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Competency based assessment

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Competency based assessment

Taking a programmatic approach to
assessment to ensure graduate
employability

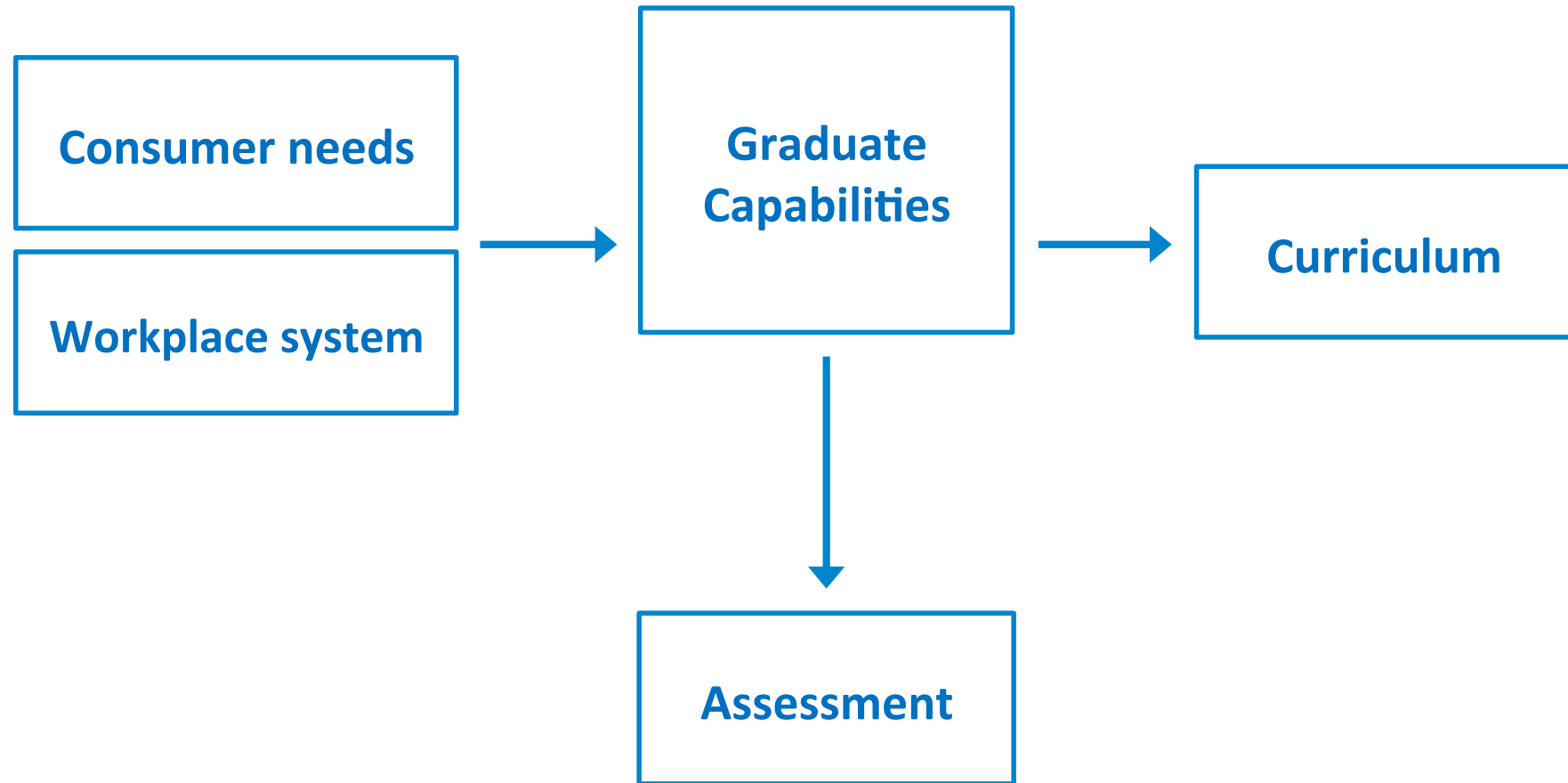
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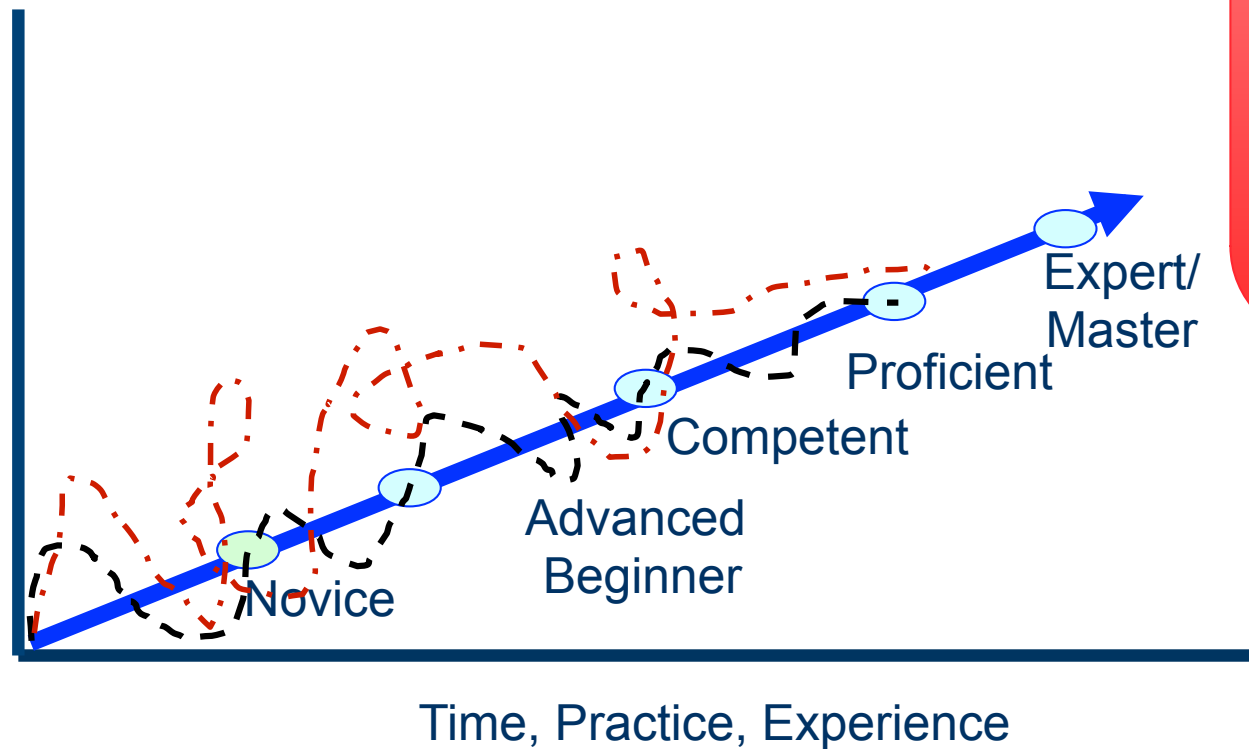
What comes to mind when
you hear programmatic
approach to assessment?

Competency Based Education – Graduate Employability



Frenk J. Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. Lancet. 2010

Dreyfus & Dreyfus Development Model



...the routine and considered use of communication, knowledge, technical skills, clinical reasoning, emotions, values and reflection that are applied to a practice problem with the aim of improving outcomes.

Dreyfus SE and Dreyfus HL. 1980
Carraccio CL et al. Acad Med 2008;83:761-7

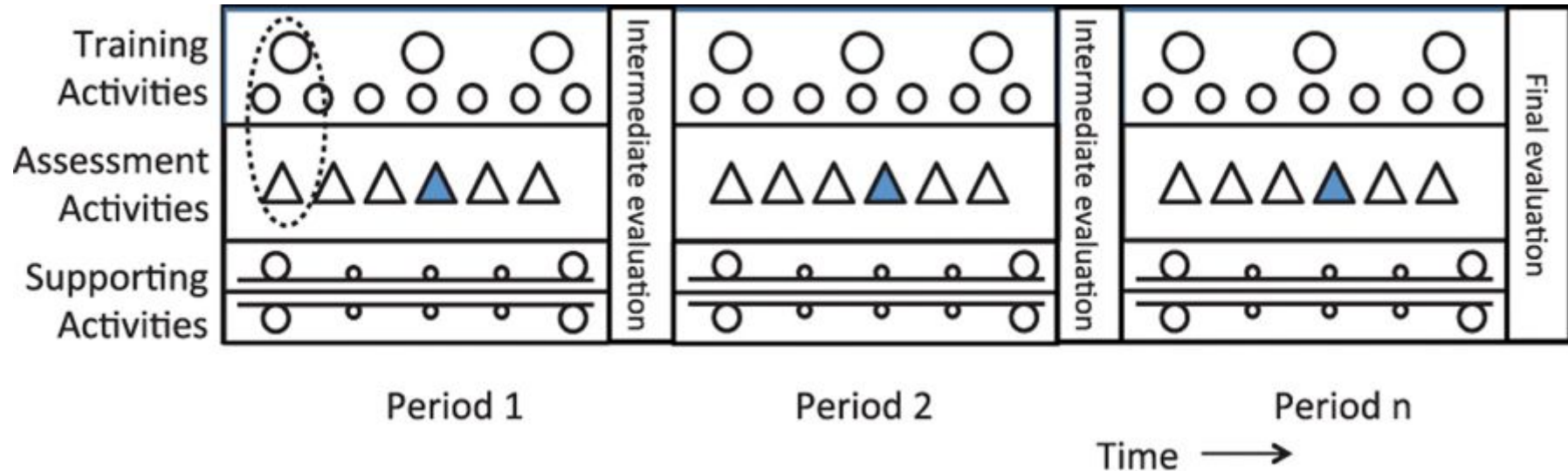
Acknowledgements: Eric Holombe

What is a programmatic approach to assessment?

- Focus is on outcomes
- Assessment looks at performance and application of knowledge and skills that are needed for employment
- Every student is expected to achieve explicit standards which are *criterion* referenced
- Differences in trajectory of progress during training are expected (developmental)
- Formative *feedback* to help students improve performance is a priority
- Learner responsibility and accountability are stressed

Programmatic Assessment - Conceptually

Van der Vleuten et al (2012)



- = learning task
- = learning artifact
- △ = single assessment data-point
- ▲ = single certification data-point for mastery-tasks
- — = learner reflection and planning
- — = social interaction around reflection (supervision, intervision)
- — (dotted) = learning task being an assessment task also

Any questions?



- Focus is on outcomes
 - Define outcomes e.g. Competency standards, graduate attributes
 - Assess a broad range of capabilities
 - Assessment to focus on outcome rather than process

- Assessment looks at performance and application of knowledge and skills that are needed for employment

- Every student is expected to achieve explicit standards which are *criterion* referenced

- Differences in trajectory of progress during training are expected (developmental)

- Formative *feedback* to help students improve performance is a priority

- Learner responsibility and accountability are stressed

Twelve Tips for programmatic assessment

1. Develop a master plan for assessment
2. Develop examination regulations that promote feedback orientation
3. Adopt a robust system for collecting information
4. Assure that every low-stakes assessment provides meaningful feedback for learning
5. Provide mentoring to learners
6. Ensure trustworthy decision-making
7. Organise intermediate decision-making assessments
8. Encourage and facilitate personalised remediation
9. Monitor and evaluate the learning effect of the programme and adapt
10. Use the assessment process information for curriculum evaluation
11. Promote continuous interaction between the stakeholders
12. Develop a strategy for implementation

VAN DER VLEUTEN et. al. Twelve Tips for programmatic assessment. Med Teach. 2015, 37: 641–646.

What is required for:

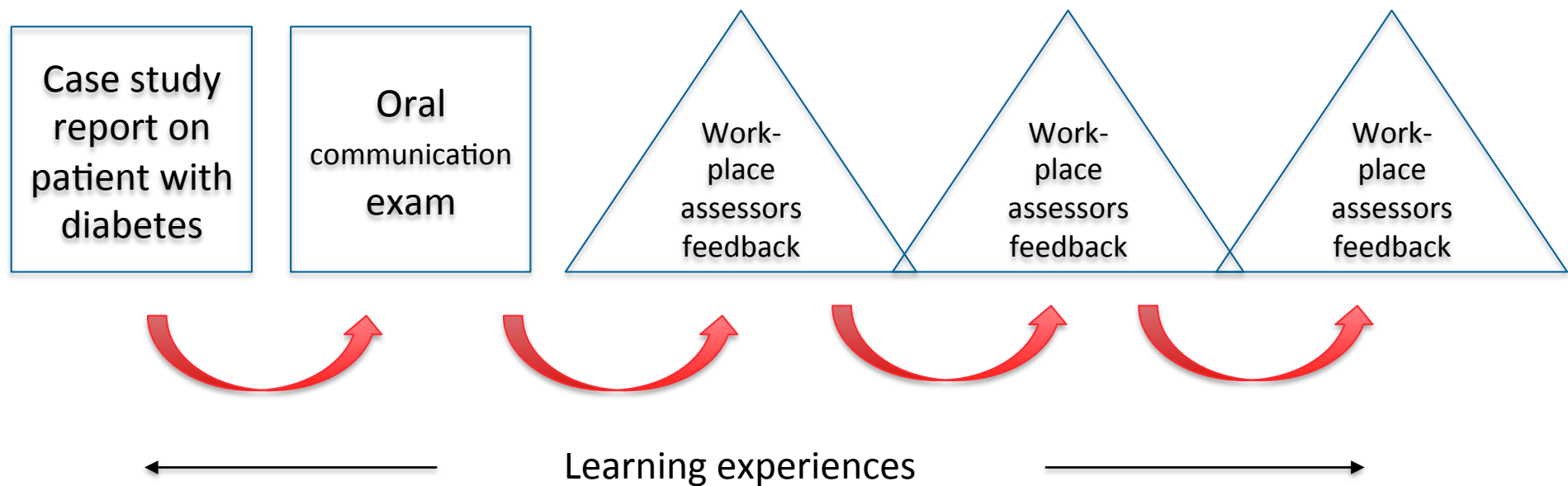
- A health professional to manage a patient with chronic disease?
- A teacher to deliver a multiplication maths lesson to year 2 students?
- An engineer to design structural steel for a new home?

Example of designing a program of assessment

What does it take for a health care professional to:

**Provide effective
care to a person
with chronic
disease**

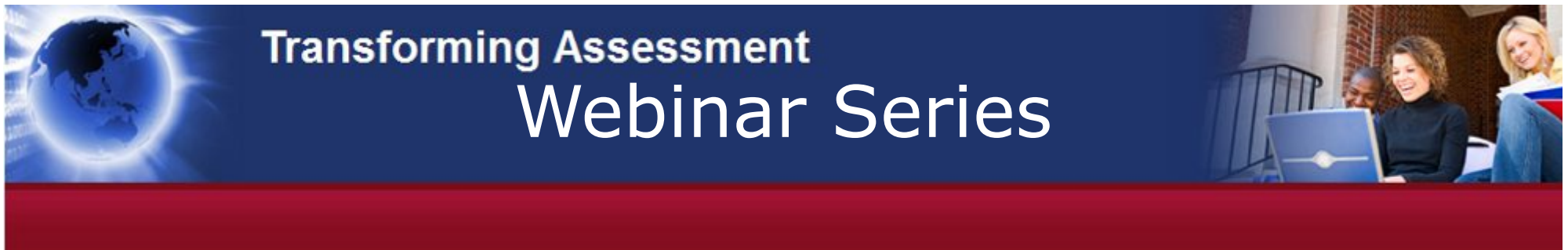
Example of designing a program of assessment



- Stakeholders
- Assessment policy and procedures
- Unit/Course structures

- Programmatic approaches to assessment supports
 - A focus on outcomes/authentic assessment
 - Holistic judgement on criteria linked to capability
 - Longitudinal, multiple pieces of assessment evidence
 - Feedback central
 - Student directed/led

Assoc. Prof. Claire Palermo



Webinar Session feedback

With thanks from your hosts

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Recording available

<http://transformingassessment.com>