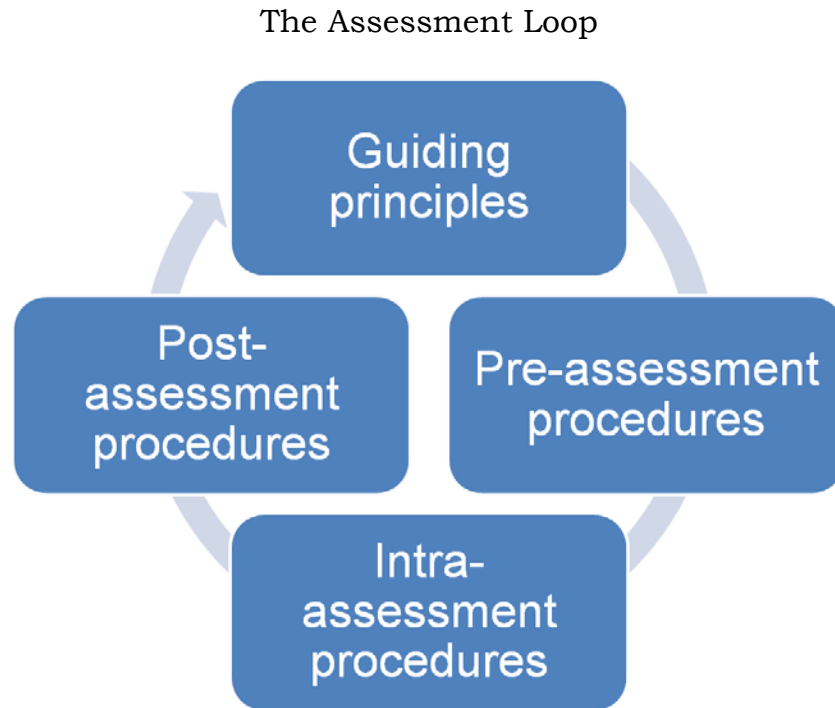


QUALITY CONTROL IN ASSESSMENT



1. Guiding Principles

- Assessment is harmonious with overall principles and intended outcomes
- Design an overall assessment strategy:
 - Assessment of clinical competence and professional behaviour
 - Mix of assessment procedures
 - Utility of assessment tools
 - Reliability
 - Validity
 - Acceptability
 - Educational impact
 - Cost
 - Balance of summative and formative methods
 - Utilizes appropriate scoring strategies
 - Involves students

- Self-assessment/peer-assessment, etc
- Broad assessment time frame

2. Pre-assessment procedures

- Blueprinting
- Pre-established guidelines for question formation
- Feedback loop
- Interdisciplinary review
 - Clarity/ambiguity
 - Factual accuracy
 - Etc
- Formal faculty training
- Item banking
- Standard setting
- Student briefing
- Administrator

3. Intra-assessment procedures

- Examinations security
- Fairness
- Administration of questions
- External examiner

4. Post-assessment procedures

- Item analysis
- Student participation
 - Flagging of faulty items
 - Decision affecting faulty items
- Marking and scoring
- Appeal procedures

- Reporting
 - To student
 - To school
 - To departments
- Decisions
 - Affecting policy, objectives, aims, etc

5. Research agenda:

- Assessment as a programmes
 - What constitutes good assessment programme?
 - Which building block should be included?
 - Who should do what?
 - How should information be collated (combined):
qualitatively/quantitatively?
- Quality elements of multi-modal assessment
 - How to “score” qualitative judgments?
 - Identifier for profile scores
 - What influences the thinking of judges?
 - Fraud/plagiarism (internet)
 - Flexible adaptation of teaching to assessment outcomes
- Consequential validity/educational impact
 - Roles of format, content, scheduling and regulations
 - What influences teacher behaviour
- Research into assessment programmes
 - How to change a programme?
 - Stakeholder involvement?
 - How are the instruments combined?
 - How to use parts instead of whole instruments?