



Towards a New Generation of Engaged Universities: *The Need to Act, Adapt and Transform*

16th– 18th April, 2024 | Kempinski Central Avenue
(Formerly the Address Dubai Mall), Dubai, UAE



Operationalizing Programmatic assessment at DMCG

Samar Ahmed and Arina Ziganshina
Dubai Medical College for Girls





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Context: Dubai Medical College for Girls

- Girl only medical school
- The 1st private medical school in UAE established in 1986 (37 batches)
- legacy of Haj Saeed Bin Ahmed Al Lootah
- Batch numbers: 65-70 students
- The faculty student ration is 1:8.6
- Student body is composed of at least 9 nationalities.



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Programs: MBBCh & MD

- Batch of 65
- New program
- Graduate entry point
- High achievers
- Competitive values
- Limited internship opportunities

Domains		Courses	Credits
Major Requirements (MR) (177 CH)	BMS Basic biomedical Sciences	16 courses	(82 CH)
	PH Public Health	5 courses	(15 CH)
	CS Clinical Science	9 clerkships	(80 CH)
Research Requirements (RR)		4 courses	(8 CH)
College Requirements (CR)		7 courses	(17 CH)
General Education Requirements (GER): CAA mandatory		8 courses	(24 CH)
Electives		3 courses	(0 CH)





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- **Programmatic assessment** is an approach in which routine information about the learner's competence and progress is continually collected, analyzed and, where needed, complemented with purposively collected additional assessment information, with the intent to both maximally inform the learner and their mentor and allow for high-stakes decisions at the end of a training phase.
- **Programmatic assessment** is built on a number of key principles, as outlined in various key papers. It is however important to realise that programmatic assessment is an **instructional design approach** (Van der Vleuten and Schuwirth, [2005](#))





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- 1 Every (part of an) assessment is but a data-point
- 2 Every data-point is optimized for learning by giving meaningful feedback to the learner
- 3 Pass/fail decisions are not given on a single data-point
- 4 There is a mix of methods of assessment
- 5 The choice of method depends on the educational justification for using that method
- 6 The distinction between summative and formative is replaced by a continuum of stakes
- 7 Stakes and decision-making learner progress are proportionally related to the stakes
- 8 **Assessment information is triangulated across data-points towards a competency framework**
- 9 High-stakes decisions (promotion, graduation) are made in competence committees
- 10 Intermediate decisions are made with the purpose of informing the learner on their progress
- 11 Learners have recurrent learning meetings with (faculty) mentors using a self-analysis of all assessment data
- 12 The assessment is optimally bespoke or tailored to the individual learner



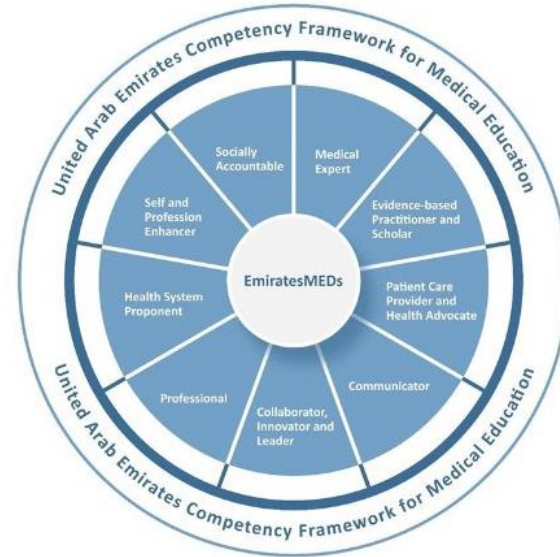
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What does this mean for us?

1. Setting up a team
2. Consultation and benchmarking
3. Revision of the assessment plan
4. Setting Assessment Principles & Mapping
5. Decisions on grading
6. Establishing structured portfolio, feedback and mentoring
7. Exploring and Adapting Technology
8. Faculty Development and Student Orientation
9. Implementation
10. Continuous evaluation
11. Opportunities for self-improvement





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Course Name	Course Code	CLO code	CLO	PLO	Enabling Competency of Emirates MEDs									
					ME	EBS	PC	C	CIL	P	HS	SPE	SA	
21 st Century Skills	21CS101	21CS101/01	Describe the concept of the 21 st century skills	1		EBS2		C3, C4	CIL6			HS6	SP1-SP11	
		21CS101/02	Provide a brief description of agreed upon skills that are considered essential for success in life and work in the 21 st century	1		EBS2		C3, C4	CIL6			HS6	SP1-SP11	
		21CS101/03	Use and develop learning and study skills that are necessary for success during the formal education journey	7		EBS2		C3, C4	CIL6			HS6	SP1-SP11	
		21CS101/04	Demonstrate the basic skills that are manifested as lifelong learning skills including effective communication, collaboration, critical thinking, and creativity	7		EBS2		C3, C4	CIL6			HS6	SP1-SP11	
		21CS101/05	Utilize communication, collaboration, critical thinking, and creativity in all aspects of life other than learning	5 and 7		EBS2		C3, C4	CIL4, CIL5			HS6	SP1-SP11	
		21CS101/06	Demonstrate flexibility, resilience, grit, and adaptability during challenging life and work situations	5 and 7		EBS2		C3, C4	CIL6			HS6	SP1-SP11	
		21CS101/07	Exhibit qualities that make students acceptable and socially intelligent	5		EBS2		C3, C4	CIL 6			HS6	SP1-SP11	
		21CS101/08	Demonstrate cultural awareness, citizenship, social responsibility, and ethics	9		EBS2		C3, C4	CIL6		P6	HS6	SP1-SP11	
		21CS101/09	Exhibit leadership qualities	7		EBS2		C3, C4	CIL5			HS6	SP1-SP11	
		21CS101/10	Demonstrate digital awareness, information literacy, and information technology skills	4		EBS2				CIL 6			HS7	SP1-SP11





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The Assessment Principles

- **The weight of student knowledge acquisition is higher in Phase 2.**
- **The weight by which the patient care competency is addressed is higher in Phase 3.**
- Data points for assessment of professionalism are selected based on weight by which it is addressed in different courses.
- Data points are generally calculated based on course credit hour value with some modifications considered for different phases, as follows:
 - When assessing medical expert competency,
 - the credit hours of phase 2 courses were calculated by multiplying by a factor of 1.25.
 - the credit hours of phase 3 were calculated by multiplying by a factor of 0.75.
- **Not all courses that contribute** to the attainment of a particular competency will be considered. It was agreed that the data points would not be included in the competency evaluation plan if the credit that addresses thematic role in a particular course is less than 20%.





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EmiratesMEDs Thematic roles development structure

Medical expert

Phase 1 Course	IHB102	EMS103	UES104	WAH105	PPS106	THE108	ARA201	BIO202	MBG203	MPH205	ENS208	PAE209	CIP210	Total 25					
Share in competency development	3	1.5	1.5	2	2	2.5	1.5	3	2.5	1.5	1.5	1	1.5						
Assessment method	Final written examinations																		
Phase 2 Course	HSF301	NAM302	PHD303	HIS304	PHP305	MIS306	CPS307	RKT308	GIS401	HAN402	ENS403	BIS404	EPN405	UNS406	GPS407	NES408	RKT409	OIH410	To tal 45
Share in competency development	3.125	2.5	3.125	2.5	1.875	4.375	3.75	1.25	3.75	2.5	2.5	1.25	1.25	2.5	2.5	3.75	1.25	1.25	
Assessment method	Final written examinations																		
Phase 3 Course	FMG501	EMM502	PMH503	IMC505	MSC506	OGW601	PCH602	GSC604	SSC605	Total									
Share in competency development	3.75	1.875	1.875	3.75	3.75	3.75	3.75	3.75	3.75	3.75	30								
Assess	Final written examinations																		





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Course Code	Assessment Method	Data point Code	Number of exam items	percentage (Weight)	Week	CLO	THEMATIC ROLES OF EMIRATESMEDS									
							ME	EBS	PC	P	C	CIL	HS	SPE	SA	
21CS101	In-Class Assessment	ICA	101ICA1, 101ICA2, 101ICA3, 101ICA4, 101ICA5	10	3, 6, 9, 12, 15										20	
	Student participation	SPA	101SPA1, 101SPA2,	10	10, 16											
	Student assignments	SAS	101SAS1, 101SAS2, 101SAS3, 101SAS4, 101SAS5	10	4, 7, 10, 13, 16							10				
	Written examination (MCQ, EMQ)	MCQ	101MCQW8	20	30	Week 8						4	5			
	Written examination (MCQ, EMQ)	MCQ	101MCQW16	30	40	Week 16						6	5	10		





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Date	No. of Items	weight							
2		8							
3		9							
4		9							
5		9							
6		5							
2		10							
3		10							
4		10							
5		10							
6	10	10							
6	20	10							
5									
CLOS	CLO3	CLO4							
		1							
		1							
		1							
		1							
1									
1									
1									
		1							
		1							
		1							

Identifying data





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301QUI1	HSF301/03	2		10
301QUI2	HSF301/03	3		10
301QUI3	HSF301/01, HSF301/02, HSF301/05	4		10
301QUI4	HSF301/01, HSF301/02, HSF301/05, HSF301/06, HSF301/07	5		10
301SPO	HSF301/03, HSF301/05, HSF301/04	6	10	10
301MCQ	HSF301/01, HSF301/02, HSF301/03, HSF301/04, HSF301/05, HSF301/06, HSF301/07	6	20	10
301RES		5		

Identifying data points





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301MCQ	CLO 1	CLO2	CLO3	CLO 4	CLO 5	CLO 6	CLO 7	Thematic Role (Competency Area)
1				1				ME1
2				1				ME1
3				1				ME1
4				1				ME1
5				1				ME1
6				1				ME1
7					1			ME1
8					1			ME1
9					1			ME1
10					1			ME1
11					1			ME2
12						1		ME2
13						1		ME2
14						1		ME2
15						1		ME2
16						1		ME2
17			1					ME2
18							1	ME2
19								1 ME2
20		1						ME2

Identifying data points





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Course Code	21CS101															IHB102			
Data point Code	101ICA1	101ICA2	101ICA3	101ICA4	101ICA5	101SPA1	101SPA2	101SAS1	101SAS2	101SAS3	101SAS4	101SAS5	101MCQ W8	101MCQ W16	Total	Grade Point	102ICA1	102ICA2	
Percentage from course total	2	2	2	2	2	5	5	2	2	2	2	2	30	40	100	0-4	0,3		
Data source	LMS	LMS	LMS	LMS	LMS	LMS	LMS						Exam soft	Exam soft			LMS	LM	
Integration responsibility																			
Data display for students																			
Data display for competency committee																			
Data display for Academic Advisors																			
Grade book on LMS																			

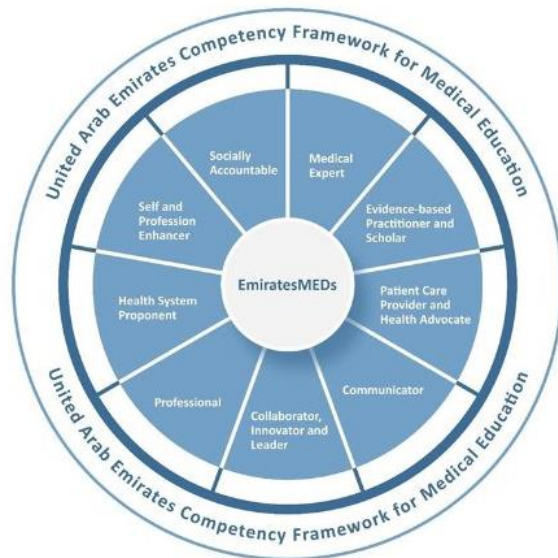
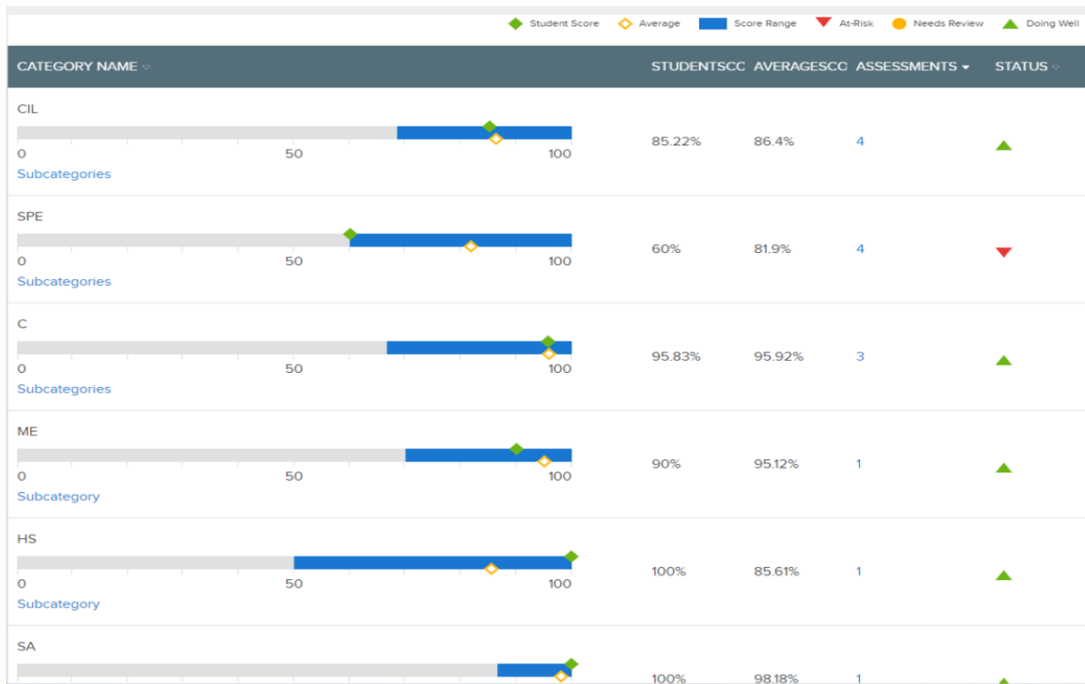
Gradebook





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كلية دبي الطبية للبنات

DUBAI MEDICAL COLLEGE FOR GIRLS

Academic year 2023-2024 | 1st Semester
First Year | Batch 37

Time Week 9	Monday 23/10/2023	Tuesday 24/10/2023		Wednesday 25/10/2023	Thursday 26/10/2023		Friday 27/10/2023
8:00 – 8:55am	L 21 st CS Creativity Prof. Samar C-101, Block C	L IHB Introduction to the Immune system- 2/Prof. Magda / C-101, Block C		UES Student presentation and language skills Mrs. Sadaf Sana/ C-101, Block C	L EMS Apply mechanics of writing to the new world of comprehension and critical thinking /Ms. Bushra / C-101, Block C		L IHB Molecular building blocks 3 Prof. Nagla / C- 101, Block C
9:00 – 9:55am	L IHB Introduction to the Immune system- 1/Prof. Magda/C- 101, Block C	L EMS Characteristics of academic writing: Formulation of ideas/Ms. Bushra, Dr. Hajer C-101, Block C		L 21st CS Creativity & innovation Dr. Arina C-101, Block C	L IHB Lymphoid organs/Prof. Magda / C-101, Block C		UES Psychosocial effects of a multicultural population/Lecture/Mr s. Sadaf Sana/ C-101, Block C
10:05 – 10:55am	L EMS Effective reading strategies/ Ms. Bushra, Dr. Hajer C-101, Block C	T 21st CS Group A Innovation Dr. Hiba M. and Prof. Samar A-102 and A-103, Block A	T/P IHB Group B/ Anatomy practical revision Prof. Shefaa and Dr. Nujood C-101, Block C	Student's activity	UES Group B UAE healthcare sector-chapter 1/ /Dr Sumbal/ C-101, Block C	T 21st CS Group A Creativity & innovation case studies and exercises Prof. Samar and Dr. Hiba M. A-102 and A- 103, Block A	T/P IHB (Both Groups) Lymphoid organs TBL Prof. Shefaa, Prof. Magda and Dr. Sadaf / C-101, Block C
11:00am - 11:55pm							
12:00 - 1:00pm	LUNCH BREAK						
1:00 – 2:00pm	Feedback of 21st CS Midterm Exam Dr. Arina	T 21st CS Innovation Dr. Hiba M. and Prof. Samar A-102 and A-103, Block A	T/P IHB Group A/ Anatomy practica revision Prof. Shefaa and Dr. Nujood C-101, Block C	Portfolio Feedback Dr. Arina, Dr. Eslam, Dr. Hajer, Dr. Mariam, Dr. Rania, Prof. Nadia, Prof. Naglaa, Dr. Maha LTC 209	UES Group A UAE healthcare sector-chapter 1/ /Dr Sumbal/ C- 101, Block C	T 21st CS Group B Creativity & innovation case studies and exercises Prof. Samar and Dr. Hiba M. A-102 and A- 103, Block A	
2:00 - 3:00pm	Feedback of L EMS Midterm Exam Dr. Hajer						





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Checklist for 2nd Mentor Mentee meeting		
Mentee previous goals	Discuss the progress and action plans	
	Discuss the Challenges	
	Provide feedback	
Portfolio and Competency Assessment	Discuss the portfolio and competency attainment.	
	Provide feedback.	
Other issues or concerns	Discuss any other issues or concerns raised by mentor/mentee.	
	Provide guidance	
Comments		
Mentor Signature:		Date: 6 th December 2023
Mentee Signature		Date: 6 th December 2023

S. No.	ID No.	Name in							
1.	Advisor's Name	Dr. Arina Ziganshina	Attendance (of all courses)- till 1 December 2023 (Week 13)	Midcourse written grades of 21CS101, IHB102, UES 104	End course written grades of EMS 103	03 in class assessment Of 21CS101	01 in class assignment Of 21CS101	Personal Improve ment plan	Personal study plan





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REFLECTIONS AND RECOMMENDATIONS

- Leadership
- Clear strategy and vision
- Financial support and funding
- Well-defined policies with job descriptions
- Decision-making authority of the Academic Affairs and Assessment Committee
- Dedicated and committed faculty members
- Faculty and staff development, regularly updating, and up-skilling members
- Consultancy and partnership with best-in-class institutions for specific purposes in CBME
- Robust CB assessment processes that are regularly updated and disseminated
- Regular cycles of designing, implementation, review, and improvement and Flexibility
- Proper insight into the individuality of the setting in which the plan must be executed





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Student feedback video





Center for Learning Innovations &
Customized Knowledge Solutions

FORUM ORGANIZER

