

Kingdom of Saudi Arabia
Ministry of Education
University of Bisha
College of Medicine



المملكة العربية السعودية
وزارة التعليم
جامعة بيشة
كلية الطب

UNIVERSITY OF BISHA-COLLEGE OF MEDICINE

ASSESSMENT POLICY

VERSION VI

2020

UNIVERSITY OF BISHA-COLLEGE OF MEDICINE

Preface

This assessment policy document is a guide for students and staff involved with the University of Bisha-College of Medicine (UB-COM) in the MBBS program. It explains the assessment policies and procedures that apply to the courses offered at UB-COM. The assessment process is directed by the Student Assessment Committee (SAC) which will develop and oversee all policies and procedures about assessment practices. The assessment policies and procedures will be revised bi-annually, distributed in hard-copy and published on the university website. It should remain in effect for the calendar year and is only amended during that year in response to changes in external legislation or guidelines.

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Abbreviations:

CC	Curriculum Committee
CGPA	Cumulative Grade Point Average
EE	External Examiner
GPA	Grade Point Average
gRAT	Group Readiness Assurance Test
IATS	Item Analysis and Test Statistics
IC	Incomplete Grade
IP	In-Progress
iRAT	Individual Readiness Assurance Test
MCQs	Multiple Choice Questions
MEQs	Modified Essay Questions
MED	Medical Education Department
OSCE	Objective Structured Clinical Examination
OSPE	Objective Structured Practical Examination
PBL	Problem Based Learning
SAC	Students Assessment Committee
SAQs	Short Answer Questions
TBL	Team-Based Learning
UB-COM	University of Bisha-College of Medicine
EE	External Examiner

Definitions:

Academic Year: Two regular semesters.

Academic Semester: A period of 18 weeks of instructions during which study courses are covered, including registration and examinations.

Academic Level: Indicates the levels of study (12 levels including the first year) and internship year required to complete the Bachelor of Medicine and Bachelor of Surgery (MBBS) study program.

Academic Probation: A notification given to a student with a cumulative grade point average (CGPA) below the minimum acceptable limits as explained in these regulations.

Course: A subject of study within a certain academic level of the approved degree study. Each course has a unique number, code, name, specific learning outcomes and a detailed description of its contents.

Portfolio: It is a collection of materials prepared by the student to describe and document prior learning. It stresses students learning outcomes rather than simply attendance or participation in events. A portfolio on each course is kept in its corresponding department for follow-up, evaluation, and updates. Some courses may have prerequisite or co-requisite requirement (s).

Block Course: Academic course studied continuously along consecutive weeks.

Contact Hour: The actual time spent in an academic teaching or learning activity, including lectures, a practical session, seminars, clinical sessions, PBL sessions, TBL sessions, CBL sessions or self-study. It is calculated in terms of minutes per day.

Credit Hour: Each weekly lecture not less than 50 minutes, a laboratory session (not less 100 minutes), clinical round and/or field study not less than 150 minutes of the teaching of study material per the length of the semester (18 weeks).

Course Work Score: The score which reflects the student performance during specific course activities, like TBL, PBL, seminars, etc.

Continuous Assessment Score: The score which reflects the performance of the student in the coursework activities and examinations throughout the course.

Final Examination: An examination of course materials, given at the end of each course.

Course Final Score: The total of the continuous assessment plus the final examination scores for each course out of a total grade of 100.

Course Grade: A percentage or alphabetical letter assigned to a particular student which indicates the final Grade received in a course.

Incomplete Grade: letter grade (IC) in the academic record indicates a provisional grade in which a student fails to complete the course requirements by the end of a specific date.

In-progress: The letter grade (IP) indicates a provisional grade assigned to each course which requires more than one semester to be completed.

Semester GPA: The total quality points a student has earned, divided by the credit hours assigned for all courses taken in a given semester. Total quality points are calculated by multiplying the credit hours by the grade point in each course.

Cumulative GPA (CGPA): The total quality points a student has earned in all courses taken since enrolling at the university divided by the total number of credit hours assigned for these courses.

Graduation Ranking: The assessment of a student's academic achievement during his/her study at the university.

Study load: Total number of credit hours a student can register determined by his/her academic status, and in accordance with the university council decisions.

Study Plan: A set of obligatory, elective, and free courses, comprising the total components of the program required for graduation, a student must pass successfully to obtain the degree of MBBS.

Study Phases: The study in the UB-COM includes three phases in addition to the first year and the internship year, namely:

1. **First year:** From level 1 (Semester1/year1) to the end of level 2 (semester2/year1).
2. **Phase One:** From level 3 (Semester1/year2) to the end of level 4 (semester2/year2).

3. **Phase Two:** From Level 5 (Semester1/year 3) to the end of Level 8 (semester2/year4).
4. **Phase Three:** From Level 9 (Semester1/year 5) to the end of Level 12 (semester2/year6).
5. **Internship year:** A 12 months of clinical training where a successful MBBS graduate should spend in recognized hospitals according to the approved curriculum.

1. Introduction

The assessment policy at the UBCOM follows the principles of sound assessment and is in alignment with the university assessment regulations but subject to college requirements. A comprehensive faculty development program has been established to ensure the conduct of a sound assessment policy. Assessment is the process of forming a judgment about the quality and extent of student achievement or performance and therefore, by inference, a decision about the learning processes itself. Assessment inevitably shapes the learning that occurs.

2. Aims

- 2.1.** Improving the quality of the curriculum (courses and programs).
- 2.2.** Improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant.
- 2.3.** Provide opportunities for staff to receive feedback on their teaching so that they can improve quality assurance and enhancement.
- 2.4.** Formally Documenting student achievements.
- 2.5.** Accountability to the university, accrediting bodies, employers, and the wider community.

3. Principles of Assessment Policy and Procedures

Assessment methods may take a variety of forms. The requirements for learner success should be made clear, and the overall strategy should develop the student's ability to evaluate the quality of their work and to equip them to function as professionals with a commitment to life-long learning.

The general principles underpin the assessment policy and procedures should include or fulfill the following:

- 3.1.** Evidence of linkage between assessment and course-specific learning outcomes through the adoption of assessment blueprint that should be documented within the course specification documents.
- 3.2.** Diverse assessment methods.
- 3.3.** Different levels of educational domains including knowledge, comprehension and higher cognitive skills, psychomotor skills, communication skills and attitude.
- 3.4.** Enhancement of student learning.

- 3.5. Students' awareness of assessment criteria, methods, marking grades and weights at the beginning of each phase of the study program.
- 3.6. Feedback to the students should be timely, meaningful and helpful.
- 3.7. Follow sound quality assurance processes.
- 3.8. Reflect integration of basic and clinical sciences.
- 3.9. Be evidence-based if possible. Where research is lacking, best practices shall be used and evaluated.
- 3.10 Scores generated from assessments shall provide a meaningful and comprehensive reflection of competence as judged by experts. In that regard, scoring systems that ensure reliability should be used. The judgment of clinical competence should be based on multiple observations of clinical performance over a range of clinical situations.
- 3.11 The judgment of multiple observers should be used where applicable, with regular checks on inter-rater agreement built into the system.
- 3.12 Provision of sufficient insight into student strengths and weaknesses in knowledge, skills and attitudes.
- 3.13 Training the students in any new assessment method when introduced.
- 3.14 Dissemination of assessment information to staff and students will be carried out as appropriate.
- 3.15 External evaluation of the assessment process should be carried out by external auditors to ensure that standards are met.
- 3.16 Conduction of examinations in an environment that ensures the security of the assessment process.
- 3.17 Establishment of an appropriate faculty development program to update faculty staff about the assessment process.

4 Governance and quality assurance

- 4.1. The college board, which is chaired by the dean, has the ultimate authority in managing the assessment process. The operational and technical parts of the process are chaired by the medical education department.
- 4.2. Recommendations and decisions arrived at by deliberations from various bodies involved in the management of the assessment process (course committees, SAC) will be transmitted to the college board through the medical education department.

- 4.3. External evaluation of the assessment process should be carried out by external examiners who will act as a form of quality assurance of the assessments. The medical education department will collaborate with the relevant committees to assist in the evaluation and quality assurance of the assessment program.

5. General Responsibilities

- 5.1. The SAC is responsible for overseeing the ongoing development and implementation of the assessment policy.
- 5.2. The SAC should channel its recommendations to the dean through the Medical Education department.
- 5.3. The SAC is responsible for ensuring that all examinations in the college are carried out in accordance with the college examination regulations. The faculty examination officer must be present to oversee all examinations conducted in the faculty.
- 5.4. The SAC is responsible for dissemination of this assessment policy and to make sure it is clear to faculty members and students each as appropriate.
- 5.5. The faculty member who is involved in teaching and assessment is responsible to be aware of this policy and to comply with its rules and procedures.
- 5.6. The student is responsible to be aware of this assessment policy and accept to be assessed in accordance.

6. Specific Responsibilities

6.1. Responsibilities of the Course Committee:

- 6.1.1. Ensuring the adoption of the issued assessment guidelines.
- 6.1.2. Preparation of the assessment blueprint.
- 6.1.3. Preparation of the continuous (mid-course/quiz) and final assessment in accordance with the assessment policy guidelines.
- 6.1.4. Selection of the continuous assessment and final assessment tools and methods in accordance with the course-specific learning outcomes.
- 6.1.5. Performance of the standard setting for each examination.
- 6.1.6. Reviewing of examination and standard setting with the SAC through the presence of the coordinator(s) of the committee.
- 6.1.7. Preparation of the final students' results and submitting it to the SAC.

6.2. Responsibilities of the SAC

- 6.2.1.** Reviewing and updating the assessment policy guidelines for integrated assessment.
- 6.2.2.** Reviewing all examinations.
- 6.2.3.** Ensuring content validity and reliability of examinations.
- 6.2.4.** Designing the assessment methods that will reflect the program learning outcomes.
- 6.2.5.** Vetting examination papers for design, appropriate content, coverage and typographical/grammatical errors.
- 6.2.6.** Review the exam components according to the approved weightage of assessment domains by CC.
- 6.2.7.** Approving the standard settings of the examinations.
- 6.2.8.** Reviewing and reporting on the item analysis to the course committee.
- 6.2.9.** Conducting needs assessment and suggesting training programs in assessment for the faculty members.
- 6.2.10.** Summarizing and reporting results to the MED.
- 6.2.11.** Assessing, reporting and recommending to the dean in cases of student appeals that relate to assessment.
- 6.2.12.** Reviewing the reports of external examiners and extracting recommendations accordingly.
- 6.2.13.** Maintaining an archive of examination papers and results and assuring the security. This is a specific responsibility of the faculty examination office.
- 6.2.14.** Continuous evaluation and improvement of the assessment process.
- 6.2.15.** Identifying and preparing the examination rooms, setting the timetables, supervising the examination conduction process and nominating the invigilators. This should be coordinated by the faculty examination office in liaison with the course coordinator.

6.3. Responsibilities of the Course Coordinators:

- 6.3.1.** Presentation of the examination questions to the SAC.
- 6.3.2.** Provision of adequate supplies of examination requirements, equipment, booklets, optical key mark sheets and clinical assessment sheets.

- 6.3.3. Marking of multiple-choice questions (MCQs) examinations by the optical mark reader in collaboration with the examination officer.
- 6.3.4. Marking of other examination papers in collaboration with the concerned tutors.
- 6.3.5. Preparation and presentation of the results in the prescribed format to SAC.
- 6.3.6. Preparation of the course reports.

7. External Examiner (EE):

The External Examiner (EE) will act as a form of quality assurance for the standards of assessment. In doing so, the EE shall review, scrutinize, and comment on the curriculum area including course structure and content and the delivery of the course. The EE assesses the methods and compares the performance with the national and international standards. Also, the EE is expected to interact with faculty and students to provide contemporaneous constructive feedback to Course Coordinators.

7.1. The comments and recommendations of the EE should cover the following areas:

- 7.1.1. The use of continuous assessments.
- 7.1.2. Standard of examinations in comparison with international standards.
- 7.1.3. Marking of examination papers and assignment of grades.
- 7.1.4. The overall performance of students on examinations.
- 7.1.5. Overall quality of graduating students.
- 7.1.6. Conduction of examinations.
- 7.1.7. Types of examinations used.
- 7.1.8. The weightage of the different components.
- 7.1.9. Pass/fail standards.
- 7.1.10. Alignment with program learning outcomes.
- 7.1.11. Fairness of marking.
- 7.1.12. Recommendation of any changes in the assessment process by providing a structured report.

8. Item Analysis and Test Statistics (IATS):

Student performance on examination questions should be subjected to IATS with the appropriate software by the course coordinator in collaboration with exam office. The examination result and the item analysis should be presented to the SAC by the course coordinator or the representative for discussion and approval. The recommendations on accepting, rejecting and banking the questions should be made according to the SAC decision. However; all assessment instruments and reliability indices should be determined.

8.1. Guidelines for item analysis

8.1.1. The minimum number of students for reliable item analysis should be (30).

8.1.2. The minimum number of questions for reliable item analysis should be (30).

8.2.

8.2.1. KR20 should be (0.7) or more

8.2.2. Point biserial should be positive.

8.2.3. Difficulty Index (DI) should range from 25 to 80%. Any deviation from above should be subjected for reviewing by SAC according to the following:

- ✓ Type of activity.
- ✓ Alignment of specific learning outcomes.
- ✓ Reference.
- ✓ Others, e.g., technical problems in the question.
- ✓ The number of examination models is at least (1) model for each (10) students and a maximum of (4) models for each examination.

9. Assessment Guidelines

- ✓ The first-year assessment follows the University regulatory rules for the first year.
- ✓ The internship assessment follows the health faculties' regulatory rules for the internship.
- ✓ Phase I, II and III assessments as follows:

9.1. Assessment Design

Assessment should be formative and summative. However, the methods of assessment used will be dictated by the purpose of the assessment and the nature of the subject or course under examination.

9.1.1. Formative Assessment

It includes any form of assessment that will not contribute to the final Grade of a student. It can be done at any point of the course and planned by the course coordinator aiming to monitor the progress of the students' learning. Feedback to the students about their performance is very crucial and should be presented.

Tools of Formative Assessment

9.1.1.1. PBL (self and peer assessment)

9.1.1.2. Seminar (presentation skills)

9.1.1.3. Some online assessment

9.1.2. **Summative Assessment:** It includes any form of assessment that contributes to the final Grade of a student. All the types of summative examinations should be based on course-specific learning outcomes.

9.1.3. **Components of Summative Assessment for all courses in all phases:**

Course Activity	No.	Weight %
Mid-course		25
PBL/QBL/Problem solving/ TBL/ Seminar/ Logbook/Assignment/Portfolio/ clinical assignment and duties	Continuous assessment	15
TOTAL		40

Mid-course examination should be 70-80% MCQs and 20-30% for others (MEQs, SAQs and/or Practical/Clinical).

- ✓ The MCQs should be (A type) should not be less than (5) questions/credit hours and should not be less than (20 MCQs) for the whole mid-course examination.
- ✓ The MEQs, SAQs and Practical/Clinical should be well structured questions provided with model answers based on blueprint.
- ✓ The distribution of the continuous assessment marks (15 marks) will be the responsibility of the Course Committee (CC) and should be announced and approved in the study guide.

9.1.4. **Final Examination.**

The final examination should be conducted at the end of each course and comprises 60% of the total marks which should be distributed according to the course blueprint.

9.1.4.1. **Theoretical Examination**

- ✓ The theoretical examination should be 70-80% MCQs and 20-30% for other tools of assessment (MEQs, 50% and/or SAQs, 50%).

- ✓ MCQs should be (A type), and their number should be ten questions per credit hours or more with a minimum of thirty questions, and a maximum of sixty questions.
- ✓ Questions used in the continuous assessment should not be reused in the final and re-sit examinations.

9.1.4.2. Practical/Clinical

- 9.1.4.1.** Practical laboratory examination.
- 9.1.4.2.** Objective structured clinical examination (OSCE).
- 9.1.4.3.** Objective structured practical examination (OSPE).

9.2. Examination duration

Examination component /duration	Each question /Time duration (min)	
Theoretical*	MCQ	1-2
	SAQ	2-3
	MEQ	5-10
Practical (OSPE)*	2-5	
Clinical (OSCE)*	5-10	

*The examination session should not exceed 180 minutes for Theoretical, OSPE or OSCE.

9.3. Exceptions: The following courses are excepted from the points number 9.1.1 to 9.1.3

- ✓ Introduction to Medicine and Medical Education
- ✓ Medical Professionalism
- ✓ Research

The Mid-course examination will be set by the course committee taking in consideration peculiarities of each course.

10. Guidelines for the examination aspects

10.1. Guidelines for MCQs

- ✓ The MCQs questions should reflect the entire course specific learning outcomes. The number and domains of questions and examination duration should be adjusted according to the examination blueprint.
- ✓ Questions should assess higher order thinking and not just a simple recall of knowledge. Recall questions should not exceed (30%) for phases I and II and should not exceed (20%) in phase III examinations:-

10.2. Guidelines for MEQs and SAQs

- ✓ For MEQs and SAQs, model answers should be presented along with the questions in the blueprint.
- ✓ If at all possible, double marking should be carried out. When more than one marker is available, markers should be nested within an item (marker 1 correcting question 1 of all candidates, marker 2 marking question 2 of all candidates, etc.), which leads to more reliable scores than nesting markers within candidates.

10.3. Guidelines for OSCEs

- ✓ All faculty staff in the college should be familiar with the process of OSCEs.
- ✓ New students should also be oriented on the OSCE.

The OSCEs should be set in line with the standards stipulated in the updated version of Saudi Commission for Health Specialties OSCE manual.

10.3.1. OSCE Coordinator, Co-coordinator, OSCE committees and Examiners

- ✓ Examiners for the manned OSCE stations will be selected by the OSCE committee based on; participation as a tutor, speciality area, training and contribution/participation in previous OSCEs.
- ✓ Each course committee in the college also serves as the OSCE committee of the respective courses.
- ✓ The concerned tutors for each activity, that is designed to be examined by OSCE in the examination blueprint, are responsible for writing the cases for OSCE, its requirements (equipment, patients, simulators...) and providing the checklist including marking scheme through their leader (the leader of that activity who is the main responsible person).

- ✓ The Course coordinator will vet the cases prepared by the tutors (approved by the leader), and pass them to the SAC for approval, with the theory part of the examinations.
- ✓ The course coordinator has to raise the requirements to the OSCE coordinator for final preparation.

Other Members of the OSCE team

- ✓ Supervisor
- ✓ Timekeeper
- ✓ Logistic support staff

10.3.2. General preparations and Logistics for OSCE

- ✓ To reduce variability and improve inter-rater reliability, workshops/training courses must be organized periodically for training and orientation of examiners and simulated patients.
- ✓ The examination venue (the skill lab) should be prepared by the course coordinator, skill lab coordinator and supervised by the SAC practical subgroup.

10.3.3. Number and types of OSCE stations

- ✓ For phase I and II courses, the number of OSCE stations should be according to the examination blueprint as prepared by the course committee and approved by the SAC.
- ✓ For phase III courses, a range of 10 to 20 stations is recommended for each examination and should cover the three domains of clinical competence namely communication, examination and procedures.

10.3.4. Preparations of OSCE stations:

For each examination station, the concerned tutors should prepare the following:

- ✓ The name/ ID/purpose of the station.
- ✓ Candidate instructions.
- ✓ Examiner instructions (for manned stations)
- ✓ Scoring checklist/global assessment scale (marking scheme).

- ✓ Standardized patient instructions, if applicable.
- ✓ Instruction for station set-up.
 - A range of five to ten minutes should be allocated for each station (including the rest stations) depending on the activity. However, the timing should be uniform for all stations in each OSCE session.
 - The total number of rest stations is not fixed but should be minimized.

10.3.5. OSCE conduction

- ✓ The course coordinator and SAC representor should arrive 30 minutes before the examination time.
- ✓ Examiners should arrive at least 30 minutes before the start time to familiarize themselves with the details of the station and also with their patients.
- ✓ Simulated patients should arrive next and where non-standardized patients are required, they come last accompanied by nursing staff.
- ✓ Students should arrive at the venue at least 20 minutes before the start time.
- ✓ The students should be given a final briefing, including details of any quarantine arrangements, their starting positions and the movement flow in the OSCE circuit, and finally some words of encouragement.
- ✓ The bell should be used to commence the examination. The students, examiners and all staff involved shall be fully informed of the bell signal which denotes start, stop, re-start and so on. The examinees and staff running the OSCE must be aware of the regulations.

10.3.6. Marking the OSCE

Structured marking sheets and/or rating forms should be prepared and used. Examiners should be briefed in their use as many stations/cases and examiners as possible should be used.

10.3.7. Item analysis for OSCE

The OSCE stations should be subjected to item analysis for difficulty index. If an OSCE station has an unacceptable difficulty index less than 25% answered, it should be reviewed. Reviewing of OSCE station with difficulty index less than 25% should be done according to point 8.1.4.

11. Review of the Examinations Questions

11.1. Final examination should be prepared by the course coordinator or co-coordinator and submitted to the SAC for review and validation as follows:

11.1.1. The Blueprint should be submitted two weeks before the commencement of the course.

11.1.2. The first submission of the examination questions should be two weeks before the examination commencement.

11.1.3. Final submission should be one week before the examination commencement.

11.1.4. Maximum allowed extra questions to be presented for review is 20% of total questions in the examination.

11.2. Standard Setting

For each course examination, a defensible standard-setting method (e.g. Angoff, modified Angoff, Hofstee methods, borderline etc.) should be performed by the course coordinator and approved by SAC.

11.3. Marking of Examinations

11.3.1. For MCQs, optical marking should be done by exam officer in presence of the respective course coordinator.

11.3.2. For MEQs/SAQs, model answers should be provided and used as the basis for marking. Several markers should be available, but one marker should mark the same question for all students for consistency and it is recommended to be done at the same session. Double marking is encouraged.

11.3.3. For OSCE stations properly designed checklists and rating scales should be used. Again, several examiners should be available. Each station should be assigned to two examiners.

11.4. Reporting of Results

11.4.1. Final Examination Results

The maximum time frame for reporting end-of-course final examination results in the college should be done within one week.

11.4.2. Results of Examinations with External Examiners

Results for course examinations that have External Examiners should be returned within one week from receiving the examination papers.

11.5. Grades and Grading

The Grade achieved by the student in any course is calculated out of five based on the followings:

The Percentage	Symbol	Weight	Grade
95 – 100 %	A+	5.00	Exceptional
90 - < 94.9 %	A	4.75	Excellent
85 - < 89.9 %	B+	4.50	Superior
80 - < 84.9 %	B	4.00	Very Good
75 - < 79.9 %	C+	3.50	Above average
70 - < 74.9 %	C	3.00	Good
65 - < 69.9 %	D+	2.50	High Pass
60 - < 64.9 %	D	2.00	Pass
< 60 %	F	1.00	Fail

11.6. Pass/Fail Criteria

11.6.1. The student will pass the course if he/she scores (60%) or more or passing a defined pass mark by a standardized method.

11.6.2. For any student to pass the clinical courses in Phase 3, he/she must score at least 60% or more or passing a defined pass mark by a standardized method of the Clinical Examination, and it will not be compensated by the theory examination.

11.7. Feedback on Students result

11.7.1. Feedback on in-course assessments both formative and summative should be given to students within one week by his/her mentor in coordination with the course coordinator. It is recommended that the feedback session is timetabled. Feedback should not involve the release of questions but a discussion of points of weaknesses with students.

11.7.2. Final examinations contents and results will not be discussed with students through any channels or means before SAC approval. Student performance will be distributed through the academic system within one week following the official approval.

11.8. Other Provisions

11.8.1. Selection of Examiners in Clinical Examinations

11.8.1.1. The selected examiners should have experience of two years or more of examining at the university level and at least one or more of the following criteria:

11.8.1.2. Holding a certificate in teaching/assessment/education

11.8.1.3. Attended and/or participated in workshops and/or conferences on teaching/assessment/education.

11.8.1.4. Appointed as an External Examiner to a Faculty, University, or Professional examining body.

11.8.2. Training of Students on Assessment methods

Students should be adapted to the type of examinations in the college.

11.8.3. Access to Old/Previous Examinations

Students should have no access to examination questions in the college bank.

11.9. Grade Appeals

A student has the right to appeal results or grade of a course, if not convinced, according to the following:

11.9.1. Timeframe

11.9.1.1. For the continuous assessment components, the appeal should be written within three working days after each summative assessment and within three working days before the starting of the final examination for the last week's summative assessments of the concerned course.

11.9.1.2. For the final examination, the appeal should be written within two working days after the announcement of the results.

11.9.2. Appeal process

11.9.2.1. The student should write the appeal to the SAC chairman through his/her mentor within three working days after the release of exam result.

11.9.2.2. SAC chairman should nominate a committee of three faculty members to assess the case and/or remark the student examination answer sheets.

11.9.2.3. The nominated committee has the right to seek help from experts if needed. The nominated committee should report their findings and recommendations to the SAC chairman within three working days.

11.9.2.4. The SAC after that approves and reports to the dean, who will decide according to the university regulations.

12. Absenteeism

12.1. Refer to the University Academic Regulations.

12.2. For mid-course examination, if the student is absent without a valid excuse, he/she will be awarded zero mark.

12.3. If his/her absence is accepted by student issue committee, his/her final examination will be marked out of the designated final examination marks plus designated mid-course examination marks.

13. Misconduct in Examinations

Refer to the University Academic Regulations.

14. Security of Examination Questions

The College will maintain the highest level of security for all types of examinations. In that regard, the following guidelines should be adhered to:

14.1. Preparation of Examination Papers

Examination papers should be prepared depending on the number of students conducting the examination.

14.1.1. Photocopying and Storage

✓ The course coordinator should photocopy the approved examination paper in the presence of the examination officer, three working days before the date of the examination.

✓ Final examination papers should be kept in the envelop and secured by in the examination office.

14.1.2. Transmission of Examination Questions

Transmission of examination questions between tutors and course coordinators, as well as with the examination office should be carried out preferably through the official E-mail with a protected password. The password should not be sent through the E-mail.

15. Conduction of the examinations

15.1. The announcement of the date of examination: By the SAC in coordination with the course coordinator.

15.2. Examination hall preparation: By the SAC in coordination with the course coordinator. Examination hall should be calm, well ventilated, well lighted with sufficient chairs and spacing between the chairs.

15.3. Distribution and collection of the examination papers: the Main invigilator should receive the papers from SAC representative, distribute with the help of the invigilators, and collect it after completion of the examination and deliver it back to the SAC representative.

15.4. Regulations for the process of examination conduction:

The following regulations should strictly adhere to the process of examination conduction:

15.4.1. All Faculty Members should be aware and adhere to the general rules and regulations of the University and College including Examination Instruction sheet (APPENDIX 1 & 2).

15.4.2. All the examination materials should be present in the examination hall 15 minutes before the start of the examination.

15.4.3. Only students who are allowed to sit for the examination should enter the examination hall.

15.4.4. Translation and clarification are not allowed during the examination.

15.4.5. The invigilators are not allowed to communicate with any student.

15.4.6. The SAC representative is the authorized to respond to the student's queries.

15.4.7. If the SAC representative noticed any valid raised query, he can contact the course coordinator and expert person to make the appropriate decision.

15.4.8. The SAC representative should announce for any updates or instructions to all the students uniformly.

16. Invigilation

The following instructions should be strictly applied throughout the examination:

- 16.1.** The invigilators should arrive at the examination venue by, at least, 15 minutes earlier to the commencement of the examination (SAC representative and course coordinator should come to the examination office 20 minutes before).
- 16.2.** The panel of invigilators should share a good rapport among each other and should follow the instructions given by the SAC.
- 16.3.** Minimum of two invigilators in each examination hall should be present at all the time.
- 16.4.** Invigilators should count the number of question sheets given to the students and compare them with the number of question sheet received (it should be equal).
- 16.5.** The students should sit according to the labels adherent to the desks (carry their seat number) with key for seat number should be prepared by examination office and put on notice board 30 minutes before examination and handover one copy to invigilator to cross-check. The seating arrangement should not be changed as much as possible at any point of the examination.
- 16.6.** Tearing of the adherent label on the desk is subject to punishment.
- 16.7.** The examination's invigilators should make sure that all students' details (like their names and university numbers) are correctly written on both questions and answer sheets.
- 16.8.** The attendance sheet should be passed through the students by the invigilators within the first 15 minutes of the commencement of the examination.
- 16.9.** Loud arguments related to the incident of faults in the examination typing or printing should be avoided during the examination.
- 16.10.** All the members of the invigilation team should wait until the last minute for compiling the question and answer sheets and re-checking the attendance sheet by the invigilation team leader.
- 16.11.** The material used in cheating if any should be collected by the main invigilator and handed over to SAC representative who will forward it to the concerned committee.

17. Storage and Disposal of Past Examination Question Papers/Scripts

The storage of past examination Questions papers/scripts should be saved for two academic years.

18. Emergency in Examination

The SAC or its representative should assess the situation, and the appropriate action should be taken accordingly.

19. Substitute examinations

19.1. Substitute examinations are meant only for those students who have a written, accepted excuse from the competent authority.

19.2. The SAC must have a schedule for substitute examinations for every course.

20. Resit examination

20.1. All re-sit examinations should be held and reported on before the beginning of the new academic year.

20.2. The SAC will announce the exact schedule of these examinations before the start of the summer vacations.

20.3. The Resit examination will be marked out of 60 added to his/her continuous assessment score which is out of 40.

20.4. If a student did not pass 50% or more of the credit hours for a year, he/she would become ineligible to sit for the resit examinations. He/she must then repeat the failed courses in the next year.

20.5. A student who passes the resit examination will be given only the pass mark of 60% regardless of the earned marks.

21. Approval and Announcement of the Results

21.1. The exam results of each course will be presented by the course coordinator to the SAC for review.

21.2. The reviewed results of exam will be approved by SAC chairman and the Dean.

21.3. The approved results should be uploaded to the academic system by the course coordinator.

21.4. The official format of final results signed by course coordinator, head of the department and the Dean.

22. Training of Faculty

MED depending upon the SAC suggestions, The MED will conduct regular workshops to update and upgrade faculty/affiliated staff regarding assessment methodology. It is the responsibility of Heads of Departments, Curriculum Committee and SAC chairman to ensure that faculty members attend the faculty development workshops. A faculty member who does not attend appropriate faculty development workshops should not be considered for an appointment as a Course/Examination Coordinator or Examiner.

Kingdom of Saudi Arabia

Ministry of Education

University of Bisha

College of Medicine



المملكة العربية السعودية

وزارة التعليم

جامعة بيشة

كلية الطب

The General Rules for Examination Conduction

Examination Instructions:

1. The student should be committed to wear medical uniform and should have ID Card.
2. Attendance by enough time before the exam conduction (at least 15 minutes)
3. Bringing the instruments that exam need (pencil, eraser, calculator, medical instruments...)
4. Sitting in the designated place (identified by the student's name and university number).
5. Writing and shading the necessary data (Full name - University number – Serial number) on both answers and questions sheets. Also, writing and shading the model name on the answers sheet. (This should be done before the beginning of the exam).
6. The students are not allowed to turn over the exam paper unless announced.
7. Keeping calm inside the exam halls, be away from the exam halls and don't make noise beside it.
8. Commitment to rules and regulations of the exams and don't try to cheat, impersonate, forge or to enter with any prohibited materials or electronic devices such as mobiles, headphones, electronic/smartwatch...etc.
9. Commitment to verbal instructions of the exam invigilators.
10. The students are not allowed to submit the answer sheets before half-hour from the starting time of the exam.
11. The students are not allowed to enter the exam hall after passing of half-hour from starting time of the final exam.
12. The students are not allowed to enter the exam hall after passing of half the exam time from starting time of the midcourse exam.
13. The students are not allowed to get out during the exam except the very necessary situations that is assessed and allowed by the exam's main invigilator (student to be checked for possession of any prohibited items).
14. In case of a student's absence from the exam, he should deliver his excuse to the students' issues committee within a maximum time of five working days from the date of the exam.
15. In case of break of any of the previous points, the appropriate actions will be taken by the invigilator to set that infraction, and if there is any resistance from the student, another infraction will be reported, and he should leave the exam hall.
16. The student should read and follow all the rules and regulations of the university and college.

تعليمات الاختبار:

- ١- الالتزام بالزبي الرسمي (الزبي الطبي الموحد + الوطنية).
- ٢- الحضور قبل موعد بدء الاختبار بفترة كافية (لا تقل عن ١٥ دقيقة).
- ٣- إحضار الأدوات اللازمة للاختبار - حسب متطلباته (مرسمة، ممحاة، آلة حاسبة، أدوات طبية...).
- ٤- الجلوس في المكان المخصص (المحدد بالاسم والرقم لكل طالب).
- ٥- كتابة وتظليل البيانات الأساسية (الاسم - الرقم الجامعي - الرقم التسلسلي) على ورقتي الإجابة والأسئلة وكذلك كتابة وتظليل اسم النموذج على ورقة الإجابة. (قبل البدء في الاختبار).
- ٦- عدم فتح ورقة الأسئلة قبل اعلان بدء الاختبار من قِبل المسؤول في القاعة.
- ٧- المحافظة على الهدوء داخل قاعة الاختبارات والابتعاد عن أماكن الاختبارات وعدم اثاره أي ضوضاء بالقرب منها.
- ٨- الالتزام بالقواعد والترتيبات المتعلقة بالاختبارات وعدم محاولة الغش أو انتحال الشخصية أو التزوير أو ادخال مواد أو أجهزة ممنوعة في قاعات الاختبار أو المعامل ومنها: الجوال، السماعات، الساعات الالكترونية/الذكية...
- ٩- الالتزام بالإرشادات والتعليمات التي يوجهها المسؤول أو المراقب في قاعة الاختبارات أو المعامل.
- ١٠- لا يسمح للطالب بتسليم ورقة الإجابة قبل مرور نصف ساعة من بداية الاختبار.
- ١١- لا يسمح للطالب بالدخول الى قاعة الاختبار بعد مرور نصف ساعة من بداية الاختبار للاختبار النهائي.
- ١٢- لا يسمح للطالب بالدخول الى قاعة الاختبار بعد مرور نصف الوقت من الوقت المحدد للاختبار منتصف الفصل.
- ١٣- لا يسمح للطالب بالخروج أثناء الاختبار الا في حالة الضرورة القصوى التي يسمح بها المراقب العام للاختبارات (يتم التحقق من عدم حيازته لأي محظور).
- ١٤- في حال غياب الطالب عن الاختبار، عليه تسليم عذره الى لجنة قضايا الطلاب خلال موعد أقصاه خمسة أيام عمل من تاريخ انعقاد الاختبار.
- ١٥- في حال الاخلال بأي مما سبق يتم اتخاذ الإجراء اللازم من قِبل المراقب بضبط المخالفة وفي حال أي مقاومة من قِبل الطالب تُحرر مخالفة أخرى ويتم إخرجه من قاعة الاختبار فوراً.
- ١٦- يلزم الطالب الاطلاع والالتزام بجميع لوائح وأنظمة الجامعة والكلية.