



Undergraduate Assessment Record

MICROBIOLOGY

**The TN Dr. M.G.R. Medical University
Chennai**

The Tamil Nadu Dr. M.G.R. Medical University Chennai



Under Graduate Assessment Record

Department of Microbiology

Preface

Competency based education implemented by this university is an outcome-based learning on a framework of competencies. The present system needs an ongoing and longitudinal assessment to identify the learning, enable learning opportunities and acquire the mandated competency. Consequently, this university is enabling this assessment record to decide if the learner has acquired the mandated competencies.

This assessment record is designed to collect and analyse data of a student's learning in relation to a required competency and the learner's stage of training, based on - use of knowledge, technical skills, clinical reasoning, communication, emotions, values and reflection continuously and consistently and not isolated to the final examination.

As given in the MCI document on "Competency Based Assessment Module for Undergraduate Medical Education-2019" - "Informal assessments should happen during teaching-learning activities with the express purpose of finding out the stage of the student and taking corrective action in teaching-learning methodology on an ongoing basis. During lectures, small groups or seminars, use of techniques like clickers, one-minute papers and muddiest point provide valuable information to check understanding and provide developmental feedback. Same can be done during practical/clinical teaching using one-minute preceptor (OMP) or SNAPPS technique (Summarize history and findings, Narrow the differential; Analyse the differential; Probe preceptor about uncertainties; Plan management; Select case-related issues for self-study). Many of these do not need to be considered for pass/fail decisions but are useful to aid learning and acquire competencies. These can be planned by the teachers on a day to day basis and modified depending on the tasks at hand.

This Assessment Record for the Undergraduates is to be maintained by the Faculty of the concerned Department and shall be shown to the student during the feedback sessions and at the end of the course period.

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1. University Norms for Assessment of the Course

a. Formative / Internal Assessment

No	Type of Assessment	Methods of Assessment	Total Marks	Min Pass Mark
1	Theory Component			
a	Theory Tests (Average of 8 Tests)	MCQ, VSAQ, SAQ, LAQ	40	
b	Formative Assessment	Assignments	4	
		Integrated Sessions	4	
		Self-Directed Learning	2	
	Total		50	
2	Practical Component			
a	Practical (Average of 4 tests)	PE, OSPE, DOPS, Viva	40	
b	Formative Assessment	Case Directed Learning	5	
		AETCOM Learning	5	
	Total		50	
	Grand Total		100	50

Note:

1. Internal assessment shall be based on day-to-day assessment. It shall relate to different ways in which learners participate in learning process including assignments, preparation for seminar, integrated classes, participation in CDL, AETCOM, SDL, Projects.
2. Regular periodic examinations shall be conducted throughout the course. There shall be no less than 8 internal assessment examinations and no less than 4 practical examinations.
3. Day to day records and log book (including required skill certifications) should be given importance in internal assessment. Internal assessment should be based on competencies and skills. Colleges and teachers should try to build their valid assessment tools.
4. Learners must secure at least 50% marks of the total marks (combined in theory and practical / clinical; not less than 40 % marks in theory and practical separately) assigned for internal assessment in a particular subject in order to be eligible for appearing at the final University examination of that subject. Internal assessment marks will reflect as separate head of passing at the summative examination.
5. Learners must have completed the required certifiable competencies for that phase of training and completed the log book appropriate for that phase of training to be eligible for appearing at the final university examination of that subject.
6. Feedback should be provided to learners throughout the course so that they are aware of their performance and remedial action can be initiated well in time. The feedbacks need to be structured and the faculty and learners must be sensitized to giving and receiving feedback.
7. The results of IA should be displayed on notice board within 2 weeks of the test and an opportunity provided to the learners to discuss the results and get feedback on making their performance better. Remedial measures for learners who are either not able to

score qualifying marks or have missed on some assessments due to any reason(s) shall be allowed with a record.

8. It is also recommended that learners should sign with date whenever they are shown IA records in token of having seen and discussed the marks.
9. Internal assessment marks will not be added to University examination marks and will reflect as a separate head of passing at the summative examination.

b. Summative Assessment - University Examination

University examinations will consist of

1. Theory: 2 papers of 100 marks each. (Total 200 marks)
2. Practical Exam + Viva: 100 marks

Note:

1. Theory Examinations: Nature of questions will include different types such as structured essays (Long Answer Questions - LAQ), Short Answers Questions (SAQ) and objective type questions (e.g. Multiple-Choice Questions - MCQ). Marks for each part should be indicated separately. MCQs shall be accorded a weightage of not more than 20% of the total theory marks. In subjects that have two papers, the learner must secure at least 40% marks in each of the papers with minimum 50% of marks in aggregate (both papers together) to pass.
2. Practical/clinical examinations will be conducted in the laboratory/Dissection Hall. The objective will be to assess proficiency and skills to conduct experiments, interpret data and form logical conclusion. Emphasis should be on candidate's capability to demonstrate skills, write a description, analyse the case etc
3. Viva/oral examination should assess approach to problem solving, applied situations, attitudinal, ethical and professional values. Candidate's skill in interpretation of common investigative data, X-rays, identification of specimens, etc. is to be also assessed
4. Internal assessment marks are not to be added to marks of the University examinations and should be shown separately in the grade card.
5. Pass in University Exam will be 50% marks in theory and practical

These concepts have been incorporated from the "Competency Based Assessment Module for Undergraduate Medical Education-2019"

2. Curriculum Vitae

Name of Student											
Name of Parent/Guardian											
Date of Birth & Age											
Permanent Address											
Address for Postal Communication											
Landline Phone (Home)											
Mobile Phone (Parent/Guardian)											
Mobile Phone (Parent/Guardian)											
Mobile Phone (Student)											
Email ID (Parent/Guardian)											
Email ID (Student)											

Signature of Student

3. Understanding Competency Based Assessment

Assessment requires specification of measurable and observable entities. This could be in the form of whole tasks that contribute to one or more competencies or assessment of a competency per se. Another approach is to break down the individual competency into learning objectives related to the domains of knowledge, skills, attitudes, communication etc. and then assess them individually. However, as stated earlier, using individual domain framework may not always result in making an accurate assessment of the specific competency. Therefore, efforts should be made to include competencies in the assessment process as much as possible. CBA is very useful to convey a message to the learners to structure their learning around competency framework.

- CBA operates within the framework of competencies. Assessment tools should align competencies/objectives.
- CBA should help to acquire competencies/objectives (*Assessment for learning*) and their certification (*Assessment of learning*).
- CBA is continuous and ongoing process with opportunities for providing developmental feedback.
- Direct observations of learners improve utility of CBA and feedback.
- Multiple assessors, multiple tools and multiple assessments improve the validity and reliability of CBA.

Formative & Internal Assessment (IA): Formative assessment is an assessment conducted during the instruction with the primary purpose of providing feedback for improving learning. It also helps the teachers and learners to modify their teaching learning strategies. The feedback is central to formative assessment and is linked to deep learning, seeking to explore the educational literature and its pedagogical lessons for healthcare educational practice. It provides inputs to both learners and teachers regarding adequacy of teaching-learning. A variety of feedback principles and techniques can be used depending on the context.

Although there can be a debate on the summative or formative nature of IA, it still provides the best opportunities for formative purposes. IA is when assessment is done by the teachers who have taught the subject. It overcomes the limitations of day-to-day variability and allows larger sampling of topics, competencies and skills.

In competency based curriculum, IA provides useful avenues for both formative and summative assessment. The IA focuses on the process of learning i.e. how the learners have learnt throughout the course. This assessment gives priority to psychomotor, communication and affective domains. These are those domains which are usually not assessed by the traditional assessment methods. It should involve all faculty members of a department (Senior Residents upwards) and not just one or two senior teachers. This helps to build the ownership of teaching-learning and assessment as well as provide 'hands-on' experience in assessment to all teachers. In that way, IA can be a very useful tool for assessing all competencies in any competency based curriculum. IA should not be considered as an assessment without external controls and can be utilized in a manner to overcome some its perceived weaknesses. Utility of IA can be further improved by involving all teachers in the department and limiting the contribution of individual teacher, test or tool.

Designing a system of assessment: While designing an internal assessment, all domains of learning i.e. cognitive, psychomotor and affective should be taken into account and weightage should be assigned to these domains for assessment. We can divide various domains into smaller components and assign marks to each component. Make a blueprint of assessment, then circulate to few learners and

faculty, take their comments/ views/feedback and revise as per the need. Miller's pyramid (figure 2) provides a simple way to select appropriate tool for assessment. Efforts should be made to climb higher in the pyramid.^{6, 13} The following adapted example illustrates this:

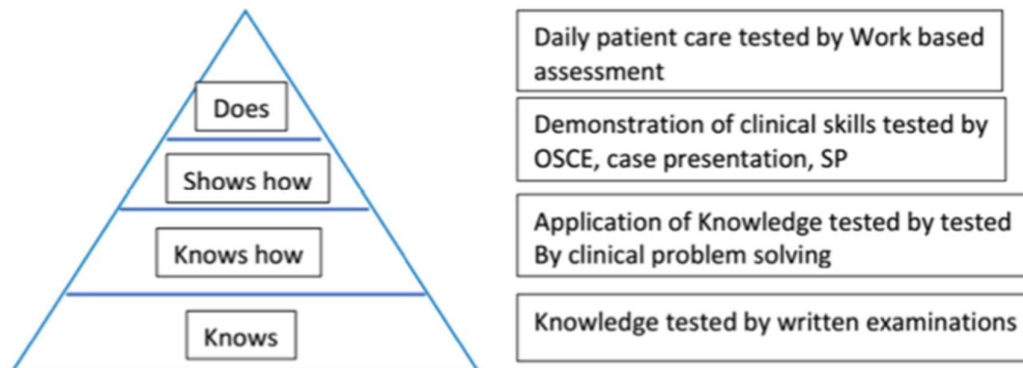


Figure 2. Assessment methods as per levels of competency (Adapted from Ramani) OSCE: Objective Structured Clinical Examination, SP: Standardised/ Simulated Patients

The key to building validity and to make CBA assessment useful is to align it with competencies/objectives. Including some aspects from competencies of other phases is useful to assess integration of concepts. Some examples of such alignment can be seen in the competency sheet given in Table 1.

Table 1. Deriving assessment methods from objectives

Competency: An **observable** ability of a health professional, **integrating multiple components** such as knowledge, skills, values and attitudes.

PA42.3	Identify the etiology of meningitis based on given CSF parameters	K/S	SH	Y
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Objective: Statement of what a learner should be able to do at the end of a specific learning experience

PA42.3.1	At the end of the session the PII student must be able to enumerate the most common causes of meningitis correctly	→	Short note or part of structured essay: Enumerate 5 causes of meningitis based on their prevalence in India
PA42.3.2	At the end of the session the PII student must be able to enumerate the components of a CSF analysis correctly	→	Short note or part of structured essay: Enumerate the components tested in a CSF analysis
PA4.3.3	At the end of the session the PII student must be able to describe the CSF features for a given etiologic of meningitis accurately	→	Short note or part of structured essay: Describe the CSF findings that are characteristic of tuberculous meningitis
PA4.3.4	At the end of the session the PII student must be able to identify the aetiology of meningitis correctly from a given set of CSF parameters	→	Short note / part of the structured essay/ Skill station/ Viva: Review the CSF findings in the following patient and identify (write or vocalise) the most likely ethology

Table 1. Deriving assessment methods from objectives

A useful approach, especially for affective, psychomotor and communication domains, is to adopt the concept of assessment toolbox. A toolbox is a listing of available tools (and rating forms, if required), which are suggested for a particular competency or sub-competency and aims at improving the value of assessment data.¹⁴ The listed tools are suggestions only and can be freely used either singly or

in combination by teachers to suit particular requirements. Efforts should be made to use multiple tools even for a given competency to improve validity and reliability of assessment. While assessment will continue to be subject based, efforts must be made to ensure that phase appropriate correlates are assessed to determine if the learner has internalised and integrated the concept and its application.

Internal Assessment

Scheduling of IA: A student who has not taken minimum required number of tests for IA each in theory and practical will not be eligible for University examinations. Proper records of the work should be maintained which will form the basis for the learners' internal assessment and should be available to the assessors at the time of inspection of the college by the Medical Council of India.

Components of IA

(i) Theory IA can include: theory tests, send ups, seminars, quizzes, interest in subject, scientific attitude etc. Written tests should have short notes and creative writing experiences.

(ii) Practical/Clinical IA can include: practical/clinical tests, Objective Structured Clinical Examination (OSCE)/Objective Structured Practical Examination (OSPE), Directly Observed Procedural Skills (DOPS), Mini Clinical Evaluation Exercise (mini-CEX), records maintenance and attitudinal assessment.

Colleges and teachers should try to build capacity to use a variety of assessment tools. A number of tools are available in the form of assessment toolbox. The construct validity and predictive utility of internal assessment is high. Many of the tools mentioned for IA may appear subjective. However, by virtue of being high on validity and by conveying a message to the learners to not ignore skills, attitudes and communication (educational impact), they contribute to better learning. Since stakes at IA are low, the use of expert subjective assessments to cover areas which are not assessable by conventional objectivised assessment tools is appropriate. There is plenty of evidence in literature to suggest that expert subjective assessments can be as reliable as highly objective ones.

Assessment of Foundation Course should be included in formative assessment of first phase. Assessment of Early Clinical Exposure should be included in formative as well as in internal assessment in first phase subject-wise. There should be at least one assessment based on direct observation of skills, attitudes and communication at all levels. Communication and attitudinal assessment should also be built in all assessments as far as possible.

Feedback in IA

Feedback should be provided to learners throughout the course so that they are aware of their performance and remedial action can be initiated well in time. The feedbacks need to be structured and the faculty and learners must be sensitized to giving and receiving feedback. The results of IA should be displayed on notice board within 2 weeks of the test and an opportunity provided to the learners to discuss the results and get feedback on making their performance better. It is also recommended that learners should sign with date whenever they are shown IA records in token of having seen and discussed the marks. Internal assessment marks will not be added to University examination marks and will reflect as a separate head of passing at the summative examination.

(These concepts have been incorporated in the proposed Regulations in Graduate Medical Education, 2019 (GMER 2019) and are reproduced here.

2. Hours of Course Work Completed

Period of Study _____ to _____

No	Month	No of Hours of the Course					Hours Attended by the Student				
		CL	PL	CBL	SDL	AET	CL	PL	CBL	SDL	AET
1	September										
2	October										
3	November										
4	December										
5	January										
6	February										
7	March										
8	April										
9	May										
10	June										
11	July										
12	August										

Note:

CL: Classroom Hours incl Lectures, Integrated Teaching, Small Group Learning

PL: Practical Learning including Dissection Hall and Histology Lab

ECE: Early Clinical Exposure

SDL: Self-Directed Learning

AET: Attitude Ethics and Communication

Compensatory Study Hours offered if any

5. Formative Assessment of Classroom Learning

The term "Classroom Learning" mentioned here includes any learning that happens within the ambit of the department as large group and small group teaching, demonstrations, dissection classes, practical classes, museum classes etc. The learning in the department predominantly fits into the Scale of 1 and 2 of the 5 level Blooms Taxonomy. The Assessment Methods would include

1. End of Lecture Class/Module Assessment: 5-8 MCQ's solved over 5-8 minutes
2. End of Dissection Module / Class: OSPE of 10-12 minutes
3. End of Histology Class/Module: Spotting / OSPE

For effective assessment and grading of performances a Likert's scale is given as under:

Grade	Characteristic
1	Score < 35% marks in the end of class assessments
2	Score 35%-50% marks in the end of class assessments
3	Score 50%-60% marks in the end of class assessments
4	Score 60%-75% marks in the end of class assessments
5	Score > 75% marks in the end of class assessments

Number	COMPETENCY: The student should be able to	Level	Grading Scale					Initial of Facilitator
			1	2	3	4	5	
Topic: General Microbiology and Immunity								
MI1.1	Describe the different causative agents of Infectious diseases+A208, the methods used in their detection, and discuss the role of microbes in health and disease	KH						
MI1.2	Perform and identify the different causative agents of Infectious diseases by Gram Stain, ZN stain and stool routine microscopy S	P						
MI1.3	3 Describe the epidemiological basis of common infectious diseases K KH Y	KH						
MI1.4	Classify and describe the different methods of sterilization and disinfection. Discuss the application of the different methods in the laboratory, in clinical and surgical practice	KH						
MI1.5	Choose the most appropriate method of sterilization and disinfection to be used in specific situations in the laboratory, in clinical and surgical practice	KH						
MI1.6	Describe the mechanisms of drug resistance, and the methods of Written/ Viva voce Pharmacology antimicrobial susceptibility testing and monitoring of antimicrobial therapy	K						
MI1.7	Describe the immunological mechanisms in health	KH						
MI1.8	Describe the mechanisms of immunity and response of the host immune system to infections	KH						
MI1.9	Discuss the immunological basis of vaccines and describe the Universal Immunisation schedule							

MI1.10	Describe the immunological mechanisms in immunological disorder (hypersensitivity, autoimmune disorders and immunodeficiency states) and discuss the laboratory methods used in detection.							
MI1.11	Describe the immunological mechanisms of transplantation and tumor immunity							
Topic: CVS and blood								
MI2.1	Describe the etiologic agents in rheumatic fever and their diagnosis	KH						
MI2.2	Describe the classification etio-pathogenesis, clinical features and discuss the diagnostic modalities of Infective endocarditis	KH						
MI2.3	Identify the microbial agents causing Rheumatic Heart Disease & infective Endocarditis	SH						
MI2.4	List the common microbial agents causing anemia. Describe the morphology, mode of infection and discuss the pathogenesis clinical course, diagnosis and prevention of common microbial agents causing Anemia	KH						
MI2.5	Describe the etio-pathogenesis and discuss the clinical evolution and the laboratory diagnosis of kalaazar, malaria, filariasis and other common parasites prevalent in India	KH						
MI2.6	Identify the causative agent of malaria and filariasis	SH						
MI2.7	Describe the epidemiology, the etio-pathogenesis, evolution complications, opportunistic infections, diagnosis, prevention and the principles of management of HIV	KH						

Topic: Gastrointestinal and hepatobiliary system								
MI3.1	Enumerate the microbial agents causing diarrhea and dysentery. Describe the epidemiology, morphology, pathogenesis, clinical features and diagnostic modalities of these agents	KH						
MI3.2	Identify the common etiologic agents of diarrhea and dysentery	SH						
MI3.3	Describe the enteric fever pathogens and discuss the evolution of the clinical course and the laboratory diagnosis of the diseases caused by them	KH						
MI3.4	Identify the different modalities for diagnosis of enteric fever. Choose the appropriate test related to the duration of illness	KH						
MI3.5	Enumerate the causative agents of food poisoning and discuss the pathogenesis, clinical course and laboratory diagnosis	KH						
MI3.6	Describe the etio-pathogenesis of Acid peptic disease (APD) and	KH						

	the clinical course. Discuss the diagnosis and management of the causative agent of APD								
MI3.7	Describe the epidemiology, the etio-pathogenesis and discuss the viral markers in the evolution of Viral hepatitis. Discuss the modalities in the diagnosis and prevention of viral hepatitis	KH							
MI3.8	Choose the appropriate laboratory test in the diagnosis of viral hepatitis with emphasis on viral markers	KH							
Topic: Musculoskeletal system skin and soft tissue infections									
MI4.1	Enumerate the microbial agents causing anaerobic infections. Describe the etiopathogenesis, clinical course discuss the laboratory diagnosis of anaerobic infections	KH							
MI4.2	Describe the etiopathogenesis, clinical course and discuss the laboratory diagnosis of bone & joint infections	KH							
MI4.3	Describe the etio-pathogenesis of infections of skin and soft tissue and discuss the clinical course and the laboratory diagnosis	KH							
Topic: Central Nervous System infections									
MI5.1	Describe the etiopathogenesis, clinical course and discuss the laboratory diagnosis of meningitis	KH							
MI5.2	Describe the etiopathogenesis, clinical course and discuss the laboratory diagnosis of encephalitis	KH							
MI5.3	Identify the microbial agents causing meningitis	SH							
Topic: Respiratory tract infections									
MI6.1	Describe the etio-pathogenesis, laboratory diagnosis and prevention of Infections of upper and lower respiratory tract	KH							
MI6.2	Identify the common etiologic agents of upper respiratory tract infections (Gram Stain	P							
MI6.3	Identify the common etiologic agents of lower respiratory tract infections (Gram Stain & Acid fast stain)	P							
Topic:: Genitourinary & Sexually transmitted infections									
MI7.1	Describe the etio-pathogenesis and discuss the laboratory diagnosis of infections of genitourinary system	KH							
MI7.2	Describe the etio-pathogenesis and discuss the laboratory diagnosis of sexually transmitted infections. Recommend preventive measures	KH							
MI7.3	Describe the etio-pathogenesis, clinical features, the appropriate method for specimen collection, and discuss the laboratory diagnosis of Urinary tract infections	KH							
Topic: Zoonotic diseases and miscellaneous									

MI8.1	Enumerate the microbial agents and their vectors causing Zoonotic diseases. Describe the morphology, mode of transmission, pathogenesis and discuss the clinical course laboratory diagnosis and prevention	KH						
MI8.2	Describe the etio-pathogenesis of opportunistic infections (OI) and discuss the factors contributing to the occurrence of OI, and the laboratory diagnosis	KH						
MI8.3	Describe the role of oncogenic viruses in the evolution of virus associated malignancy	KH						
MI8.4	Describe the etiologic agents of emerging Infectious diseases. Discuss the clinical course and diagnosis	KH						
MI8.5	Define Healthcare Associated Infections (HAI) and enumerate the types. Discuss the factors that contribute to the development of HAI and the methods for prevention	KH						
MI8.6	Describe the basics of Infection control	KH						
MI8.7	Demonstrate Infection control practices and use of Personal Protective Equipments (PPE)	P						
MI8.8	Describe the methods used and significance of assessing the microbial contamination of food, water and air	KH						
MI8.9	Discuss the appropriate method of collection of samples in the performance of laboratory tests in the detection of microbial agents causing infectious disease	KH						
MI8.10	Demonstrate the appropriate method of collection of samples in the performance of laboratory tests in the detection of microbial agents causing infectious diseases	SH						
MI8.11	Demonstrate respect for patient samples sent to the laboratory for performance of laboratory tests in the detection of microbial agents causing Infectious diseases	KH						
MI8.12	Discuss confidentiality pertaining to patient identity in laboratory results	kH						
MI8.13	Choose the appropriate laboratory test in the diagnosis of the infectious disease	SH						
MI8.14	Demonstrate confidentiality pertaining to patient identity in laboratory results	SH						
MI8.15	Choose and Interpret the results of the laboratory tests used in diagnosis of the infectious diseases	SH						
MI8.16	Describe the National Health Programs in the prevention of common infectious disease (for information purpose only as taught in CM)	K						

6. Formative Assessment of Assignments

Note:

1. Formative Assessment involves various methods of which out of class assignments are an important instrument.
2. The structure for the assignment should be clear mentioned at the start. The structure should include an introduction, main body of the assignment and a conclusion if it is an essay work. Illustrations, flow charts, tables and graphs should be part of the submission where ever necessary.
3. Plagiarism should be discouraged. The grading of the assignment shall be done by the faculty team as follows

Faculty Decision

Grade

Poor content & presentation
Below Average content & presentation
Average content & presentation
Above Average content & presentation
Excellent content & presentation

1
2
3
4
5

No	Title of Assignment	1	2	3	4	5	Initial of Facilitator
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

No	Title of Assignment	1	2	3	4	5	Initial of Facilitator
16							
17							
18							
19							
20							

7. Formative Assessment of Integrated Sessions

Note:

1. Formative Assessment of integrated teaching sessions involves assessment of student level of sessional learning.
2. The student shall be given a 15-20 MCQ test at the end of the session. This can be both in the offline and online modes,
3. The grading of the same shall be done by the faculty team as follows:
 - 1 : End of Session Assessment <35%
 - 2 : End of Session Assessment 35-50%
 - 3 : End of Session Assessment 50-60%
 - 4 : End of Session Assessment 60-75%
 - 5 : End of Session Assessment >75%

No	Topic of Integrated Session	1	2	3	4	5	Initial of Facilitator
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

8. Formative Assessment of Case Based Learning

Note:

1. Formative Assessment of ECE sessions involves assessment of student level of learning through assessment of the synopsis and reflection
2. The student shall submit the same at the end of the session. This can be both in the offline and online modes.
3. The grading of the same shall be done by the faculty team as follows:

Faculty Decision

Grade

Poor content & presentation
Below Average content & presentation
Average content & presentation
Above Average content & presentation
Excellent content & presentation

1
2
3
4
5

No	Assigned ECE session	1	2	3	4	5	Initial of Facilitator
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

9. Formative Assessment of Self-Directed Learning

Note:

1. Formative Assessment of SDL sessions involves assessment of student level of learning through assessment of the synopsis and bibliography
2. The student shall submit the same at the end of the session. This can be both in the offline and online modes.
3. The grading of the same shall be done by the faculty team as follows:

Faculty Decision

Grade

Poor content & presentation
Below Average content & presentation
Average content & presentation
Above Average content & presentation
Excellent content & presentation

1
2
3
4
5

No	Assigned SDL Topic	1	2	3	4	5	Initial of Facilitator
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

No	Assigned SDL Topic	1	2	3	4	5	Initial of Facilitator
17							
18							
19							
20							

10. Formative Assessment of AETCOM Learning

Note:

1. Formative Assessment of AETCOM sessions involves assessment of student level of learning through DOPS, OSPE sessions
2. The grading of the same shall be done by the faculty team as follows:
 - 1 : End of Session Assessment <35%
 - 2 : End of Session Assessment 35-50%
 - 3 : End of Session Assessment 50-60%
 - 4 : End of Session Assessment 60-75%
 - 5 : End of Session Assessment >75%

No	Assigned AETCOM Topic	1	2	3	4	5	Initial of Facilitator
1							
2							
3							
4							
5							
6							
7							
8							

11. Formative Feedback Record

Note:

1. Feedback should be provided to learners throughout the course so that they are aware of their performance and remedial action can be initiated well in time.
2. The feedbacks need to be structured and the faculty and learners must be sensitized to giving and receiving feedback.
3. The results of IA should be displayed on notice board within 2 weeks of the test and an opportunity provided to the learners to discuss the results and get feedback on making their performance better.
4. The learner should sign with date whenever they are shown IA records in token of having seen and discussed the marks.
5. The learner Internal assessment marks will not be added to University examination marks and will reflect as a separate head of passing at the summative examination
6. Some suggestions for handling the Feedback process
 - a. Start with the learner's agenda for the session
 - b. Evaluate the performance of the learner in the previous sessions and outcomes the learner is trying to achieve
 - c. Enquire about problems faced by the learner in the process of learning in the classroom, at home and during the assessments.
 - d. Encourage the learner to think about goal setting
 - e. Encourage self-assessment and self-solving problems
 - f. Offer space for the learner to make suggestions, to generate solutions
 - g. Be non-judgmental and specific, prevent vague generalisation, provide balanced feedback
 - h. Offers suggestions and alternatives, make suggestions rather than prescriptive comments. Be valuing and supportive
 - i. Structure and summarise the session to ensure that learner has some specifics to take home.

Formative Feedback Session		1	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		2	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		3	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		4	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		5	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		6	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		7	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		8	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		9	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		10	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		11	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		12	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		13	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		14	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		15	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		16	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		17	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		18	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		19	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		20	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

Formative Feedback Session		21	
Date			
Type of Assessment			
Topic of Assessment			
Feed Back received from Student			
Feed Back given to the Student			
Remedial Action Suggested			
Timeline of Remedial Action			
Signature of Mentor		Signature of Student	

12. Certification of Skills

Note:

1. Certification of Skills (COS) should be provided to learners at all points of the course so that they are aware of their performance and remedial action can be initiated well in time for the student to achieve the goal of obtaining a certified skill.
2. The feedbacks need to be structured and the faculty and learners must be sensitized to giving and receiving feedback.
3. The results of assessment for COS should be discussed at the end of the assessment and an opportunity provided to the learners to discuss the results and get feedback on making their performance better.
4. The learners should be given a date for remedial session wherein they will be reassessed.
5. A maximum of 5 remedial sessions may be offered beyond which he shall not be certified for the current academic session. The university and MCI regulations will be mandatory.
6. Example:

M1.2	Perform Gram staining, Identify, draw and label a slide of Gram staining
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Type of Skill	M1.2A: Perform gram staining M1.2.B: Identify, draw and label a slide of Gram staining		
Type of Assessment	A: OSPE: Performs Gram staining B. DOPS: Draw and label the Gram staining		
Performance of Student	A: OSPE: Fails to iperform Gram staining B: DOPS Fails to identify: Wrong drawin		
Feed Back of Learner	The learner "Mr.AXR" stated that the day these slides were taught in the lab he was having fever and did not attend the class		
Feed Back of Facilitator	Facilitator reassures the learner. "Mr.AXR" is adviced to Gram staining again. The facilitator explains the key points to identify the slide and the structures to be labelled. The learner is shown a line drawing and asked to draw the same at home and submit the same next working day.		
Remedial Action Suggested	"Mr.AXR" is adviced to repeat the assessments 10days later		
Remedial Assessment	1	A: OSPE: Performs Gram staining B. DOPS: Draw and label the Gram staining	
Performance of Student	A: OSPE: Identifies correctly B: DOPS: Correct drawing		
Certification of Skill	Certified that the learner has successfully completed the certification of the Skill for competency M1.2		
Date of COS	25.3.2019		
Signatures			
	Learner	Facilitator	Professor

Certification of Skills - Competency MI:

Type of Skill			
Type of Assessment			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Remedial Assessment	5	Date	
Performance of Student			

Certification of Skill	Certified / Not Certified		
Date of COS			
Signatures			
	Learner	Facilitator	Professor

Certification of Skills - Competency MI:

Type of Skill			
Type of Assessment			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Remedial Assessment	5	Date	
Performance of Student			

Certification of Skill	Certified / Not Certified		
Date of COS			
Signatures			
	Learner	Facilitator	Professor

Certification of Skills - Competency MI:

Type of Skill			
Type of Assessment			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Remedial Assessment	5	Date	
Performance of Student			

Certification of Skill	Certified / Not Certified		
Date of COS			
Signatures			
	Learner	Facilitator	Professor

Certification of Skills - Competency MI:

Type of Skill			
Type of Assessment			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Remedial Assessment	5	Date	
Performance of Student			

Certification of Skill	Certified / Not Certified		
Date of COS			
Signatures			
	Learner	Facilitator	Professor

Certification of Skills - Competency MI:

Type of Skill			
Type of Assessment			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Remedial Assessment	5	Date	
Performance of Student			

Certification of Skill	Certified / Not Certified		
Date of COS			
Signatures			
	Learner	Facilitator	Professor

Certification of Skills - Competency MI:

Type of Skill			
Type of Assessment			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Remedial Assessment	5	Date	
Performance of Student			

Certification of Skill	Certified / Not Certified		
Date of COS			
Signatures			
	Learner	Facilitator	Professor

Certification of Skills - Competency MI:

Type of Skill			
Type of Assessment			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Remedial Assessment	5	Date	
Performance of Student			

Certification of Skill	Certified / Not Certified		
Date of COS			
Signatures			
	Learner	Facilitator	Professor

Certification of Skills - Competency MI:

Type of Skill			
Type of Assessment			
Performance of Student			
Feed Back of Learner			
Feed Back of Facilitator			
Remedial Action Suggested			
Remedial Assessment	1	Date	
Performance of Student			
Remedial Assessment	2	Date	
Performance of Student			
Remedial Assessment	3	Date	
Performance of Student			
Remedial Assessment	4	Date	
Performance of Student			
Remedial Assessment	5	Date	
Performance of Student			

Certification of Skill	Certified / Not Certified		
Date of COS			
Signatures			
	Learner	Facilitator	Professor

13A. Record of Internal Assessment Tests-Theory

[illegible]

13B. Record of Internal Assessment Tests-Practical

[illegible]

14. Record of University Examinations

[illegible]