



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

**Part A: Guidelines for the development and implementation of the UGHE School of Medicine
Exit Examination**

1. Objectives and Scope of the exit examination:

Purpose:

The primary objective of this examination is to evaluate the preparedness of candidates hailing from the University of Global Health Equity, School of Medicine, for their forthcoming internship experiences in Rwanda. It emphasizes assessing the core competencies essential for effective practice as interns within Rwandan hospitals. It's important to note that this examination isn't designed to serve as a comprehensive evaluation of the various clinical specialties that medical students may have been exposed to during their rotations. Instead, it functions as an integrative assessment, gauging the readiness of aspiring interns to deliver patient-centered care within the Rwandan healthcare context. This exit exam focuses on assessing an examinee's ability to apply knowledge, concepts, and principles while demonstrating fundamental patient-centered skills, forming the bedrock of safe and efficacious patient care.

Scope:

This examination primarily targets core competencies directly pertinent to the prevalent diseases and health-related scenarios encountered within Rwanda's healthcare landscape. The content areas encompass primary care, infectious diseases, maternal and child health, trauma and surgical emergencies, common surgical diseases, prevalent non-communicable and communicable diseases in the region, and essential clinical skills. It is crucial to underscore that this examination only endeavors to encompass part of discipline-based medical practice. Instead, it focuses on practical competencies imperative for a successful internship and general medical practice within Rwandan hospitals, honing in on the illnesses and conditions that patients most frequently present with. The ongoing relevance of this examination hinges on regular updates and alignment with the evolving healthcare needs specific to the region. Doing so ensures that the assessment remains reliable for candidates' readiness for internship in the Rwandan healthcare setting.

2. Exam Structure:

Format: The exam will consist of Part A: Multiple-Choice Questions (MCQs) and Part B: Clinical Examination. The clinical examinations will include, but not be limited to, Objective Structured Clinical Examination (OSCE), Viva Voce cases, technology-enhanced clinical examination, and simulation-based examinations). Additional examination strategies will be integrated as required. The order of these two parts will be determined annually and may vary from year to year.



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

MCQ: The MCQ part of the examination will consist of two papers, each consisting of 100 single-best-answer multiple-choice questions (MCQs). Each paper will take two and a half hours (1.5 minutes per question) to complete, and this part of the examination will focus on knowledge application to approach patients, diagnosis, investigation, treatment, follow-up, and prevention of common disease scenarios, including medical ethics. This MCQ Development guideline for the UGHE Exit Exam outlines the principles and guidelines to create a fair, reliable, and valid assessment tool for evaluating the readiness of medical students for internships in Rwandan healthcare settings. Adhering to these policies will contribute to the overall effectiveness and credibility of the exit exam.

Multiple-choice questions (MCQs) in the UGHE Exit Exam are a means to assess the knowledge, clinical reasoning, and problem-solving abilities of candidates. The primary objective is to evaluate candidates' readiness for internships in the healthcare sector, specifically in Rwanda.

- a. MCQs will be developed by experienced and trained faculty members and subject matter experts from the University of Global Health Equity (UGHE) School of Medicine.
- b. All MCQs should undergo a rigorous review process to ensure accuracy, clarity, and alignment with the exam's objectives.
- c. MCQs should align with the core competencies necessary for practicing as an intern in Rwandan healthcare settings.
- d. MCQs will also be aligned with the National and regional treatment guidelines.
- e. The content should cover vital clinical areas, including but not limited to primary care, infectious diseases, maternal and child health, trauma, surgical emergencies, common surgical diseases, prevalent non-communicable and communicable diseases, and essential clinical skills.
- f. MCQs should encompass a range of difficulty levels, including recall, comprehension, application, and analysis.
- g. MCQs should be clear and concise, avoiding ambiguous or misleading language.
- h. Each MCQ should have a single correct answer, and three distractors should be plausible but incorrect.
- i. MCQs should be written in clear, simple language that is accessible to candidates from diverse linguistic backgrounds.
- j. Bias, stereotypes, and potentially offensive content should be avoided.
- k. All MCQs should be kept confidential and stored to prevent leaks or unauthorized access.
- l. Access to MCQs should be restricted to authorized personnel.
- m. Feedback from candidates and faculty should be actively solicited and used to improve the quality of MCQs.
- n. The MCQ bank should be regularly reviewed and updated to reflect changes in Rwanda's medical practice and healthcare needs.



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

- o. Periodic audits and quality checks should be conducted to ensure that MCQs are meeting the exam's objectives and standards.
- p. The exam committee should continuously monitor the performance of MCQs and make necessary adjustments.

The following processes will be implemented in the development of the MCQ

- a. Training of examination writers
- b. Blueprinting of the MCQ examination
- c. Validation of the blueprint developed
- d. Writing of MCQs
- e. Review of MCQs
- f. Validation of MCQs
- g. Standard setting
- h. Copy editing
- i. External Examiners review
- j. Approval and delivery
- k. Post-examination psychometric evaluation

Clinical Examination:

This clinical examination Development guideline for the UGHE Exit Exam establishes the principles and guidelines necessary to create a valid, reliable, comprehensive assessment tool for evaluating candidates' clinical skills and readiness for internship in Rwandan healthcare settings. Adhering to these policies will contribute to the overall effectiveness and credibility of the exit exam's clinical assessment component.

The examination will include 18 clinical scenarios delivered in the form of OSCE, Viva Voce, technology-enhanced clinical examination, simulation-based examination, and other standard clinical examination techniques. The stations covering various clinical scenarios and skills relevant to general practice in district hospitals will be included. The skills included in the stations would include stations on history-taking, focused physical examination, clinical decision-making, management of cases, critical thinking and reasoning, communication skills, procedural skills, applied clinical knowledge, and ethical dilemmas. The clinical stations could also be patient-based or standardized patient-based.

The Clinical Examination in the UGHE Exit Exam is designed to comprehensively assess candidates' clinical skills, communication abilities, and readiness for internship in the healthcare sector, specifically within the Rwandan context.

- a) Clinical Examination stations should be developed by experienced clinical faculty members and healthcare professionals from the University of Global Health Equity (UGHE) School of Medicine.



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

- b) A committee of subject matter experts should review and validate all Clinical Examination stations to ensure they align with the exam's objectives.
- c) Clinical Examination stations should reflect the core competencies necessary for practicing as an intern in Rwandan healthcare settings.
- d) Content areas should include primary care, infectious diseases, maternal and child health, trauma, surgical emergencies, common surgical diseases, prevalent non-communicable and communicable diseases, and essential clinical skills.
- e) Clinical Examinations should encompass a variety of clinical scenarios, including history-taking, physical examinations, clinical problem-solving, procedural skills, and communication skills.
- f) Clinical Examination stations should be standardized to ensure uniformity across all examination sessions.
- g) Clear instructions, checklists, and scoring rubrics should be provided to examiners to maintain consistency in evaluation.
- h) Patient simulators and standardized patients should be used to simulate clinical scenarios where appropriate.
- i) All standardized patients should receive training to consistently represent the assigned clinical case.
- j) Clinical Examination scenarios should be clear, realistic, and relevant to the practice of medicine in the Rwandan context.
- k) Tasks should simulate conditions and situations that candidates will likely encounter during their internship.
- l) All Clinical Examination materials should be kept confidential and stored to prevent unauthorized access.
- m) Access to Clinical Examination scenarios and scoring materials should only be restricted to authorized personnel.
- n) New OSCE stations should undergo pilot testing to assess their validity, reliability, and feasibility.
- o) Feedback from candidates and examiners should be actively sought and used to enhance the quality of Clinical Examination stations and scoring rubrics.
- p) Clinical Examination stations and scoring rubrics should be regularly reviewed and updated to reflect changes in Rwanda's medical practice and healthcare needs.
- q) The exam committee should continuously monitor the performance of Clinical Examinations and make necessary adjustments.
- r) Clinical examination will be conducted in a secure, adequate, and safe environment that ensures scenarios for various stations can be adequately carried out.

3. Exam Content:

Focus: The exam will emphasize the diseases and health conditions commonly encountered in the African and Rwanda's district hospitals. The contents will be strictly aligned with the core curriculum of the medical school.



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

Ethical and Cultural Considerations: Include questions and scenarios that address ethical issues, cultural sensitivity, and the ability to work in resource-limited settings, aligning with the healthcare context in Rwanda. Issues related to social medicine and equitable access to care will also be included.

4. Exam Administration:

Timing: The exam will be administered at the end of the senior clerkship attachment. Only students who have successfully passed all the clinical clerkships will be allowed to sit for the exit exam. At the end of the final year of the medical program, students will sit for an Exit Examination. Only students who have achieved a score of “C” or above in all of their rotations (core, specialty, and advanced) will be eligible to sit for the exit exam. The exit exam shall be overseen by external examiners.

Logistics: Adequate resources, examiners, invigilators, standardized patients (for Clinical Examination stations), and facilities will be provided for both written and Clinical Examination components.

5. Grading and Evaluation:

1. The Final Exit exam results will be calculated as follows:
 - a. 40% of the exit exam score from the MCQ examination
 - b. 60% of the exit exam scores from the Clinical Examination.
2. A standard-setting process will determine the pass rate for written and clinical examinations after the modified Angoff methods every year.
3. The final grades of candidates will be reflected as PASS or FAIL in their transcripts.
4. As appropriate, distinctions such as with very great distinction, great distinction, and distinction will be reflected in the transcripts.

Competency-Based Assessment: The exit exam will use a competency framework aligned with the specific skills and knowledge required for internship readiness in Rwanda. It will assess candidates’ ability to perform essential tasks and handle clinical situations competently.

Scoring: The exit exam will be based on predefined competencies and set standards.

Feedback and Review: Feedback from the candidates, faculty, and examiners will be collected to improve the exam's quality and relevance.



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

Remediation of unsuccessful candidates

1. Students who achieve less than the determined pass mark in the final exit exam will be considered FAIL.
2. Students who fail to pass the exit exam will only repeat the part of the examination they failed.
3. If a student fails both the Part I and Part II examinations of the exit examination, they need to repeat both parts of the examination. Such students will be assigned a personalized remediation plan and spend additional time at UGHE completing remedial training. The remediation plan will specify when the student can repeat the exit exam.
4. Remedial examinations will be arranged within one month of the first examination.
5. The content of the remedial exam may differ from the original exam but must be equally rigorous.

Part B: Policy for the Appointment of External Examiners for Exit examinations for final year medical students.

1. Purpose

This policy outlines the procedures and criteria for the appointment of external examiners for final-year medical students at the University of Global Health Equity (UGHE). The role of external examiners is crucial in ensuring the quality and fairness of the assessment process and the maintenance of academic standards. This policy is designed to provide the appointment of qualified and impartial external examiners for final-year medical students at UGHE. The process will be carried out transparently, and the role of external examiners is essential in maintaining the high academic standards and quality of assessments within the school.

2. Definition of External Examiner at the School of Medicine

An external examiner (EE) is an independent academic or healthcare educator from outside UGHE appointed to assess the examination papers, practical assessments, and other components for final-year medical students. External examiners play a vital role in validating the assessment process, providing feedback, and ensuring that the standards of the assessments are appropriate and consistent.

3. Appointment Procedure

3.1. **Nomination:** The Dean of the School of Medicine at UGHE or his/her designee will initiate the process of appointing external examiners. Each department or specialty within the School of Medicine will nominate potential external examiners based on their expertise and experience in the relevant field. They may contact the Head of Departments at selected universities of good repute and ask for Curriculum Vitae (CVs) of possible candidates they recommend to act as external examiners in their respective fields. This should be done as early in the academic year as possible.

	Policy Title: UGHE Exit exam and External Examiner Policy		
	Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26

3.2. **Selection:** A Selection Committee comprising representatives from relevant department chairs convened by the division of clinical education chair will be responsible for reviewing nominations, evaluating candidates, and making recommendations for appointment. Each department shall allow a maximum of two external examiners to sit in one exam. The recommended external examiners will be endorsed by the Dean of the school of medicine, who will send them invitations.

4. Eligibility Criteria:

External examiners must meet the following criteria:

- Hold a senior academic position in the relevant field.
- Must have at least three years of experience in setting/marking examinations at a university level.
- Must be an active or honorary teaching faculty at a well-recognized medical school at the level of the candidates whose exam they will be evaluating.
- Possess expertise and experience commensurate with the assessments they will be evaluating.
- Have no conflicts of interest with UGHE.
- Be available during the four months before the examination to fully participate in the assessment process from beginning to end. They are to remain available until the last assessment with which they are to be associated to deal with any subsequent review of decisions.

5. **Appointment:** The Dean of UGHE will make the final appointment of external examiners after considering the recommendations of the Selection Committee. The external examiner's appointment shall be for three consecutive years. The School of Medicine will ensure that it can recruit and retain suitable individuals to maintain the effectiveness of the examination process. The School Council will determine the renewal of appointment under the guidance and leadership of the Chairperson

6. **Annual Review:** The performance of external examiners will be subject to an annual review by the Dean or his/her designee.

7. **Termination of appointment:** The appointment of an external examiner may be terminated before the expiry of his/her regular term by the dean of the School of Medicine.

8. Contractual guidelines:

- a) The School of Medicine, through the Finance office, shall meet its financial obligations to the external examiner. The amount of honorarium payable to each category of external examiners (those from outside Rwanda, from within) shall be at the discretion of the school of medicine and commensurate with the duties and responsibilities of the appointment.

	Policy Title: UGHE Exit exam and External Examiner Policy		
	Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26

- b) The School of Medicine shall meet all travel expenses to and from Kigali. Air travel shall be economy class.
- c) The School of Medicine shall meet accommodation and meal expenses for the External Examiner's visit, which shall be at most seven days except under extenuating circumstances.
- d) Upon submission of an External Examiner's report, honoraria shall be paid.

9. Role and Responsibilities of External Examiners

9.1. Assessment:

1. External examiners are responsible for reviewing examination papers, practical assessments, and other assessment components for final-year medical students, including but not limited to the standard of the examination questions, the structure of the examination, the marking scheme, and the allocation of marks per question asked, module outlines, syllabi, etc. They will provide feedback on the assessments' content, structure, and appropriateness. They will diligently ensure that:
 2. The syllabus for the course being assessed has been covered by examination questions.
 3. The examinations set are up to the standard required. The examiner must judge the award standard impartially based on work submitted for assessment without being influenced by previous associations with the program/ module, staff, or any of the students.
 4. The time allocated to the examination paper is adequate and within the required examination standards.
 5. The solutions and marking scheme provided are of high standard.
 6. The External Examiner can compare the academic standards of the School of Medicine with those of courses leading to comparable awards elsewhere.

9.2. **Standardization:** External examiners will ensure that the assessments align with established academic standards and that the grading process is fair, transparent, and consistent.

9.3. **Feedback:** External examiners will provide constructive feedback to the relevant faculty and departments to help enhance the quality of assessments and teaching.

9.4. **Attendance:** External examiners may be invited to attend examination board meetings and other relevant meetings as observers to provide expert input.

9.5. Report Submission:

9.5.1. External examiners must submit a report detailing their findings, recommendations, and observations to the Vice Chancellor of UGHE (see template below). The report aims to enable the School of Medicine to judge whether the program is meeting its stated objectives and to make necessary improvements immediately or at the following review sitting as determined by the school council.



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

The external examiners are also expected to provide a more comprehensive narrative report of their observations geared towards areas of strength and weaknesses in the overall teaching, learning, and assessment process. This report will include a commentary and judgments on the validity, reliability, and integrity of the assessment process and student achievement/performance standards. The external examiners will submit this comprehensive report two weeks from the last day of completing the evaluation of the assessment exercise.

9.5.2. **Review of the report:** The university's Vice Chancellor will forward the external examination reports for review to the Dean of the School of Medicine. Departments will be responsible for ensuring that within a month of the receipt of the report, the external examiners are provided with a response to their comments and recommendations, including information on a detailed consideration of their reports and an indication of any action taken or to be taken as a result of the report, or clear reasons for not accepting any recommendations or suggestions.

9.6. External examiners must declare any potential conflicts of interest, including personal, financial, or professional relationships with UGHE staff or students. Conflicts of interest will be managed in accordance with the school's conflict of interest policy

Approved by:
Dean, School of Medicine and Health Sciences
August 1, 2024



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

Annex 1: Report template – External Examiner - Exit Exam for Final Year Medical Students
External Examiner's Reporting Template

Date: _____

Location: _____

Subject: _____

Introduction:

Dear VC Phil Cotton,

I,appointed as the external examiner for the Exit Medical School Exam conducted at UGHE onhereby present my report.

Executive Summary:

This report offers a comprehensive assessment of the Exit Medical School Exam conducted by UGHE. It includes evaluating various aspects, such as the examination process, question quality, assessment methods, and overall observations made during the examination.

1. Examination Procedures and Standards:

- Examiner logistics and reception
- Examiners briefing and workshop
- Organization and Administration:
- Timeliness:
- Security Measures:

2. Examination content and relevance

- Relevance of examination tools used:
- Level of difficulty of questions:
- Variety of cases:



Policy Title: UGHE Exit exam and External Examiner Policy			
Policy Number: AQP-041	Department: Academic	Effective/Date: 1 August 2024 (v.2) Applicable from MBBS26	Page 1 of 11

- Representativeness of the whole examination:
- Examination preparation process:

3. Quality and consistency of grading

- Quality of examiners:
- Consistency of grading

4. Student performance analysis

5. Overall Observations and Recommendations:

- Strengths:
- Areas for Improvement:
- Recommendations for future examinations
- Compliance with known accreditation and educational guidelines
- Overall impression and general observation

Full name:

Signature:

Date: