

Evidence to analyse and evaluate your system of assessment

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Abstract

Background

For leaders of assessment in medical and health professions education programmes, it is important to understand how the system of assessment, as a whole, meets criteria for good systems of assessment. The Ottawa Consensus paper published in *Medical Teacher* – 2018 Consensus Framework for Good Assessment – outlines a useful framework and provides guidance to educators.

Why is the topic important for research and / or practice?

Ensuring a system of assessment is functioning well according to recognised criteria is important for defensibility of assessment in medical and health professional programmes. Although there is guidance, how to apply this in-practice is complex and challenging.

Workshop format, including participant engagement methods

The format will be:

- short presentation on criteria of systems of assessment
- discussion of samples of evidence supporting each criterion
- small group work to generate and discuss evidence in relation to own programme
- Whole group discussion of output and Q&A

Who should participate?

Assessment leads of medical and health professional education programs, Program Directors, academic staff working with assessment

Level of workshop: intermediate

Take-home messages / workshop outcomes / implications for further research or practice

- Designing a system of assessment that is more than a collection of single assessments is important

- A range of criteria are used for evaluating a system of assessment
- Different forms of evidence should be generated, to account for different stakeholder perspectives

Maximum number of participants: 50 participants

References (maximum three)

Norcini J, Anderson MB, Bollela V, Burch V, Costa MJ, Duvivier R, Hays R, Palacios Mackay MF, Roberts T, Swanson D. 2018 Consensus framework for good assessment. *Med Teach*. 2018 Nov;40(11):1102-1109. doi: 10.1080/0142159X.2018.1500016.