



Rawalpindi Medical University Undergraduate Assessment Policy

Revised 2023



Previous reference documents:

- PMDC guidelines for undergraduate medical education curriculum (MBBS) 2022
- HEC undergraduate education policy Fall 2023
- RMU undergraduate rules and regulations for examination
- RMU assessment model Mumtahir (examiner) 12 Nov 2023

Message from Vice Chancellor Rawalpindi Medical University

Educators have explored the specialized needs of assessments for decades. Good quality assessment not only satisfies the needs of accreditation but also contributes to student's learning. It provides important data to determine the program effectiveness, improves the teaching program, and helps in developing educational concepts. Historically, assessment programs were meant to foster curricular improvements or to demonstrate accountability for learning goals. These two aspects of the assessment process are now merging to form tougher accreditation standards that ultimately guarantee educational quality. Rawalpindi medical university is one of the leading public sector universities, where we are following structured model of assessment. It is a big challenge to develop and implement modern document related to assessment. This model reflects an integrated and subject based approach towards assessment with incorporation of integrated teaching and learning strategies. We prepared this model of assessment keeping in view the international standards and the outcome which should not be compromised.



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This policy is applicable to all the students of the MBBS program of RMU for all modes of teaching (on campus/online/any other) from the date of approval by the RMU Academic Council.

1. Guiding principles

- RMU has the responsibility to ensure to all the stakeholders that students have achieved the identified outcomes of the medical degree course.
- Assessment requires a variety of methods; no single method can completely ensure that the requisite competence level has been achieved. Hence each assessment instrument must be selected based on its utility index.
- Feedback, ensuring that the feedback loop is closed, 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.
- The quality of the entire assessment including confidentiality of the assessment process must be ensured.
- The assessment process should be clear and transparent so that students know in advance the expectations (from students) and consequences of the assessment.
- Details of the conduct of examinations are available in the Examination policy document.

2. Purposes of assessment

- Feedback to students regarding their readiness and deficiencies.
- To ensure appropriate competence has been achieved.
- Feedback to faculty to evaluate the effectiveness of the teaching program.

3. Forms of assessments

3.1. Formative assessment

(assessment for learning) is carried out throughout modules and clerkships using various strategies (at the discretion of module coordinators and clerkship directors) feedback. Formative assessment performance may be taken as a continuous assessment.

3.2. Summative assessment

(assessment of learning) takes place at the end of modules/ blocks and clerkships and comprises of:

a. Written assessment (50%)

Multiple Choice Questions (MCQs)	40%
Will be as USMLE format	
Extended Match Questions (EMQ)	10%
Short answer questions (SAQs)	50%

b. Performance (Practical) assessment (50%)

Objective Structured Practical Examination (OSPE)	Years I, II and III
Objective Structured Clinical Examination (OSCE)	Years IV - V
Short cases will be included in OSCE	

10 Entrustable Professional Activities (EPA) for undergraduate medical education are:

- Gather a history and perform a relevant physical examination
- Prioritize a preliminary diagnosis among relevant differential diagnoses
- Formulate an initial plan for investigations
- Formulate and implement an initial management plan
- Identify the need for and initiate interventions to promote health and prevent illness
- Perform general procedures of a physician
- Recognize patients requiring urgent care and initiate primary intervention
- Summarize, document, prescribe and issue medical certificate based on a patient encounter
- Collaborate within healthcare and with other professionals in the community
- Contribute to a patient safety culture within healthcare

The Swedish Core EPAs for undergraduate education (BMC Medical Education)

The screenshot displays the BMC Medical Education website interface. At the top, the BMC logo and 'Part of Springer Nature' are visible on the left, and a search bar is on the right. Below the header, the page title 'BMC Medical Education' is centered. A navigation bar includes links for Home, About, Articles, Submission Guidelines, Collections, and Join The Board, along with a 'Submit manuscript' button. The main content area features the article title 'Entrustable professional activities (EPAs) for undergraduate medical education – development and exploration of social validity', the authors' names, and publication details including the journal name 'BMC Medical Education', volume 23, and article number 635 (2023). It also shows the number of accesses (2011) and a link to metrics.

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Entrustable professional activities (EPAs) for undergraduate medical education – development and exploration of social validity

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Foundational Competencies for Undergraduate Medical Education

Association of American Medical Colleges (AAMC)
American Association of Colleges of Osteopathic Medicine (AACOM)
Accreditation Council for Graduate Medical Education (ACGME)
are co-sponsoring initiative to create a set of foundational competencies for use in medical schools in the US. The competencies to be assessed are:

- Patient care
- Medical Knowledge
- System Based Practice
- Practice Based Learning and Improvement
- Professionalism
- Interpersonal and Communication Skills

4. Assessment and their timings

- The module/ clerkship teams will be responsible for their assessment plan mentioning assessment strategies, timings, and other essentials (please refer to the individual plans).
- Students will be briefed about the pattern and scoring of the assessments before the examination.
- Professional examination will be taken by RMU.

5. Weekly LMS (learning management system) assessment of LGIS and SDL

- There will be weekly assessment of LGIS and SDL of whole week at end of week through LMS.
- The LMS result will be shared by module coordinator and DME through vice chancellor on weekly basis.

6. Eligibility to appear in End Block Assessment (EBA)

- This will be applicable to all the blocks of undergraduate program
- 90% attendance in each subject will be mandatory
- Student must pass in all LMS, mid module assessments to appear in EBA
- There will be no remedial classes for attendance compensation
- There will be no remedial of assessment after poor performance

7. Eligibility to appear in Pre-Annual Assessment (PAA)

- 90% attendance in each block is required to appear in PAA
- It is mandatory to appear in all EBA to appear in PAA
- Appraisal letter from head of departments will be needed to appear in pre-annual assessment.

8. Attendance policy

- 90% attendance in each block is required to appear in PAA
- There will be extra marks given as per rules.
- Attendance of the students will be shared by coordinator of module and DME through vice chancellor RMU on weekly basis.

90% and above	20 marks
80-89%	10 marks
70-79%	5 marks
Below 70%	-5 marks
Below 60%	-10 marks
Below 50%	-20 marks

- These marks will be counted in annual professional assessment.

9. Eligibility to appear in annual professional assessment

- Minimum 60% score in pre-annual assessment is required to appear in annual professional examination.
- Written and practical /OSPE/OSCE should be passed separately.

10. Passing criteria in annual professional examination

- 60% marks will be needed to pass annual professional examination.

11. Total break up of assessment score

- Annual professional exam weightage 70%
- Continuous internal assessment weightage 30%

Break up of internal assessment is as follows:

Continuous Internal assessment (CIA) 100%			50% end block assessment (summative)	
End module-1 (25%)		End block-1 (25%)		
End module	10	End block	10	
LMS	03	LMS	03	
Attendance	02	Attendance	02	
Work place based assessment (WPBA) 50%				
Further division of 50% WPBA				
Ward test (50%)	Histories (20%)	Case presentation (10%)	Log books (10%)	Research (10%)

Once internal assessment is compiled it CANNOT be altered under ANY circumstance unless a clerical/ human error is detected. **He will repeat classes and skills**

There will be no change in calculated internal assessment scores for supplementary University examination.

12. Research publication marks

- Extra marks will be given to students who will publish research article in student journal, resident journal or faculty journal.
- These marks will be adjusted in viva.

Name of journal	Marks
Faculty journal	20 marks
Resident journal	15 marks
Student journal	10 marks

LMS relevant department

Keep system on when examining HOD module coordinator IT dept representative



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