

GUIDELINES AND INSTRUCTIONS OF THE ASSESSMENT POLICY IN THE COLLEGE OF MEDICINE UNIVERSITY OF BABYLON

The college is subjected to the regulations and instructions of the ministry of higher education and scientific research. The college has the right to make a recommendation to amend some of these guidelines and instructions in line with the implementation of the college policy in assessing students to raise their scientific levels.

Assessment policy would include consideration of:

- Student achievement include assessment in all domains: knowledge, skills and attitudes.**
- Determination the pass marks, grade boundaries and number of allowed retakes Evaluation and documentation of the validity and reliability of assessment methods.**
- Using a wide range of assessment methods and formats .**
- Ensure using integrated assessment.**
- Incorporation of new assessment methods.**
- Using of personal portfolio and log-books .**
- Using of objective structured clinical examinations (OSCE) .**
- Using of objective structured practical examinations (OSPE) .**
- Balance between formative and summative assessment with a ratio of 3:1.**
- Avoiding conflicts of interest in the methods and results of assessments.**
- Assessments are open to scrutiny by external expertise.**
- Using a system of appeal of assessment results.**
- Encouraging the use of external examiners.**
- Promoting student learning through measuring progress of student on predetermined check list in each discipline in addition to the formative exam. It includes many parameters such as attendance, preparation, interaction, engagement, coursework, quizzes ... etc.**
- It would also include systems to detect and prevent plagiarism.**
- Ensuring continuous improvement in the programs of teaching and assessment to be clearly compatible with intended educational outcomes and met by the students.**

Guidelines for assessment policy

Chapter One: Formation of exam committees, tasks and membership

The college apply the exam instructions 134 for the year 2000 / Article-5 (The College council, with the proposal of the Dean, constitutes one or more permanent committees for administering exams during the academic year).

First: The College Council form examinations committees upon a proposal by the Dean at the beginning of each academic year taking into account updating the membership of the examination committees in every time period, taking into account that the update is partial.

- 1- Central examination committee.**
- 2- Sub-examination committees at the college level.**
- 3- Sub-examination committees at the department level.**
- 4- An audit committee (committees).**
- 5- Quality Assurance Assessment Committee (QAAC).**
- 6- Psychometric committee.**

Central Examination Committee are formed from the dean of the college which is the president of the committee or whoever he authorizes, the dean's assistant for student affairs, the assistant dean for administrative affairs, a number of heads of departments, or teaching staff (depending on the college's need).

Duties of the central examination committee are:

Implementing the instructions, controls and directives issued by the Ministry, the University and the College Council regarding examinations, exam records and student results.

Putting the internal instructions for organizing the exams in the college and announcing them to the branches and students.

Organizing the schedule of exams and monitoring in coordination with the scientific branches and students.

Create all the requirements for conducting exams, including (exam halls, appropriate exam books, scrapbooks for keeping questions, notebooks and exam records, necessary electronic computers with their accessories and reproduction devices, papers for printing questions, good selection of monitors, distributing students to exam

halls with preparing lists of their names and distributing them to exam halls To organize a daily attendance form for students and observers, to provide the appropriate seals for the examination committees.

Three forms of exam questions should be send to the central examination committee signed by the head of the department and subject's teacher (with closed envelope) and the dean of the college choose one from the three forms to be copied by the examination committee according to the number of students participating in the exams and place them in the covers for each exam hall.

Ensure the confidentiality of the exam questions.

Submit the printed exam questions and notebooks to the administrators of the examination halls according to the schedule of exams, and that the delivery be signed with the signature of the hall administrator, exclusively (or whoever authorizes him).

Receiving the used and unused exam books from halls administrators after the end of the exam for each subject / study and the student attendance form and absences, in order to deliver those exam books to the sub-examination committees each according to the relevant study materials so that the exam books are corrected by the teacher responsible for that subject.

Follow-up on the progress of exams and address the problems that appear in a timely manner, and prepare the necessary reports on the progress of examinations to submit a unified final report on the progress of the exam to the concerned departments at the Ministry's headquarters through the university presidency.

Follow-up to the sub-examination committees and verify that they performed their duties within the specified timings.

Sub-examination committee at the college level are formed from faculty members whose are chosen by the dean of the college after consultations with heads of departments.

Duties of sub-examination committee at the college level are:

Implementing the instructions, controls and directives issued by the Ministry, the University, the College Council, and the Central Examination Committee regarding examinations and exam records. Receive the master-sheet record from the college's registration to start its work while maintaining it throughout its work and free from scratching, write off and addition.

Writing the names of students for each academic stage in the paper master-sheet record according to the alphabet with their notes based on the administrative orders issued from the registration, as well as writing the names of the academic subjects for each stage and the number of its units according to what is found in the approved curriculum.

Receiving lists of pursuit degrees and lists of final exam scores from the head of the department, printed and verifying that students' grades are fixed in it and signed by the course teachers and head of the department and free from scratching, write off, addition, and writing these scores in the respective fields in the main record manually.

Receive exam copybooks (after students take the exam for each subject) from the central exam committee or examination hall officials and perform the necessary to install secret numbers and withhold names (cut the part for the student's name, college stage, year, and name of the exam material) and save them.

Hand over those copybooks to the subject's faculty members for the purpose of correction-it and then receiving it from them after completing the correction and verifying the fixing of the grades on the cover of the copybook and ensure the integrity of the collection the grades with the presence of the faculty signature on those grades, and returning the part that includes the name of the student on his exam copybook.

Writing the scores of students in the final exam (first trial, the second trial later) in the exam record, and then collecting the degrees of the pursuit and (practical or clinical scores if any) and the score of the first trial exam or the second trial and writing the total in the final score field in the main record.

Preparing a report on the results of students in each of the first and second trial exams (including success rates) and submitting it to the head of the relevant department for the purpose of studying it in the department council and taking appropriate recommendations for the purpose of displaying it in the college council.

Executing the directives of the ministry or university or the decision of the college council as stated in the text regarding handling student cases and fixing the direction text or decision number and date in the exam record (a copy of the directive or decision is kept on the same page)

Announcing the results of the students after their approval by the College Council in accordance with what was stated in the exam instructions and providing them with copies of those results in print and signed by the chair of the sub-examination committee while

maintaining a copy and submitting them to the college registration with a clearance form for the student for the purpose of keeping them in the student file.

Receiving students' objections to their results in both the first and second trial within the specified time limit (3 days) from the date of their announcement, and checking those objections and announcing the results of the audit.

Commitment to the letter of the Ministry of Higher Education and Scientific Research / Department of Studies, Planning and Follow-up / Central Admission Number No. 5 / BC 4208 in 08/16/2015 and its text (The student may not be counted successful except after completing the final exams for the first trial or the second trial or both, as not A student's success can be approved in the degree of seeking any subject even if he has obtained the degree of success in that subject).

Writing the final result for students in the main record.

With regard to the final academic stage, calculating the average of students in each stage and its percentage from the final rate, then calculating the final cumulative average for the student including three grades after the sorting according to the applicable exam instructions.

Commitment to guidance of the ministry to deal with the student's degree in transit subject in accordance with the letter of the Ministry of Higher Education and Scientific Research / Department of Studies, Planning and Follow-up / Studies and Planning with the number of TM 3/57141 on 12/3/2014 and its text (10 points deduction from the transit subject for students when calculating the cumulative average and treating a successful student in the second round, by including it in Article 13 of the Exam Instructions 134 for the year 2000 and its amendments).

Signing on every page of the main record page by the chair and all members of the examination committee (each according to the stage in which he is responsible).

Maintaining students' confidentiality while maintaining exam copybooks and pursuit lists and (practical or clinical exam scores, if any).

Exam committees complete their work for the exam stages with no more than five working days for the final stage, including auditing committees, and no more than ten working days for the rest of the stages.

Handing over the basic record to the Dean's assistant for student affairs or scientific affairs after completing the work of the committee

in accordance with the record of delivery and receipt, which he duly delivered to the dean and college council.

Sub-examination committees at the department level are formed from the head of the department, the rapporteur of the department and number of teachers will be determined according to the number of students in the course.

The committee is responsible for application of the formative and mid-course exams and its duties are :

Collect questions from teaching staff.

Describe assessment methods and marking to the students.

Keep the bank of questions and Design a Blue printing to cover the content.

Ensure reliability, validity, feasibility and education w.

Ensure a balance between formal formative and summative assessment in knowledge and skills.

Send feedback to student (verbally or by e-mail) after formal formative assessment.

Fill the Student Assessment Summary (SAS) form and send to assessment coordinator for discussion and advisement.

Assign the final examination draft of each course.

Discuss the final examination draft with QAAC and edit all suggested changes and correction to be handled to the executive examination Committee.

Auditing Committee are formed from three or more teachers with one of them being appointed as the committee chair.

It is concerned with the responsibility of auditing master-sheet records by verifying that these records are maintained in relation to (writing students 'names, curriculum subjects , number of units, degrees, implementation of the ministry's or college's board's decision regarding case management, calculating rates, etc.) in accordance with the instructions Exam, admission controls, instructions received from the ministry, university council directives, and college council decision.

Submit its report to the dean of the college, including all the observations and proposals or what needs to be taken, and the application of instructions and controls, according to delivery and receipt.

Quality Assurance Assessment Committee (QAAC)

QAAC is committed to deliver high quality assessment based on the international principles of assessment as well as the regulations of the

Ministry of Higher Education. Student assessment is centrally controlled by the QAAC which has the authority to implement the assessment policy and monitor its application.

QAAC duties are:

Identify and implement the required educational standards for all learning outcomes.

Review and approve learning objectives of the whole six years program and the general assessment plan at each level for knowledge, skill and attitude. Approve the learning outcomes and the proposal plan of assessment for each year.

Determination of the whole program blueprint and assessment method.

Ensure the evidences of horizontal and vertical integrations in the summative assessments.

Determination of the standard setting that is consistent with difficulty status of the summative assessment .

Develop and maintain the bank of exam questions.

Decide the final examination set with year coordinators for summative assessment.

Discuss feedback from the module faculty members and students in the post review Phase.

Liaise with other assessment groups in other medical colleges for exchange of expertise and external examiners contribution.

Periodic Review of current assessment policy to look for strengths and weaknesses in implementation and to evaluate the efficacy of the assessment system and to update assessment policy with international standard.

Improving and innovation of methodology in assessment and Supervision of research work in quality improvement of assessment.

Provide Feedback to the curriculum development Committee to ensure better learning outcomes by improving the contents and the teaching delivery of the curriculum.

Psychometric committee duties are :

Post Exam data analysis for determination of Difficulty index, Discrimination, Distractor effectiveness and Reliability.

Calculation of Borderline regression pass mark of OSCE Graphic representation for data visualization.

Provide feedback on modular and year level status.

Privileges of the members of the examination committees

The evaluation of the efforts of the exam committee members after completing their work in each academic year is granted by granting them an evaluation degree similar to that of the individual research

stipulated in the form of evaluating the performance of the faculty member for that year.

A letter of thanks and appreciation from the university presidency (to the central, sub-auditing and auditing committees).

A letter of thanks and appreciation from the Deanship of the College (to the sub-examination and auditing committees).

Taking into account the reduction of the quorum of teachers for each member by two hours.

Requirements for the examination committee which include:

A room that meets all security safety requirements (electrical protection devices for appliances and modern fire extinguishers).

Iron safer (works with a key + electronic keyboard) or more

Number of file cabinets or iron cupboards to keep records and exam notebooks.

Number of computers (desk or laptop).

Laser printer, Cloning devices as needed, etc. from work supplies.

The Deanship of the College provides the master-sheets record with the necessary quantities to suit the college's privacy and curriculum and prepare the final exams that are held in some years (the supplementary trials, the transit subject exam, etc.) in addition to the exam copybooks and the appropriate specifications in terms of number and quality of papers (High quality, numbering of sheets) good cover to securely fix the papers.

A copy of the administrative matter related to the formation of the committee and its tasks, along with a guide to the work of the examination committees.

A copy of the administrative orders issued by the college registration with the names of students of each stage with their notes, along with copies of the administrative orders related to their cases (postponement, failure because of absence, loading or transit if any etc).

All members of the examination committees should be informed of a copy of the existing examination instructions, admission controls, and directives issued in regard to the examination committees and records and the decision of the college council regarding handling student cases, and that there should be a common understanding and application unit for them.

A copy of the University Examinations Administration Guide should be shared with all members of the examination committee.

Only members of the examination committee are allowed to be present in the examination committee room under any circumstances.

Chapter Two: Tasks of the Registration Division

The college registration provides the examination committees with copies of the administrative orders for students of each stage, including notes for students, reinforced with the numbers and dates of each case, as well as copies of the administrative orders (for the university, college or departments) for students (failure in absence, fulfilling , exam, etc.) Provided that these lists reach their final form no less than two weeks before the start date of the college exams.

The Central Exam Committee shall submit a list of the names of students absent from the performance of final exams on a daily basis to the college's registration to issue an administrative order to that effect.

Chapter three: exam questions

The college Approves the examination questions instructions for the year 1992 and the specifications of the examination questions paper according to Article 3 of the examination questions instructions No. 38 of 1992 and the penalties for leaking the exam questions mentioned in Appendix 3 (the provisions of university exams) mentioned in the guide for student affairs procedures and conditions with consideration of the order and instructions that may be issued later .

The college Approves the directives issued by the ministry annually regarding exam questions reported to the university and to colleges.

Chapter Four: The Master Record (Master Sheet)

The paper-based record is the official record approved for students 'grades from enrollment to graduation, and includes all students' names and grades in all subjects with a description of their cases officially supported by the numbers and dates of officials administrative orders and decisions regarding the management of their cases, their results and rates and the names of members of the exam or examination committee and their signatures on every page From the log pages.

Handing over and receiving the master-sheet record between the head of the exam committee and the assistant dean concerned with student affairs or who is responsible for that responsibility for those years through the approval of a record, a copy is kept with the exam committee and the college registration after the end of the final exams for that year. The university registration is provided with the records on a CD.

The examination committee members are obligated to:

A. Commitment to the letter of the Ministry of Higher Education and Scientific Research / Supervisory and Scientific Evaluation Authority numbered JT / 1393 in 28/03/2010 and its text (We would like to emphasize the pursuit of the utmost accuracy during the process of transferring exams and fixing them in the records with the need to observe the audit and confirm the names of the existing teachers verify the grades and those conducting audits in the records and consider scratching and **delisting** and erasing the white ink as a case of forgery unless the signature of the dean of the college was placed on this change and with the knowledge of those who contributed to stabilizing the grades and checking and transfer taking into account the implementation of the content of any administrative order issued later in that regard), in addition to issuing an order Administrative by that, whether it is from the examination or auditing committee.

B. Maintaining the basic record after the completion of the work of the examination committees in the college registration, and the location of keeping the records must be secure and ensures their safekeeping in the best case and an administrative order is issued by the person concerned responsible for keeping those records.

C. Maintaining the master-sheet shall be according to the existing exam instructions, admission controls, instructions and directives issued by the Ministry, the University Council directive, and the decisions of the College Council.

D. Writing the master-sheet in pencil and then inking after confirming the completion of the work of the committee, with the aim of avoiding mistakes. The record is written in black dry pen (short) and in clear lines. The Registration Division does not receive any written master-sheet in pencil. It is assumed to be in a large papers or written in dry pen, black color.

E. The original copy of the administrative order for forming the examination committee shall be attached to the first page of the master-sheet and the signatures of the committee members fixed on it with a transparent adhesive nylon.

Chapter Five: The Master Record electronic program

The college use electronic master record program in its work according to the applicable exam instructions, the guide for student affairs procedures, admission controls, terms and conditions, and the Ministry's directives regarding exam committees and exam records and the treatment of student cases, university directives, and the decision of the college council in a manner that does not contradict the master-sheet .

The college Commit to the content of the book of the Ministry of Higher Education and Scientific Research / Department of Studies, Planning and Follow-up / Department of Studies and Planning No. T 383/383 in 7/30/2013 Paragraph (1) which state maintaining the paper master record sheet as well as the master sheet electronic record . (Taking into account the implementation of the content of any administrative order issued later in this regard), printing it on paper, signing it and stamping it with live stamps.

College approbation the written record on the computer after converting it to a PDF file and then inserting it using a scanner device. It is binding and storing multiple paper and electronic copies distributed to the deanship and registration unit.

Chapter Six: Coordination of the exam committee approved for that college year, with registration unit to issue exclusively graduate orders for that year.

First: Adherence to what is stated in the regulations for issuing graduate orders contained in the Student Affairs Procedures Manual and admission controls and conditions that include the following (subject to the decisions issued by higher authorities):

Merging the graduates' sequence so that the graduate student's sequence is calculated according to the total number of graduates for the first and second trial, and the following measures are taken:
A- Issuing a university order for first-trial graduates that includes the student's name, rate, and sequence in the first trial.

B - Issuing a university order for graduates of the second trial that includes the student's name and average only, without mentioning the sequence.

C- Referring to the two university matters mentioned in paragraphs (A, B) above. The college issues a unified administrative order for all first and second round graduates, including the student's name, rate, sequence, and the role in which he graduated for final approval regarding the graduates 'sequence for the college year.

Second: The college Commit to the content of the letter of the Ministry of Higher Education and Scientific Research / Department of Studies, Planning and Follow-up / Studies and Planning with a number of Tm 3/1 /1919 in 22/3/2015 “when two students have equal average to the fourth ranks when calculating the GPA then the approval of the total weighted average in the fifth and sixth years to compare between them and determine the first student in his group.

Third: Commitment to what was stated in the letter of the Ministry of Higher Education and Scientific Research / Department of Studies, Planning and Follow-up / Studies and Planning with the number I / 3/1/100 in 7/1/2015 and the text of which was obtained by the Minister in 27/12/2014 on the recommendations of the Ministerial Committee formed according to Ministerial Decree number Q / 65557 in 12/26/2014, which took charge of determining the mechanism for calculating the rates of students transferred between the corresponding colleges when studying more subjects than the subjects in the colleges transferred “Don’t calculate the grades of the subjects studied by the student at his or her home university and not at the university to which they were transferred when calculating their average and rank”

Chapter Seven: Examination Observations

Including all teachers in the college with observation in the final exams, and this is one of the duties of the teacher. It is not permissible to assign the subject teacher to observe in the exam hall of the subject he is studying.

Issuing an administrative order for the schedule of observations before an appropriate period and sending a copy to the department , including the tasks and duties of the instructors in exam monitoring, and informing the instructors of that.

Determine the number of observers relative to the number of students (1/15), provided that the number of observers in the exam room and not less than two.

That the number of monitors in each examination hall be appropriate (the hall official is required to be the highest academic level with regard to the oldest).

Ensure that the observers change and do not remain in the same hall and the same group together in the subsequent examination during the exam period (i.e. the observation is in a periodic system of the hall and the observers).

The duties of the examination hall official are as follows:

The hall Superintendent was present at the examination committee headquarters at least half an hour before the start date of the exam to receive the exam questions and the exam copybooks (or the typical answer forms on which the electronic correction program depends) from the exam committee, after making sure that the special circumstances of the exam questions are tightly sealed and sealed with the examination committee's examination and the return of the exam copybooks after the exam ends to the committee. Opening the the sealed envelopes questions inside the examination room in front of the observers and students (to confirm their safety) before the start of the exam.

Managing the examination hall and supervising the seating arrangement of students by directing the observers in the hall to help the students and determining their places in the examination hall in a way that ensures effective management and complete control of the conduct of the exam.

Ensure that the student does not carry books, study notes, aids, especially mobile phone, any papers, any other electronic devices (the student is allowed to enter the manual calculator if the teaching recommendations responsible for the study material allow this as necessary in performing the exam).

Supervising the distribution of the exam copybooks to students ten minutes before the start of the exams, after ensuring their safety. Emphasis on students during the first minutes of the exam to write the full name and the name of the course subject and the rest of the data on the cover of the exam copybook, so as not to leave a hint inside the copybook and direct the observers to verify this during the first half hour of the exam.

Receive the surplus of the question papers immediately after distributing them to the observers.

Directing the observers after distributing the exam questions and copybooks by starting recording the attendance of the students by passing the attendance form approved by the exam committee and the registration of the students for their attendance after verifying the students and his sitting number, matching his name and his sitting number to the data written on the exam copybook, and signing along with those data to review it .

The responsibility of the monitors in the examination hall is jointly and solidarity in following up the regularity of the examination at the specified time for the examination and preventing the possibility of creating an encouraging atmosphere for the breach of the hall system in order to avoid the occurrence of fraud cases.

Observers are not allowed to read the questions to students or diligence in interpreting the meaning of any word or sentence to them.

Inform the examination committee of any medical condition requiring medical care among students.

Check the number of exam copybooks when collected at the end of the exam.

Chapter eight: general directions

Members of the examination committee are allowed to be present in the examination hall to monitor the proper progress of the exams.

Working to prevent cases of **fraud**, or trying to fraud or talk among students according to the examination instructions, and to act in complete calm when setting a case of fraud or an attempt to fraud.

In the event that there are some errors or some notes in the exam questions, the teacher in charge of the exam subject exclusively informs the exam committee in order to undertake the notification and flags of all students in the halls accordingly. And the examination committee).

Obligation of all faculty staff to monitor the presence in the examination hall throughout the exam period and not leaving any of the observers the examination hall except with the permission of the examination hall official, bearing in mind that this is fixed in the field of the examination attendance form.

Students may not be allowed to enter the examination hall 30 minutes after the start of the exam under any circumstances.

It should be noted that students do not exit from the exam a full hour before the exam time.

If the student receives an additional exam copybook, this must be fixed in the notes field in the attendance list.

It is strictly forbidden for the student to keep any copy of the exam questions except after the end of the exam time.

The necessity of having an illustrative map with the names and distributions of students on the seats.

It is the responsibility of the observers to note the regularity of students sitting in the places designated for them and according to the distribution.

Verification by the auditors of the student's name is done through the student's identity inside the examination hall.

Chapter 9: Special directions for students to take the exam

The committee announces an identification guide near the examination halls and on the notice boards of the examination committee

Website of the college or department:

Students should see and abide the following:

Attendance of the student ahead of time for the examination at an appropriate time to ensure that his name appears on the notice board in the college (or department) to find out the examination hall.

The necessity of bringing the student to his valid university ID or confirmation issued by the college registration that contains the student's photo and will not allowed to take the exam without either them.

Pen or ink (blue or black only) is used to write the student's name, subject, and other data on the cover of the exam copybook.

The student must verify the presence of the exam committee stamp on the exam copybook (the hall director is notified of replacing the exam copybook with another stamped one, otherwise there will be ignorance to correct any exam copybook that does not contain the stamp).

In the event of delaying the examination, it will not be compensated with any additional time for the exam period, and the remainder of the exam time will be completed.

The student must make sure of the integrity of the exam sheets and covers.

The student may use the pen or ink (blue or black only) and it is not permissible to use the rest of the colors such as red or green or others or use the white ink instead of writing off or erasing the writing and students can answer with a pencil if the teacher of the subject determines that and it is mentioned in the exam questions sheet.

In the case of adopting the formula for the open book exam approved by the college council, students are allowed to enter books and lectures for the exam, provided that this is determined by the subject teacher in the exam questions.

The student is strictly forbidden from entering the mobile phone inside the examination hall, and he has to hand it over to the relevant employee before the start of the exam, with the necessity of closing it.

Smoking or inserting a cigarette packet inside the examination hall is not permitted.

Commitment to disciplined behavior and strictly to abstain from any action that would disturb the order and proper functioning of the exam.

The student is not allowed to carry the exam, books, study notes, or any auxiliary means, especially the mobile phone, or any other electronic devices , because he will be considered a fraud case.

The student is allowed to enter the manual calculator if the teaching recommendations responsible for the academic subject are allowing this as a necessity in taking the exam.

It is strictly forbidden to speak with any student while taking the exam, and in the event that this occurs, a case of fraud will be considered.

The exam is canceled if the student does not sign in the attendance record before leaving the exam room.

The student has the right to take part in the second trial exam if he does not participate in the first trial with a legitimate excuse provided for in Article (10) of the examination Instructions No. 134 of 2000, "It is left to the University Council to consider compelling reasons upon the recommendation of the College Council, supported by official documents and with the approval of the Ministry and the minimum limits".

Chapter 10: Notes that must be taken into account when writing grades

The grades are written in the fields assigned to them the annual pursue degree , the degree of the final exam, the final degree (note that the amount of the annual quest is determined by the College Council at the beginning of the academic year and takes into account the nature of the subject, whether it is theoretical, practical or clinical). The department must announce the final annual pursuit degree of the student at least (5) days before the start of the final exam to allow the student the opportunity and time to object to the degree or correct the error during that period and it is not permitted for correction after receiving it from the exam committee.

The student who is absent with an excuse for taking one of the exams shall be registered in the final exam field.

The letter (M) means postponement.

A student who is absent without an excuse for performing an exam shall prove a letter (G), meaning absence.

Individual fields for transit and compensation subject are singled out, if any, with the loading subject exam counted as a success in the second trial.

In the event that the student's case of fraud is proven and the administrative order is issued as a failed in all subjects of that academic year, then all grades are not approved and the term "fraud" is established with the confirmation of the administrative order number and date.

The student who failed and fulfilled the academic subjects from the previous year prove in the subject field the word fulfilled and prove the degree obtained in the previous year, taking into account the instructions in force in the final grade field for the purposes of calculating the average.

Chapter 11: Various mechanisms

Correction mechanism

The faculty member in charge of the subject is responsible for assess his exam copybooks during a period of time determined by the exam committee. Scientific committee in the department can allocate a committee from faculty members in the department for correction of the subject's exam after the approval of the college council and an administrative order is issued. The correction of the exam copybooks is exclusively in red and the auditors use the green color .

The assessor is required to prove on the cover of the copybook the marks of each question and write the total score in writing and a letter with his signature in front of each grade. The assessor is required to mark the white papers in the copybook by drawing two long, diagonal lines in order to understand that these papers have been left blank and no future manipulation is permitted.

The assessor has to write the final grade according to the percentage determined for it, with approximation the fraction to the nearest whole number according to the instructions.

The objection

The student has the right to object to the examination results within a period of 3 working days from the date of distributing the results, whereby the examination committee collects the objections and send them to the Objections Check Committee to check the grades according to the following context:

The copybooks' grades are checked by correcting all the questions and branches, in addition to the validity of collecting the grades and the correctness of transferring them from inside the exam copybook to the cover.

Check the collection of the annual pursuit degree with the final exam score.

Check the degree fixed on the master-sheet record with the score recorded on the computer to avoid the possibility of transferring it incorrectly.

The results of the objections shall be announced on the bulletin board in the event of their identical or non-identical and shall be written with the grade.

Management of some cases

Exam correction should be done inside the college exclusively by the assessing committee formed for each subject and during a period of time determined by the exam committee for each subject.

In the event that the copybooks cannot be corrected by the teacher responsible for the course material and for any urgent reason the following is done:

The head of the department presents a memo to the dean's assistant for scientific affairs for the purpose of forming a assessing committee consisting of three members of the faculty staff who have taught the subject in previous years as a binding priority and in the event that the sufficient number is not complete, it is possible to rely on the members of the faculty staff for similar speciality as decided by the head of the department , where the head of the committee in charge will distribute the questions to the committee members for the purpose of correcting them then this is sent to the examination committee within its priorities for that year).

The correction shall be according to the standard duty developed by the teacher responsible for the subject.

The College's Deanship issues an administrative order to the committees in charge of correction, in accordance with the notes submitted by the scientific department , so that they can perform their duties and receive and correct the copybooks from the examination committee.

A report is written by the correction committee for each subject stating the number of exam copybooks and the number of questions and the names of the correctors for each question and other notes, if any.

These administrative orders are kept as an attachment in the master-sheet record.

Dealing with cheating cases

The hall director and his assistants inside the examination hall are responsible for the regularity of the conduct of the exam inside the exam room, preventing cheating cases, attempts to disturb the examination hall system, dealing with cases of fraud and trying to fraud according to the exam instructions.

Work to prevent students from talking inside the classroom, avoid contact with students, and consider calmly when adjusting for an attempt to fraud.

Observing the commitment of the students to their places inside the hall, and they are not allowed to leave their place except with the approval of the director in charge of the hall.

In the case of controlling the case of fraud, the exam copybook is withdrawn and any means used in fraud are confiscated.

Overall grade average المعدل التراكمي

IMPLEMENTATION

Three kinds of measurement are performed for learners in the program of the college.

1. Formative assessment: The formats of formal formative assessment are exactly the same as in the summative examination. Multiple tests similar in their format to summative assessment are conducted. It involves tests for knowledge and skills. Formative assessments detect the strength and weakness in the learning achievement.

These assessments occur at specified dates of the time-table and are compulsory. The questions are in a similar format to those encounter in the end of the course summative assessments and are to allow students to monitor their progress and identify any areas where additional work is required.

Marks are not recorded for summative purposes and will not count towards student degree.

In addition to the on-line formative assessments, there will be the opportunity to attempt formative assessment questions in the practical classes.

2. Continuous progress: the progress of student is measured on predetermined check list in each discipline. It includes many parameters such as attendance, preparation, interaction, engagement, coursework, quizzes and power point presentations. Check list must be filled by faculty members in the discipline.

Mastery Assessment: Students will be trained on clinical skills in which will be assessed as mastery (pass/fail) under supervision through 1-4 trials.

3. Summative assessment: there is a summative exam at the mid-course and final exam at the end of each course which includes knowledge and skills measurement. Marking proportion of each part will be determined by each discipline .

Final mark is calculated by adding continuous progress mark and the summative examination mark of mid-course and final exam.

Full compensation operates between the written and practical / written and clinical exams. It is not necessary to pass each individual examination component but students must achieve the pass mark for the examination as a whole.

These assessments occur at specified dates of the time-table. Here marks will be recorded for summative purposes and will count towards student degree and progress to next year.

Marking and marking criteria

The different kinds of assessment are marked using different methods. The Single Best Answer Questions are not negatively marked.

The Modified Essay Questions require short text answers and are marked by experts with reference to model answers; each question is marked by a different examiner.

The OSCE stations have a checklist of key features. These stations are marked by trained examiners.

The OSPE stations have a checklist of key features. These stations are marked by trained examiners.

The re-sit examination

Student considers fail in the discipline when get less than pass mark which is 50% in the Final mark.

Students who fail to pass the success mark will be required to re-sit (second sitting) of the final exam only in the same format and duration as the original.

If an assessment is passed at the second attempt (re sit) a mark of 50% will be recorded regardless of the actual mark achieved.

Students who fail in second attempt in one or two discipline examination can cross to the next stage without repeating year.

Students who fail in second attempt in more than two discipline examination will repeat the entire year and has two trial one at the end of the course and the second one at the and at the

Cancellation of the student's name from the college records when he or she failed in four attempts.

Adjustment of number and nature of examinations would include consideration of avoiding negative effects on learning. This would also imply avoiding the need for students to learn and recall excessive amounts of information and curriculum overload.

Practical and Clinical examinations

There are different methods for the assessment of practical knowledge; oral (viva-voce), spot or spotting, objective structured practical examination (OSPE), objective structured clinical examination (OSCE), long case exam and short case exam.

Clinical and communication skills Competencies are scored against predetermined standard on the mark sheet.

It is composed of 5-10 station, each station is 5 minutes long.

Spotting or Spot Examination

“Spotting or Spot” examination constitutes a series of stations exhibiting **cadaveric parts, dissections, plastinated models**, microscopic slides, photomicrographs and radiological/CT images with arrows, pins and tags pointing to specific structures (popularly referred to as “spotters”). At each station, specific questions are then asked about where the pin is placed so as to identify a structure, and a question related to that structure . A typical spot examination comprise 20-30 stations each lasting 1 minute and each with an A and B part.

OSPE

OSPE is a tool which is used to assess anatomy and laboratory skills of students in the preclinical stage of a medical curriculum.

OSPE is the main type of practical examination to assess knowledge and competence instead of simple recall of memorized facts that occurs in the spot examination . In OSPE, multiple stations are designed and each station has a specific objective which needs to be tested. The objectives tested in an OSPE assess higher cognitive and psychomotor skills, i.e., ability to relate clinical information with structural material (plastic models, cadaveric specimen, photomicrographs , slides etc.).

Each station is set-up describing a clinical scenario and specific questions are formulated to test the objectives.

Objective Structured Clinical Exam (OSCE)

OSCE is designed to test clinical skill performance and competence in a range of skills. It is a hands-on, real-world approach to learning and assessment.

The daily work of physicians includes some essential skills that cannot be evaluated by traditional written examinations of knowledge. These skills are best assessed during actual performance. Examinations that assess skills during actual performance are known as *competency-based or performance-based assessments*.

OSCEs were developed to assess:

Communication skills

Physical examination techniques

Professionalism

Attitudes for effectively interacting with patients and health-care workers. The OSCE content and scoring procedures are standardized. Each examination station is designed to focus on an area of clinical competence. A standardized scoring tool is used to record what you do or do not do well. Every OSCE candidate experiences the same problem, and is asked to perform the same task, within the same timeframe. students will be exposed to the same level of difficulty. The tasks in each OSCE station represent real-life clinical situations. These assess your ability to apply clinical knowledge and skills when, for example, meeting with a patient, writing an admission or discharge order, conferring with a colleague, etc.

Oral exam (viva voce)

Oral exam (viva voce) is a practice in which an examiner poses questions to the student in spoken form. The student has to answer the question in such a way as to demonstrate sufficient knowledge of the subject to pass the exam.

Long Case Examination

The practical clinical examinations are of key importance in the assessment of clinical competence. They play a very important role in the certification of candidates before they are allowed to practice medicine. The essential elements of clinical competence include collection of patient data by an effective history taking and physical examination, identification of the patient's problem, formulation of differential diagnoses, planning of investigations, and management and demonstration of adequate communication skills while performing all of these.

Short Case examination

The purpose of the Short Case is to test clinical examination skills with an emphasis on: the interaction with the patient and/or family; technique and accuracy of physical examination; interpretation and synthesis of physical findings; and investigations/management.

As part of the assessment of your findings, you may be asked to comment on relevant diagnostic tests (e.g. x-rays, ECGs) and/or nominate appropriate investigations.

Before entering the Short Case room, student will be given two minutes to read a written introduction to the Short Case (the 'stem'), which will be outside of the Short Case room door. This introduction is written by the examiners and will contain the patient's name, the relevant body system and, sometimes, the dominant clinical problem. It will be standardized prior to student entry into the examination room and is designed to be accurate, short and directive.

Quality and safety standards

To maintain appropriate health and safety standards during the conduct of the examination, examiners and candidates must both ensure that they wash their hands prior to, and after, carrying out any physical examination.

Certain actions may be perceived as attempting to gain an advantage in the examination and may lead to disqualification from the examination and/or affect student progress through training.

These actions include:

Any attempt to gain information pertaining to possible cases from staff organizing the examination at the allocated hospital.

Attendance at practice cases or practice exams at the allocated hospital after notification of examination allocation.

Any attempt to inspect, or to organize to inspect, specific rooms or departments that may be involved in the examination at the allocated hospital.

Any attempt to find out who will be the examiners at the allocated hospital.

Any attempt to contact potential examiners to seek guidance on how to improve performance in the examination.

Any attempt after the exam to contact the examiners encountered during the examination day, apart from through the standard feedback procedures for unsuccessful candidates.

Examiners complete a form designed to provide feedback to student in order that they may learn from the exam experience. The feedback form for individual student is filled out immediately after each case. Examiners only

have a short time to do this. The feedback sheet does not provide a list of pass/fail points.

It should not be used as a means of disputing the basis of an unsatisfactory performance.

It cannot be used as a means of marking a candidate's performance.

Students who are unsuccessful in the examination will have a feedback session with a supervisor or mentor of their choosing to discuss their performance.

The feedback sheets will be given to the candidate at this session to provide information which may assist preparation for re-examination.

In the interest of patient confidentiality, case summaries will be provided to the feedback person and must be destroyed following the feedback session. It is the responsibility of the candidate to arrange this interview time.

Framework of the curriculum of the college of medicine University of Babylon 2021-2022

1st year 1 st Course	2 nd year 1 st course	3 rd year 1 st course	4 th year 1 st course	5 th year 1 st course	6 th year courses
Anatomy 1 4 (2+2)	Anatomy 1 5 (3+2)	Medicine 5 (4+1)	Medicine 1 6 (4+2) Surgery 1 4 (3+1)	Medicine 1 5 (3+2)	Medicine 12
Medical Physics 4 (3+1)	Biochemistry1 4 (3+1)	Pathology 1 3 (2+1) Microbiology 1 4 (3+1)	Obstetrics 1 3 (2+1) Pathology 1 3 (2+1)	Surgery 1 4 (3+1) Pediatric 1 3 (2+1)	
Medical Biology 4 (3+1)	Histology 1 3 (2+1)	Pharmacology 1 4 (3+1)	Forensic Medicine 1 3 (2+1)	Gynecology 6 (4+2)	
Computer science 3 (2+1)		Behavioral science 2	Community Medicine 1 5 (3+2)	Ophthalmology 3 (2+1)	
Foundation of Medicine 2	Physiology 1 4 (3+1)	Parasitology 1 3 (2+1)	Medical ethics 2	Radiology 3 (2+1)	
17	16	21	27	24	Surgery 12
1st year 2 nd Course	2 nd year 2 nd course	3 rd year 2 nd course	4 th year 2 nd course	5 th year 2 nd course	Pediatric 10 Obstetrics and Gynecology 10
Anatomy 2 4 (2+2)	Anatomy 2 5 (3+2)	Surgery 3 (2+1) Community medicine 3 (2+1)	Medicine 2 6 (4+2) Surgery 2 5 (3+2)	Medicine 2 5 (3+2) Surgery 2 5 (3+2)	
Physiology 4 (3+1)	Biochemistry 2 4 (3+1)	Pathology 2 3 (2+1)	Obstetrics 2 4 (2+2)	Pediatric 2 3 (2+1)	
Medical Chemistry 5 (4+1)	Histology 2 3 (1+2)	Microbiology 2 4 (3+1)	Pathology 2 3 (2+1)	Psychiatry 5 (4+1)	
English language 2	Physiology 2 4 (3+1)	Pharmacology 2 4 (3+1)	Forensic medicine 2 3 (2+1)	E.N.T 3 (2+1)	
Human rights 2	Embryology 2	Parasitology 2 3 (2+1)	Community medicine 2 5 (3+2)	Dermatology 3 (2+1)	
17	18	20	26	24	
17+17=34	16+18=34	21+20=41	27+26=53	24+24=48	12+12+10+10=44
Clinical Sciences	Basic Biomedical Sciences	Social Sciences	University requirements subjects	Medical ethics Medical Jurisprudence	Behavioral sciences

Student Assessment of stage One includes:

1-Discipline Progress Assessment:

It forms 40 % of total marks and composed of:

Continuous Progress Assessment: (10%) This assessment is conducted by teaching staffs in some of the discipline during learning sessions marking for student's activity, responsiveness, interaction, orientation and attendance according to a pre-determined checklist .

Short exams (Quizzes) which is done along the course at any time without prior notice in any learning session whether in lecture halls , or practical classes.

Mid-course Examination: It forms (20-40 %) of the total marks.

It composed from written exam for all of the disciplines and practical exam to discipline that has practical sessions. It is fixed in the timetable of each course in which all aspects from each discipline in the year may be assessed. All of the material covered in lectures (including the lecture outlines and the recommended reading), practical classes, clinical demonstrations, clinical skills sessions, formative assessments, and all other learning activities are potentially examinable.

2- Final course Assessment: It forms (60 %) of total marks and includes:

A-Written paper: It forms 40- 60 % of the total marks and comprised of two sections:

Multiple-choice and other written exams for the assessment of the biomedical knowledge.

Section 1: (60%) Single Best Answer question (SBA).

This section consists of 60 single best answer questions (SBAs). Students select the correct answer from a choice of 5 responses.

Candidates are awarded +1 mark for every correct answer and 0 for an incorrect answer. Abstentions receive 0. Marks are not deducted for incorrect answers.

Computer scans are made by using individual student examination numbers to identify scripts. While every effort is made to identify any unlabeled / incorrectly labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded.

Section 2: (40%) Short answer question (SAQ) . This section consists of 10-20 short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.

Individual student examination numbers are used to identify scripts. While every effort is made to identify any unlabeled / labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded. Any student who removes the question paper from the examination hall will be disqualified and referred to the College Council.

B. Practical assessment : It is done for each discipline that has practical sessions in the form of slide show presentation, Spotting or Spot Examination or OSPE.

Full compensation operates between the written and practical papers. It is not necessary to pass each individual examination component but students must achieve the pass mark for the examination as a whole.

Table 1 demonstrating the types of assessment for each discipline in the 1st course year one

Discipline	Type of assessment and its marks					
	Discipline Continuous Progress				Final course exam	
	Continuous progress	Mid-course exam		Skill exam		
		Written	Practical			
Written	Practical					
Anatomy 1	---	30	10	---	40	20
Anatomy 2	---	30	10	---	40	20
Physiology	10	20	10	---	40	20
Chemistry	---	30	10	---	40	20
Biology	---	30	10	---	40	20
Medical physics	10	20	10	---	40	20
Computer	10	20	10	---	40	20
Foundation of medicine	---	40	---	---	60	---
English	---	40	---	---	60	---
Human right	---	40	---	---	60	---
Selective module	--	40	--	--	60	--
Selective module	--	40	--	--	60	--

Student Assessment of stage Two includes:

1-Discipline Progress Assessment:

It forms 40 % of total marks and composed of three parts:

Continuous Progress Assessment: It forms 5-10% of the total marks .

This assessment is conducted by teaching staffs in some of the discipline during learning sessions marking for student's activity, responsiveness, interaction, orientation and attendance according to a predetermined checklist.

Short exams (Quizzes): These will be done along the course at any time without prior notice in any learning session whether in lecture halls , or practical classes.

Skill Assessment: Students will be trained on clinical skills during the course in which will be assessed as mastery (pass/fail) under supervision through 1-4 trials.

Mid-course Examination: It forms (20-40 %) of the total marks.

It composed from written exam for all of the disciplines and practical exam to discipline that has practical sessions. It is fixed in the timetable of each course in which all aspects from each discipline in the year may be assessed. All of the material covered in lectures (including the lecture outlines and the recommended reading), practical classes, clinical demonstrations, clinical skills sessions, formative assessments, and all other learning activities are potentially examinable.

2- Final course Assessment: It forms (60 %) of total marks and includes:

A-Written paper: It forms 40- 60 % of the total marks and comprised of two sections:

Multiple-choice and other written exams for the assessment of the biomedical knowledge.

Section 1: (60%) Single Best Answer question (SBA).

This section consists of 60 single best answer questions (SBAs). Students select the correct answer from a choice of 5 responses.

Candidates are awarded +1 mark for every correct answer and 0 for an incorrect answer. Abstentions receive 0. Marks are not deducted for incorrect answers.

Computer scans are made by using individual student examination numbers to identify scripts. While every effort is made to identify any unlabeled / incorrectly labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded.

Section 2: (40%) Short answer question (SAQ) . This section consists of 10-20 short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.

Individual student examination numbers are used to identify scripts. While every effort is made to identify any unlabeled / labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded.

Any student who removes the question paper from the examination hall will be disqualified and referred to the College Council.

B. Practical assessment : It is done for each discipline that has practical sessions in the form of slide show presentation, Spotting or Spot Examination or OSPE.

Full compensation operates between the written and practical papers. It is not necessary to pass each individual examination component but students must achieve the pass mark for the examination as a whole.

Table 2 demonstrating the types of assessment for each discipline in the 1st course year two

Discipline	Type of assessment and its marks					
	Discipline Continuous Progress				Final course exam	
	Continuous progress	Mid-course exam		Skill exam	Written Practical	
		Written	Practical			
Anatomy	10	20	10	---	40	20
Biochemistry	---	30	10	---	40	20
Embryology	---	40	---	---	60	---
Histology	---	30	10	---	40	20
Physiology	---	20	10	10	40	20
English language	---	40	---	---	60	---

Table 3 demonstrating the types of assessment for each discipline in the 2nd course year two

Discipline	Type of assessment and its marks					
	Discipline Continuous Progress				Final course exam	
	Continuous progress	Mid-course exam		Skill exam	Final course exam	
		Written	Practical		Written	Practical
Anatomy	10	20	10	---	40	20
Biochemistry	5	20	10	5	40	20
Embryology	---	40	---	---	60	---
Histology	---	30	10	---	40	20
Physiology	5	20	10	5	40	20
English language	---	40	---	---	60	---

Student Assessment of stage Three includes:

1-Discipline Progress Assessment:

It forms 30-40 % of total marks and composed of three parts:

- **Continuous Progress Assessment: It forms 5-10% of the total marks .**
This assessment is conducted by teaching staffs in some of the discipline during learning sessions marking for student's activity, responsiveness, interaction, orientation and attendance according to a predetermined checklist. Short exams (Quizzes) which is done along the course at any time without prior notice in any learning session whether in lecture halls , or practical classes.
- **Skill exam: Students will be trained on clinical skills during the course in which will be assessed as mastery (pass/fail) under supervision through 1-4 trials.**
- **Mid-course Examination:** It forms (20-40 %) of the total marks. It composed from written exam for all of the disciplines and practical exam to discipline that has practical sessions. It is fixed in the timetable of each course in which all aspects from each discipline in the year may be assessed. All of the material covered in lectures (including the lecture outlines and the recommended reading), practical classes, clinical demonstrations, clinical skills sessions, formative assessments, and all other learning activities are potentially examinable.

2- Final course Assessment: It forms (60-70 %) of total marks and includes:

A-Written paper: It forms 40- 70 % of the total marks and comprised of two sections: Multiple-choice and other written exams for the assessment of the biomedical and clinical knowledges.

Section 1: (60%) Single Best Answer question (SBA).

This section consists of 60 single best answer questions (SBAs). Students select the correct answer from a choice of 5 responses.

Candidates are awarded +1 mark for every correct answer and 0 for an incorrect answer. Abstentions receive 0. Marks are not deducted for incorrect answers.

Computer scans are made by using individual student examination numbers to identify scripts. While every effort is made to identify any unlabeled / incorrectly labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded.

Section 2: (40%) Short answer question (SAQ) . This section consists of 10-20 short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.

Individual student examination numbers are used to identify scripts. While every effort is made to identify any unlabeled / labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded. Any student who removes the question paper from the examination hall will be disqualified and referred to the College Council.

B. Practical assessment : It is done for each discipline that has practical sessions in the form of slide show presentation, Spotting or Spot Examination ,OSPE or long case exam(gathering information). Full compensation operates between the written and practical papers. It is not necessary to pass each individual examination component but students must achieve the pass mark for the examination as a whole.

Table 4 demonstrating the types of assessment for each discipline in the 1st course year three

Discipline	Type of assessment and its marks					
	Discipline Continuous Progress				Final course exam	
	Continuous progress	Mid-course exam		Skill exam	Written	Practical Or clinical exam
Written		Practical exam				
Surgery	---	30	---	---	70	---
Medicine	5	20	---	5	40	30
Community medicine (biostatics)	5	20	15	---	60	---
Pathology	--	25	15	--	40	20
Microbiology	---	25	15	---	40	20
Pharmacology	--	30	10	---	40	20
Behavioral science	10	30	--	--	60	--
Parasitology	---	25	15	---	40	20
English language	---	40	---	---	60	---

Table 5 demonstrating the types of assessment for each discipline in the 2nd course year three

Discipline	Type of assessment and its marks					
	Discipline Continuous Progress				Final course exam	
	Continuous progress	Mid-course exam		Skill exam	Written	Practical or clinical exam
		Written	Practical exam			
Surgery	10	20	---	---	50	20
Medicine	10	30	---	---	60	---
Community medicine	5	35	---	---	60	---
Pathology	---	25	15	---	40	20
Microbiology	5	25	10	---	40	20
Pharmacology	5	25	10	---	40	20
Behavioral science	10	30	---	---	60	---
Parasitology	5	25	10	---	40	20

Student Assessment of stage Four includes:

1-Discipline Progress Assessment:

It forms 30-40 % of total marks and composed of three parts:

- **Continuous Progress Assessment: It forms 5-10% of the total marks .** This assessment is conducted by teaching staffs in some of the discipline during learning sessions marking for student's activity, responsiveness, interaction, orientation and attendance according to a predetermined checklist. Short exams (Quizzes) which is done along the course at any time without prior notice in any learning session whether in lecture halls , or practical classes.
- **Skill exam:** Students will be trained on clinical skills during the course in which will be assessed as mastery (pass/fail) under supervision through 1-4 trials.
- **Mid-course Examination:** It forms (20-40 %) of the total marks. It composed from written exam for all of the disciplines and practical exam to discipline that has practical sessions. It is fixed in the timetable of each course in which all aspects from each discipline in the year may be assessed. All of the material covered in lectures (including the lecture outlines and the recommended reading), practical classes, clinical demonstrations, clinical skills sessions, formative assessments, and all other learning activities are potentially examinable.

2- Final course Assessment: It forms (60-70 %) of total marks and includes:

A-Written paper: It forms 40- 70 % of the total marks and comprised of two sections: Multiple-choice and other written exams for the assessment of the biomedical and clinical knowledges.

Section 1: (60%) Single Best Answer question (SBA).

This section consists of 60 single best answer questions (SBAs). Students select the correct answer from a choice of 5 responses.

Candidates are awarded +1 mark for every correct answer and 0 for an incorrect answer. Abstentions receive 0. Marks are not deducted for incorrect answers.

Computer scans are made by using individual student examination numbers to identify scripts. While every effort is made to identify any unlabeled / incorrectly labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded.

Section 2: (40%) Short answer question (SAQ) . This section consists of 10-20 short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.

Individual student examination numbers are used to identify scripts. While every effort is made to identify any unlabeled / labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded. Any student who removes the question paper from the examination hall will be disqualified and referred to the College Council.

B. Practical assessment : It is done for each discipline that has practical sessions in the form of slide show presentation, Spotting or Spot Examination ,OSPE or long case exam(gathering information). Full compensation operates between the written and practical papers. It is not necessary to pass each individual examination component but students must achieve the pass mark for the examination as a whole.

Table 6 demonstrating the types of assessment for each discipline in the 1st course year four

Discipline	Type of assessment and its marks					
	Total Discipline Progress Assessment				Final course exam	
	Continuous progress	Continuous progress		Skill exam	Written exam	Practical or Clinical exam
		Written	Practical			
Medicine	5	30	---	5	40	20
Surgery	5	20	---	5	50	20
Obstetrics	10	20	---	---	50	20
Community medicine	5	30	5	---	40	20
Medical ethics	---	40	---	---	60	---
Pathology	---	25	15	---	40	20
Forensic medicine	---	40	---	---	40	20

Table 7 demonstrating the types of assessment for each discipline in the 2nd course year four

Discipline	Type of assessment and its marks					
	Total Discipline Progress Assessment				Final course exam	
	Continuous progress	Continuous progress		Skill exam	Written exam	Practical or Clinical exam
Written		Practical				
Medicine	5	20	---	5	40	30
Surgery	5	20	---	5	50	20
Obstetrics	10	20	---	---	50	20
Community medicine	5	30	5	---	40	20
Medical ethics	---	40	---	---	60	---
Pathology	---	25	15	---	40	20
Forensic medicine	---	40	---	---	40	20

Student assessment of stage Five includes:

1-Discipline Progress Assessment:

It forms 30-40 % of total marks and composed of three parts:

- **Continuous Progress Assessment: It forms 5-10% of the total marks .**
This assessment is conducted by teaching staffs in some of the discipline during learning sessions marking for student's activity, responsiveness, interaction, orientation and attendance accordingly to a predetermined checklist to. Short exams (Quizzes) which is done along the course at any time without prior notice in any learning session whether in lecture halls , or practical classes.
- **Skill exam:** Students will be trained on clinical skills during the course in which will be assessed as mastery (pass/fail) under supervision through 1-4 trials.
- **Mid-course Examination:** It forms (20-30 %) of the total marks. It composed from written exam for all of the disciplines. It is fixed in the timetable of each course in which all aspects from each discipline in the year may be assessed. All of the material covered in lectures (including the lecture outlines and the recommended reading), practical classes, clinical demonstrations, clinical skills sessions, formative assessments, and all other learning activities are potentially examinable.

2- Final course Assessment: It forms (70 %) of total marks and includes:

A-Written paper: It forms 50 % of the total marks and comprised of two sections: Multiple-choice and other written exams for the assessment of the clinical knowledges.

Section 1: (60%) Single Best Answer question (SBA).

This section consists of 60 single best answer questions (SBAs). Students select the correct answer from a choice of 5 responses.

Candidates are awarded +1 mark for every correct answer and 0 for an incorrect answer. Abstentions receive 0. Marks are not deducted for incorrect answers.

Computer scans are made by using individual student examination numbers to identify scripts. While every effort is made to identify any unlabeled / incorrectly labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded.

Section 2: (40%) Short answer question (SAQ) . This section consists of 10-20 short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.

Individual student examination numbers are used to identify scripts. While every effort is made to identify any unlabeled / labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded. Any student who removes the question paper from the examination hall will be disqualified and referred to the College Council.

B. Clinical assessment : It forms 20 % of the total marks and is done for all discipline. It's usually consists of one or more than one of these type of exam OSCE, short cases ,longe cases, Viva exam, or slides. Full compensation operates between the written and practical papers. It is not necessary to pass each individual examination component but students must achieve the pass mark for the examination as a whole.

Table 8 demonstrating the types of assessment for each discipline in the 1st course year five

Discipline	Type of assessment and its marks				
	Total Discipline Progress Assessment			Final course exam	
	Continuous progress	Mid- course exam	Skill exam	Written exam	Clinical exam
Medicine	5	20	5	50	20
Surgery	5	20	5	50	20
Pediatric	5	20	5	50	20
Gynecology	10	20	---	50	20
Ophthalmology	5	20	5	50	20
Psychiatry		30		50	20
Radiology	5	20	5	50	20

Table 9 demonstrating the types of assessment for each discipline in the 2nd course year five

Discipline	Type of assessment and its marks				
	Total Discipline Progress Assessment			Final course exam	
	Continuous progress	Mid- course exam	Skill exam	Written exam	Clinical exam
Medicine	5	20	5	50	20
Surgery	5	20	5	50	20
Pediatric	5	20	5	50	20
Gynecology	10	20	---	50	20
E.N.T	5	20	5	50	20
Psychiatry	---	30	---	50	20
Dermatology	5	20	5	50	20

Student assessment of stage six includes:

1-Discipline Progress Assessment:

It forms 20 % of total marks and composed of three parts:

- **Continuous Progress Assessment: It forms 4-5 % of the total marks .**
This assessment is conducted by teaching staffs in some of the discipline during learning sessions marking for student's activity, responsiveness, interaction, orientation and attendance according to a pre-determined check list to. Short exams (Quizzes) which is done along the course at any time without prior notice in any learning session whether in lecture halls , or clinical sessions.
- **Skill exam: Students will be trained on clinical skills during the course in which will be assessed as mastery (pass/fail) under supervision through 1-4 trials.**
- **Mid-course Examination: It forms (10-12 %) of the total marks. It composed from written exam and clinical exam to all of the disciplines. It is fixed in the timetable of each course in which all aspects from each discipline in the year may be assessed. All of the material covered in lectures (including the lecture outlines and the recommended reading), clinical demonstrations, clinical skills sessions, formative assessments, and all other learning activities are potentially examinable.**

2- Final course Assessment: It forms (80 %) of total marks and includes:

A-Written paper: It forms 40 % of the total marks and comprised of two sections: Multiple-choice and other written exams for the assessment of the biomedical and clinical knowledges.

Section 1: (60%) Single Best Answer question (SBA).

This section consists of 60 single best answer questions (SBAs). Students select the correct answer from a choice of 5 responses.

Candidates are awarded +1 mark for every correct answer and 0 for an incorrect answer. Abstentions receive 0. Marks are not deducted for incorrect answers.

Computer scans are made by using individual student examination numbers to identify scripts. While every effort is made to identify any unlabeled / incorrectly labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded.

Section 2: (40%) Short answer question (SAQ) . This section consists of 10-20 short answer questions (SAQs) or Modified essay questions (MEQs) that may be based on brief clinical scenarios.

Individual student examination numbers are used to identify scripts. While every effort is made to identify any unlabeled / labeled / illegible scripts, those not conforming to the instructions to candidates may be discarded. Any student who removes the question paper from the examination hall will be disqualified and referred to the College Council.

B. Clinical assessment : It forms 40% of total marks and is done for all of the discipline. It's usually consists of more than one of these type of exam OSCE, short cases exam ,longe cases exam, Viva exam, or slides. Full compensation operates between the written and practical papers. It is not necessary to pass each individual examination component but students must achieve the pass mark for the examination as a whole.

Table 10 demonstrating the types of assessment for each discipline in the year six

Discipline	Type of assessment and its marks				
	Total Discipline Progress Assessment			Final course exam	
	Continuous progress	Mid- course exam	Skill exam	Written exam	Clinical exam
Medicine	4	12	4	40	40
Surgery	4	12	4	40	40
Pediatric	5	10	5	40	40
Obstetrics and Gynecology	5	10	5	40	40