

### **3. STUDENT ASSESSMENT**

#### 3.1 Student assessment

3.1.1 Methods of student assessment must allow students to demonstrate that they have achieved the overall objectives of the course. Methods of summative assessment must be explicit and made known to the students at the outset of the curriculum or its component.

3.1.2. Colleges should use “blue prints” in all student assessments to ensure systematic and objective assessment based on relevant learning objectives.

3.2 Continuous assessments must play an integral role in the education of medical students.

3.3 Methods of student assessment (formative and summative) may comprise a variety of approaches, e.g. written assessments, oral assessments, projects, documentation of the performance of practical procedures (log book), site visit checklists and assessments and clinical case examinations with real or simulated patients.

3.4 Clinical examinations must form a significant component of the overall process of assessment in the clinical disciplines.

3.5 Students must also be assessed on communication skills and professional behavior towards patients and other members of the health care team.

### **3. STUDENT ASSESSMENT**

3.1. Student assessment must;

3.1.1.1. Match the objectives of the medical courses.

3.1.1.2. Methods of summative and formative assessment must be explicit.

3.1.1.3. The methods of summative exam must be made known to the students at the outset of the curriculum.

3.1.2. College should use “blue prints” in all students’ assessments to ensure systematic and objective assessment based on relevant learning objectives.

3.2. Continuous assessments must play an integral role in the education of medical students.

3.3. Methods of formative and summative assessment may comprise a variety of approaches, e.g. written assessments, oral assessments, projects, documentation of the performance of practical procedures (log books), checklists, clinical assessments and case examinations with real or simulated patients.

3.4. Clinical examinations must form a significant component of the overall process of assessment in the clinical disciplines.

3.5. Students must also be assessed on;

3.5.1. Communication skills and professional behavior towards patients.

3.5.2. Communication skills and professional behavior towards health care team.

*Proposed tools for evidence generation; Student assessment.*

presentation	Components	Target	Tools	Indi
Description	How much there is matching between the assessment methods and the objectives.	Doc.	verifi	3.1.1.1
% opinion	Are assessments methods are clear to them	Student	Ques& interview	3.1.1.2
% opinion	Are assessment method made known to students	Student	Ques& intreviews	3.1.1.3
description	Use of blue prints	Doc.	verif	3.1.2.1
Description	Presence of continuous assessment (formative and summative exam) -	Doc.	verifi	3.2.
Description	The approaches of formative and summative exam.	Doc.	Verifi	3.3.
Description	Different type of clinical exam, as OSCE, simulations and other should be more than 50% of final degree	Doc.	Verify	3.4.
description	Document of assessment of training on communication skills and professional behavior toward patient	Doc.	verifi	3.5.1.
Description	Document of assessment of training on communication skills, professional behavior and leadership toward health care team	Doc.	verifi	3.5.2

**Description of the requested Documents:**

3.1.1.1. Blueprints which shows matching of assessment to the objectives.

3.1.2. Document of blueprints use in all assessments.

3.2. Document show frequent exam on all parts of the curriculum such as daily class work, course related projects, logbooks, etc.

3.3. Document shows different type of assessments.

3.4. Document shows that score on final clinical exam is more than 50%.

3.5.1. Document shows that communication skills and professional behavior toward patient must be part of assessment.

3.5.2. Document shows that communication skills and inter-professional behavior training assessment and leadership toward health team are assessed.

**Scoring of; Students assessment**

NF	PF	FF	Indicators	Indicat or No	No
			Student assessment must; Match the objectives of the medical courses.	3.1.1.1.	1
			Student assessment (summative and formative) must be explicit to students.	3.1.1.2.	2
			The methods of summative exam must be made known to the students at the outset of the curriculum.	3.1.1.3.	3
			Colleges should use “blue prints” in all student assessments to ensure systematic and objective assessment based on relevant learning objectives	3.1.2.	4
			Continuous assessments must play an integral role in the education of medical students.	3.2.	5
			Methods of formative and summative assessment may comprise a variety of approaches, e.g. written assessments, oral assessments, projects, documentation of the performance of practical procedures (log books), checklists, clinical assessments and case examinations with real or simulated patients, OSPE.	3.3.	6
			Clinical examinations must form a significant component of the overall process of assessment in the clinical disciplines.	3.4.	7
			Students must also be assessed on; Communication skills and professional behavior towards patients.	3.5.1.	8
			Students must also be assessed on, Communication skills and professional behavior towards health care team.	3.5.2.	9
			<b>Total score =( FF=2, PF=1, NF=0)</b>		

