks = 90
- Oral/Practical marks = 90
- Internal Assessment marks = 20
- **Minor Subjects**
- Total Marks of each minor subject=100
- Written assessment marks= 45
- Oral/Practical marks= 45
- Internal Assessment marks=10

5. Assessment Planning

A: Planning Process

- **Coordinator Responsibility:** Year in-charge will develop consensus among subject heads for block exam and (send-up) at the session's start, with final approval by the Principal of RCoD, to be included in the Academic calendar.
- **No Overlap:** Ensure that no overlap of class tests occurs between different subjects.
- **Learning Objectives:** Each course will outline learning objectives and give details on how students' achievement of objectives will be assessed.
- **Syllabus Assessment Plan:** Each department will develop a plan according to the Table of Specification, including methods, timing, and contributions to the final mark of all assessments.
- **Table of Specification:** Each department will follow the ToS created by the university UHS.
- **Discussion with Specialists:** Discuss assessment planning documents with Subject Specialists to ensure appropriate curricular representation.

6. Examination Development and Administration

a. Development Process

- **Question Pool:** Course head, with teaching faculty, will develop a departmental assessment question pool.
- **Pre exam analysis:** Subject head with their faculty will revise question items with dental education before submitting in a password protected flash drive to department of dental education. Department of dental education shall approve the formatting of reviewed questions, two weeks prior to the assessment date.
- **Question paper printing & Answer sheets:** Course head will collect the printed papers with answer sheets in sealed envelopes from department of dental education on the day of examination.
- **Conduct of exam:** The seals of papers shall be opened in the examination halls in the presence of candidates and two invigilators. The whole activity shall be monitored.
- **Post-Item Analysis:** Post-item analysis of MCQs will be done at departmental level using a software. The report will be discussed in a meeting in the department and minuted. Based on the item analysis report and subject in-charge approval, the MCQs will be modified or eliminated from future exams. Also, re-scoring if a significant number of items are problematic.
- **Results Notification:** Results will be notified to the students within two weeks of the examination.
- **Post-Examination Feedback:** Feedback after each assessment will be provided.

7. Eligibility Criteria.

A: Attendance

- Minimum 85% attendance of all educational activities i.e. lectures, SGD's/tutorials, practical/clinicals, official symposia, co-curricular/extra-curricular activities including sports day and community visits.
- Leave is considered an absence unless supported by valid documentation.

B: Supplementary Students

- Supplementary students must attend classes of the new academic session for better subject orientation.
- Lecture attendance will be 80%, counted immediately after the supplementary theory exam.

C: Detained Students

- Must pass all end of term (block exams) and send-up tests and attend planned lectures.
- Detained hostel students' lecture policies may vary with the Principal's permission.

8. Assessment

- Pass mark is 50% of total test scores for each subject.
- Send-ups must be passed.
- Academic evaluations will ensure consistent assessment and feedback processes.

9. Individual Assessment Criteria

- Faculty will review individual assessments regularly to determine student progression.
- The academic coordinator will offer remediation for underperforming students.
- Remediation should occur in the summer break after summative assessments.
- Parent-teacher meetings will be held for underperforming students at designated times.

10. Feedback

Faculty will provide feedback after each block and at conclusion of an academic year.

- Formative feedback during each preclinical course/module.

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- Mandatory feedback for major exams (like end of term) block exams.
- Clinical test feedback at the end of each rotation.

Students should review assessments by contacting the course director.

11. Appeal Mechanism for Results

- Students can apply for rechecking of results (block exam) within two working days of the result declaration
- The application will be submitted to the Department of Dental Education and will be approved by the principal RCoD.
- Applications received after that will not be entertained.
- No fees will be charged for rechecking
- The answer sheet will only be shown to the student in the presence of subject head and HoD dental education.
- Response after the appeal of the result rechecking will be declared within one week.
- The rechecking of professional exam will be according to UHS policy.

12. Quality Control

- Collaborating closely with the Student Affairs and Quality Assurance Cell can facilitate the resolution of any issues, contributing to successful outcomes.
- Data from assessments will be leveraged to improve the effectiveness of academic staff, the performance of students, the quality of courses, and the institution's overall operations.
- The Department of Dental Education will carry out frequent evaluations of academic activities and ensure the implementation of this policy by keeping comprehensive records of assessment data.