

## 3. ASSESSMENT OF STUDENTS

### 3.1 ASSESSMENT METHODS

**Basic standards:** The medical college **must**

- 3.1.1. define, state and publish the principles, methods and practices used for assessment of its students, including the criteria for setting pass marks, grade boundaries and number of allowed retakes.
- 3.1.2. ensure that assessments cover knowledge, skills and attitudes.
- 3.1.3. use a wide range of assessment methods and formats according to their “assessment utility”.
- 3.1.4. ensure that methods and results of assessments avoid conflicts of interest.
- 3.1.5. ensure that assessments are open to scrutiny by external expertise.
- 3.1.6. use a system of appeal of assessment results.

**Quality development standards:** The medical college **should**

- 3.1.7. evaluate and document the reliability and validity of assessment methods.
- 3.1.8. incorporate new assessment methods where appropriate.
- 3.1.9. encourage the use of external examiners.

#### **Annotations:**

- ❖ *Assessment methods* used would include consideration of the balance between formative and summative assessment, the number of examinations and other tests, the balance between different types of examinations (written and oral), the use of normative and criterion-referenced judgments, and the use of personal portfolio and log-books and special types of examinations, e.g. objective structured clinical examinations (OSCE) and mini clinical evaluation exercise (MiniCEX). It would also include systems to detect and prevent plagiarism.
- ❖ “*Assessment utility*” is a term combining validity, reliability, educational impact, acceptability and efficiency of the assessment methods and formats.
- ❖ *Evaluate and document the reliability and validity of assessment methods* would require an appropriate quality assurance process of assessment practices.
- ❖ *Use of external examiners* may increase fairness, quality and transparency of assessments.

### 3.2 RELATION BETWEEN ASSESSMENT AND LEARNING

**Basic standards:** The medical college **must**

- 3.2.1 use assessment principles, methods and practices that
  - 3.2.1.1. are clearly compatible with intended educational outcomes and instructional methods.
  - 3.2.1.2. ensure that the intended educational outcomes are met by the students.
  - 3.2.1.3. promote student learning.
  - 3.2.1.4. provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress.

**Quality development standards:** The medical college **should**

- 3.2.2. adjust the number and nature of examinations of curricular elements to encourage both acquisition of the knowledge base and integrated learning.
- 3.2.3. ensure timely, specific, constructive and fair feedback to students on basis of assessment results.

**Annotations:**

- ❖ *Assessment principles, methods and practices* refer to assessment of student achievement and would include assessment in all domains: knowledge, skills and attitudes.
- ❖ *Decisions about academic progress* would require rules of progression and their relationship to the assessment process.
- ❖ *Adjustment of number and nature of examinations* would include consideration of avoiding negative effects on learning. This would also imply avoiding the need for students to learn and recall excessive amounts of information and curriculum overload.
- ❖ *Encouragement of integrated learning* would include consideration of using integrated assessment, while ensuring reasonable tests of knowledge of individual disciplines or subject areas.