

ST3-EDU-AOP-EPA5 – Assessment of course/teaching

Area of practice	Medical education	EPA identification	ST3-EDU-AOP-EPA5	
Stage of training	Stage 3 – Advanced	Version	v0.3 (EC-approved 26/02/16)	
The following EPA will be entrusted when your supervisor is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. Your supervisor feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.				
Title	Develop a summative assessment for learners who have completed a course, program or teaching session.			
Description Maximum 150 words	The trainee is able to develop a summative assessment of a course, program or teaching session. This should include deciding on the format of the assessment, developing it and a marking <i>pro forma</i> , marking it, deciding on pass marks and reporting and evaluating the outcome.			
Fellowship competencies	ME		HA	
	COM		SCH	1, 2
	COL	3	PROF	1, 2, 3
	MAN	5		
Knowledge, skills and attitude required The following lists are neither exhaustive nor prescriptive.	<p>Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below.</p> <p>Ability to apply an adequate knowledge base</p> <ul style="list-style-type: none"> Understand the purposes of assessment. Understand and consider the various forms/types of assessment (eg. MCQ, MEQ, peer evaluation, OSCE etc.). Understand concepts of reliability, validity and practicality with respect to assessment. Understand the various means of determining pass marks. Understand the concept of blueprinting with respect to assessment. <p>Skills</p> <ul style="list-style-type: none"> Consider the curriculum and blueprint against it. Decide on the appropriate form of assessment. Develop an appropriate assessment in light of the above. Develop a marking <i>pro forma</i>. 			

	<ul style="list-style-type: none"> • Seek input from colleagues expert in content and/or examination principles. • If necessary, train examiners and/or markers. • Determine the pass mark. • Prepare a report of the examination results, including issues of reliability. • Prepare feedback for students and examiners. <p>Attitude</p> <ul style="list-style-type: none"> • Open to critique as the assessment is being developed. • Open to change/modify the assessment in light of the evaluation. • Willingness to justify and, if necessary defend, the assessment.
Assessment method	Progressively assessed during individual and clinical supervision, including three appropriate WBAs.
Suggested assessment method details	<ul style="list-style-type: none"> • Professional presentation.
<p>References</p> <p>CODERRE S, WOLOSCHUK W & MCLAUGHLIN K. Twelve tips for blueprinting. <i>Med Teach</i> 2009; 31: 322–4.</p> <p>DOWNING SM. Validity: on the meaningful interpretation of assessment data. <i>Med Educ</i> 2003; 37: 830–7.</p> <p>DOWNING SM. Reliability: on the reproducibility of assessment data. <i>Med Educ</i> 2004; 38: 1006–1012.</p> <p>HAYS RB, HAMLIN G & CRANE L. Twelve tips for increasing the defensibility of assessment decision. <i>Med Teach</i> 2015; 37: 433–6.</p> <p>NEWBLE D & CANNON R. Assessing the students. In: Newble D & Cannon R. <i>A handbook for medical teachers</i>. 4th edn. Springer, 2001.</p>	

COL, Collaborator; COM, Communicator; HA, Health Advocate; MAN, Manager; ME, Medical Expert; PROF, Professional; SCH, Scholar