

Assessment Business Process

SCOPE

This business process applies to all undergraduate and postgraduate coursework courses and units offered in the Faculty of Medicine, Nursing and Health Sciences (MNHS) as well as units in which the Faculty has a majority teaching responsibility.

PURPOSE

The Faculty of Medicine, Nursing and Health Sciences (FMNHS) is home to the education of future health professionals and scientists, including the disciplines of medicine, midwifery, nutrition and dietetics, nursing, occupational therapy, paramedicine, physiotherapy, podiatry, psychology, radiography/medical imaging, radiation therapy, ultrasound and social work as well as health, public health and biomedical (including nutrition and radiation) sciences. We take pride in delivering outstanding education in all our courses. Our students graduate as practice-ready professions who serve society and improve populations' health outcomes, as well as being at the forefront of research, innovation and future health discoveries.

To meet society's health and well-being needs, we must focus our education such that it fosters preparedness for future careers and employability skills over traditional academic skills.⁽¹⁾ Our education must therefore include assessment regimes that foster learner agency and measure the skills essential for our graduates' futures. It is crucial that we focus our attention on developing health practitioners and scientists who genuinely have the skills, knowledge, and attributes to practice successfully in the ever-evolving world. We also have to keep pace with the requirements of the external bodies that accredit our courses. This endeavour also requires continuous quality improvement and monitoring such that we keep abreast of evolving community needs. Together these comprise competency-based health education – defined as “an outcomes-based approach to the design, implementation, and evaluation of education programs and to the assessment of learners across the continuum that uses competencies or observable abilities.”⁽²⁾

Competency-based health education poses unique challenges for assessment of our students. This Business Process aims to:

- Complement the University's existing [Assessment and Academic Integrity Policy](#) and associated philosophy and [Procedure](#), and the suite of resources that support quality teaching and learning ([Teach HQ](#)). The terms used and defined in these policies and procedures align with terms used in this *Assessment Business Process*.
- Support FMNHS educators to design and implement evidence-based authentic assessment practices.
- Ensure that our students are ready for professional practice and to be reflective, life-long learners who are successful in their chosen career pathway.

Assessment should identify a student's areas of strength and developmental needs, provide opportunities for students to improve in their next assessment tasks, encourage and challenge students to employ a reflective life-long approach to their studies. Outcomes or results of assessment tasks provide powerful feedback to educators on the learning that has occurred (or not occurred), and the design quality of the task, which can facilitate continuous improvement of teaching, learning and assessment.

The *Assessment Business Process* contains five principles – each intricately connected and not mutually exclusive as illustrated in Figure 1.

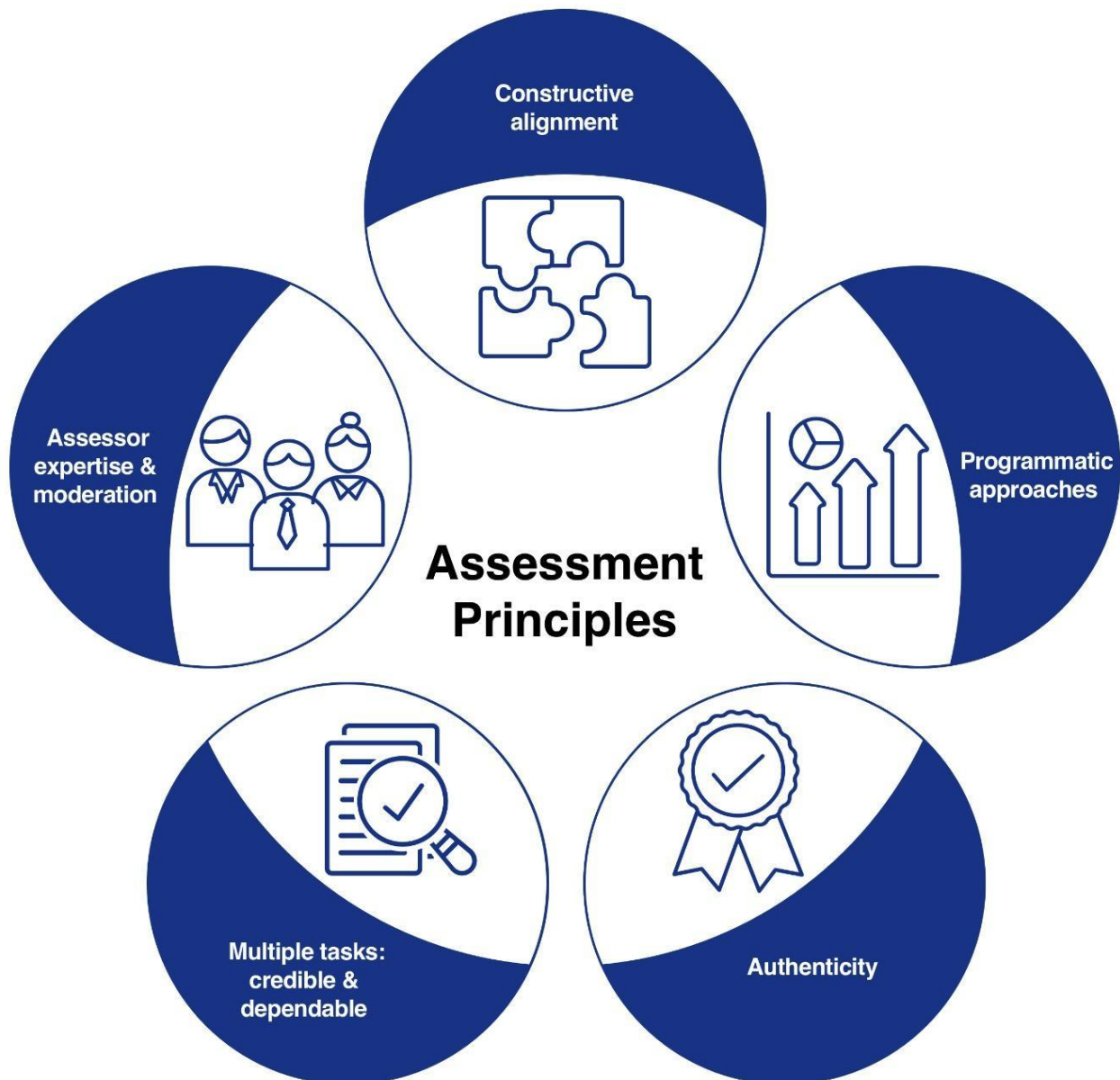


Figure 1. Faculty of Medicine, Nursing and Health Sciences Assessment Principles

Principle 1. Constructive alignment

- 1.1 Strong alignment must exist between learning outcomes, activities and assessment tasks to ensure appropriate knowledge, skills, and attributes are developed within the course and unit**
- 1.2 Relevant frameworks, for example, educational, professional, regulatory, should guide outcomes to be achieved**
- 1.3 Individual and/or groupⁱ assessments should be determined by the relevant learning outcomes**

Constructive alignment is a concept used to describe the association between learning outcomes, content and assessment. [Learning outcomes](#) need to state the outcome of the learning, in the relevant context, and at what level.⁽³⁾ Refer to [faculty resource](#). While there is no prescriptive number of learning outcomes for each unit, the number of learning outcomes should be reflective of the unit level (and appropriate Australian Quality Framework (AQF) standards), ensuring the correct verbs are applied. The assessment task must then be designed to gather data against the specified outcomes.⁽⁴⁾ Where possible assessment design should provide data on multiple learning outcomes simultaneously which can reduce over assessment. Assessment developers need to clearly articulate the purpose and measurement of the task in a manner that is clearly comprehensible to the student.

There are multiple frameworks that may be considered in creating and determining learning outcomes in health professions education. These include for example:

- [Blooms or SOLO taxonomy or Dreyfus model](#);
- Amended Miller's pyramid that includes professional identity
- Profession/discipline specific competency/practice standards or capabilities

Miller's pyramid highlights that no single method of assessment can provide the evidence against the complexities of the capabilities required for practice.⁽⁵⁾ All of these frameworks can be useful in considering the goal of assessment and its focus, however in isolation, they are insufficient at guiding accurate decisions about student progress or outcomes.

In considering constructive alignment between learning outcomes and assessment, the assessment regime must also consider group versus individual tasks. The learning outcomes should be the main determinant in whether a task is designed to be assessed individually or in a group. If there is groupⁱ assessment the development of communication and [teamwork](#) skills needs to be appropriately scaffolded through the learning cycle. [Group assessment](#) should also involve mechanisms for determining each individual members contribution.

ⁱ this term 'group assessment' is used in the University's [Assessment Regime Procedure](#) (p.9) This procedure defines group assessment and includes any task in which students work cooperatively where some element of the marks/feedback is awarded collectively.

Principle 2. Programmatic approaches to assessment

- 2.1 Assessment should be planned and scaffolded throughout the program of study (course level or unit level if and when appropriate) to allow progressive development of skills, knowledge and attributes and application to increasingly complex contexts**
- 2.2 Assessment regimes should promote assessment for learning by ensuring feedback (quantitative or qualitative or both) is provided and available to support performance in future assessment tasks and workplaces activities**
- 2.3 Feedback literacy of educators and students must be developed through programs of study to support student's self-assessment**

Programmatic approaches to assessment consider how all assessment tasks within a program of learning fit together and how each task builds on another. Tasks work together to form a picture of learning or development. Programmatic approaches to assessment focus on holistic judgement where a range of lower stakes assessment tasks are put together to inform higher stakes decisions about a student's learning or development.⁽⁶⁾ In these approaches, multiple assessment tasks are specifically designed and implemented over the whole duration of the learning cycle. In this way, these approaches promote assessment **for** learning. In programmatic approaches students are provided opportunities to reflect on feedback, and can use this feedback to guide and influence future learning. Assessment tasks are typically not duplicated across a program of study, unless their purpose is to support mastery in a practice. Continuous assessment across a program of learning, using continuum of stakes, supports students to learn while also decreasing anxiety and diminishing the need for rote learning and superficial knowledge.^(6, 7) Health professions programs may choose to use 'programmatic assessment'. This approach differs slightly to the broader concept of programmatic approaches in that "programmatic assessment is an approach in which routine information about the learner's competence and progress is continually collected, analysed and, where needed, complemented with purposively collected additional assessment information, with the intent to both maximally inform the learner and allow for high-stakes decisions at the end of a training phase."⁽⁸⁾ p.211 Programmatic assessment is only recommended for health professions courses where all outcome and curricula is defined.

The expectations of quality feedback is outlined in the University's [Marking and Feedback Procedure](#) with a range of resources on providing quality feedback available on [Teach HQ](#). Feedback is powerful for learning as it is a process where students 'make sense' of information from a range of sources, for example, models, examples, peers etc., and use it to improve or develop new approaches to learning.⁽⁹⁾ Creating a culture of feedback through assessment design should consider emphasising students use of feedback and ensuring feedback is part of an ongoing positive relationship, not a one-off event. Our business process aims to foster feedback literacy.

Feedback literacy is both "students' ability to understand, use and benefit from feedback processes"⁽¹⁰⁾ p.527 and educators' abilities to provide clear, constructive feedback that fosters learner agency and psychological safety. For students, feedback literate means that they are clear on the purpose of feedback as a process for their own improvements. They are involved in the process by evaluating their own work, with clear understanding of what "good work" looks like, and having opportunities to practice improvements, seek feedback from multiple stakeholders, have ways to manage emotional elements of feedback, engage in feedback as a multi-directional dialogue, and have opportunity to act on feedback.⁽¹¹⁾ To do this, educators must shift their perspective from the idea of providing information to being facilitators in the student feedback cycle.⁽¹⁰⁾ Feedback literacy is a critical component of programmatic assessment.

Principle 3. Authenticity

- 3.1 Assessment tasks, where appropriate, should be co-designed for authenticity (i.e. with relevant industry partners and students)**
- 3.2 Assessment tasks should reflect the application of knowledge, skills and attitudes required for practice in relevant field reviewed regularly as part of quality assurance and improvement to ensure they continue to reflect the required capabilities for practice**
- 3.3 A variety of assessment tasks must be used and named according to faculty assessment descriptors where possible**

Authentic assessment is defined by our FMNHS as assessment tasks that mimic what a graduate, of that degree program, would likely do in practice upon graduation. More specifically, authentic assessment tasks should reflect the outcomes (or skills), exemplify approaches to real-world problems, and assess the problem solving process, not just the intended outcome.⁽¹³⁾ Authentic assessment is highly valued by students, as they can see the relevance of the task to their future endeavours and recognise the role of the task in preparing them for their chosen career or area of interest. Employers are unlikely to call upon graduates to undertake exams, but rather want skills for safe, collaborative and effective practice.⁽¹²⁾ All forms of assessment, including exams can be authentic if designed appropriately. Designing assessments in partnership with industry, graduates, peers and students ensures that all parties gain from the journey of learning.⁽¹³⁾ Authentic assessment that draws on students creativity promotes [academic integrity](#).

Health needs to continually evolve; therefore, our assessment regimes and tasks must be regularly reviewed for quality improvements, to ensure they meet the required capabilities for practice. The current health workforce capabilities may not reflect what is needed to improve health outcomes. Universities, employers and professional bodies have a responsibility for influencing the capabilities which may not be reflected in the current health workforce nor those which improve health outcomes. Assessment tasks must support students to engage in lifelong learning, that is, the assessment tasks they undertake at university should support them develop the skills to continue to learn and assess their learning into the future, and beyond the university setting. Without regular review of assessment approaches we may inadequately prepare students for practice, while equipping them with outdated or redundant knowledge and/or skills.

No single task can adequately provide accurate assessment; therefore, a range of tasks are required across a program of learning. See Appendix 1 for faculty's Assessment Categories, Definitions and Concepts. Workplace-based assessments are a key part of our faculty assessment regimes. Yet, there are a range of challenges associated with workplace-based assessment in terms of reliability, validity and feasibility. Sampling and integration of tasks over time to allow a picture of performance across varied work contexts can help develop a picture of learning and if outcomes have been achieved.⁽¹⁴⁾ We can overcome challenges of authentic work-based assessment through the development of shared mental models of learning outcomes and competence between educators across settings.⁽⁵⁾ Shared mental models are a framework of simplified and shared understandings of learning outcomes that should reflect current reality and be agreed on by all stakeholders.⁽¹⁵⁾ (see Principle 4)

Principle 4. Multiple assessment tasks that are fair, equitable, inclusive, credible and dependable

- 4.1 Performance of learning outcomes must be evaluated based on evidence from multiple different assessment tasks**
- 4.2 Assessment tools must be credible or valid (triangulation across tasks) and dependable or reliable (transparent, audit trail)**
- 4.3 All assessment tasks must be criterion-referenced and have clearly defined criteria for judgement using an appropriate assessment instrument (i.e., rubric, scale)**

No single assessment tool will provide a comprehensive picture.⁽¹⁶⁾ A range of different assessment tools should be used to build a picture of student capabilities and performance, and to make up for the limitations inherent in any single tool.⁽¹⁷⁾ Triangulation of data from different forms of assessments provides a more holistic picture of the student's capabilities and performance and can assist to identify academic integrity breaches. This can be achieved within a unit and across a degree program. Assessment data can be used to identify students struggling with particular knowledge or skills, providing key data to inform additional support. Assessment data provides powerful metrics to evaluate if learning has occurred and support student remediation and teaching improvement. Assessment names and tasks must be clear and consistent. Credible assessment instruments (e.g., assessment that has undergone validation) should be used where available.

Assessment tasks need to be carefully evaluated for their weighting both towards the unit and the overall context of the course. The university assessment procedure states that there must be two assessment tasks per unit with no task worth more than 60%, with the exception of research theses. For competency-based assessment pass grade only should be considered. For summative assessment, weightings and word count equivalencies, should reflect the workload expectations of the task. As a guide, student assessment workload may be measured by notional hours of effort. This concept aims to reflect the time or "effort" students spend.⁽¹⁸⁾ Assessment weighting should also reflect the importance of the skill or outcome being assessed with more important skills having higher weighting or stakes. This effort combination of learning activities and assessment, is intricately connected towards achievement of learning outcomes (e.g., workload of a practical or placement experience often takes significant time if of itself and should be counted in relation to any associated assessment and written reflections are not comparable to scientific styles of writing and therefore word counts are not equivalent). The complexity or level of the learning outcome to be achieved, should also be considered in choosing the weighting of an assessment task (e.g., an evaluation assessment task would likely contribute a higher % allocation than a describing assessment task). Assessments for all units should be planned collectively for a course and spread across the teaching period to avoid overloading students at any particular time. The [Assessment Timing Tracker](#) can be used to reduce assessment overlap.

[Rubrics](#) provide transparency to support dependable assessment decisions and help to develop shared mental models, consistent expectations, and provide a mechanism for feedback. Rubrics are most effective when they are used to promote shared understandings of expectations through conversations about the task with students and all relevant staff, including explicit discussions about the rubric.

Principle 5. Assessor expertise and moderation

- 5.1 All members of the assessment team must have appropriate training in all aspects of the assessment**
- 5.2 Moderation of assessment must be undertaken**
- 5.3 Practical based assessment tasks should be designed to consider canvassing the perspectives of multiple stakeholders**

Assessor training aims to support assessors to understand the purpose of assessment and become acquainted with assessment tools/instruments.⁽¹⁷⁾ Human judgement is an implicit part of assessment that cannot be “controlled for” – rather the diversity of perspectives should be harnessed. Variance in assessor evaluation and grading is typically due to these different perspectives and experiences.⁽¹⁷⁾ For higher stakes assessment decisions, which are common across our faculty when we make decisions about readiness for practice for our future health professionals, robust assessor training is even more essential. Furthermore, uninformative in assessment practices across different assessors and settings can then be facilitated. The use of multiple trained assessors is recommended to reduce the impacts of any individual assessor's limitations to improve credibility.⁽¹⁷⁾

Moderation is required for all marking, even where only one assessor is involved. Moderation should commence at the start of the marking process. The type of moderation should reflect the assessors involved and/or the outcomes of the assessment. Rather than describe the different types of moderation recommended in this process please refer to required assessment moderation and the requirements for [different types of assessment tasks and assessors](#). The [Marking and Feedback Procedure](#) provide rules on the number of assessors for some tasks (e.g. oral presentations require two assessors).

For practical assessments, the perspectives of industry, government, clients, patients, service users, consumers, community members and other professionals in providing feedback is invaluable in assessing readiness for practice.^(19, 20) This would form part of a programmatic approach to the design and implementation of assessment tasks (see Principle 2).

Faculty of Medicine, Nursing & Health Sciences: Assessment Categories, Definitions and Concepts

Appendix 1

Assessment category	Sub-category (if relevant)	Definition	Examples of assessment types
Annotated bibliography		An annotated bibliography is a list of citations in which each citation is followed by a brief descriptive and evaluative paragraph, that informs the reader of the relevance, accuracy and quality of the sources cited. Annotations are usually 150 words per citation.	research annotated bibliography
Annotation		Annotations are notes or comments added to a text, image, diagram, video (etc.) that explain and/or highlight key features.	image or video annotation; image or video analysis.
Application / request	Job application	A job application is a formal request to be considered for a position or role within an authority, institution or organisation.	
	Grant application	A grant application is a formal request for funding for a project.	
Article / chapter		An article or chapter is a formal, informal or professionally written piece, that is written specifically for, and meets the editorial standards of, the journal, magazine, book (etc.) that it is to be published within.	Journal article; editorial; magazine article; book chapter; fact-check article
Asynchronous online communication		An asynchronous communication between multiple people via a forum. This is typically in response to a prompt, and often involves replies and conversation between participants.	Forums, Twitter conversations, correspondence.
Audio-visual/Multimedia communication		A form of communication which contains different content forms such as audio, video, images, or a combination.	Animations; blog posts; podcast; video; website;
Case study analysis and reflection		A case-based assessment type that may integrate decision-making with reflective analysis.	Integrating Science and Practice (iSAP)
Concept map		A concept map is a diagram that identifies relevant concepts, and depicts suggested relationships between key points or concepts.	Concept map; mind map; brainstorm; spider diagram

Critical appraisal	Critical appraisal (artefact)	In the context of an artefact, a critical appraisal is the use of explicit, transparent methods to analyse the formal characteristics (e.g. structure, form, context, history, meaning, relationships to other artefacts and theories) of artefacts such as images, sculptures or performance art.	visual analysis; translation analysis; etc.
	Critical appraisal (qualitative research)	In the context of qualitative research, a critical appraisal in the use of explicit, transparent methods to assess evidence and/or arguments in published research, in order to analyse their context and meaning, as well as their relationships to related evidence, theories and arguments.	critical appraisal, critical analysis
	Critical appraisal (scientific research)	In the context of scientific research, a critical appraisal is the use of explicit, transparent methods to assess the data in published research, applying the rules of evidence to factors such as internal validity, adherence to reporting standards, conclusions and generalisability.	critical appraisal, critical analysis
Debate		A debate is a formal discussion on a specific topic, in which affirmative and negative sides of a proposition are advocated by opposing speakers, the outcome of which is decided by a vote by the audience or a panel of judges.	debate, moot court
Demonstration	Demonstration	Demonstrations are performance- or competency-based assessments which measure and evaluate the application of knowledge, skills and behaviours used in performing specific tasks, based on pre-set standards. The goal of competency-based assessments is to identify strengths and weaknesses within the performance, either in a simulated or real-life setting.	performance; demonstration, practical examination; Objective Structured Clinical Examination (OSCE); patient / client assessment / history taking; experiment; interview; translation; calculation; role play; dance; re-enactment; musical performance; theatre performance; improvisation; lesson delivery; patient education session; client education session; clinical assessment; practical assessment
	Professional performance	Assessment of a candidate's performance in a work-based setting.	Professional practice; mini-clinical evaluation exercise (mini-CEX)

Design / model		A design or model is a visual or a crafted item or tool of the form, structure and function of an object, event or process and/or is an object that is designed to have a particular aesthetic or functional purpose or value.	map; blueprint; visual concept design; protocol; 3D model; a drawing, sketch or artwork; an audio-visual simulation; software application (app); installation; webpage; photograph; film; sculpture; musical technology; etc.
Essay		An essay is a formal, flowing piece of writing with a focused subject of discussion, in which the author presents an objective, reasoned, evidence-based argument. Essays usually have a three-part structure: "Introduction", "Body" and "Conclusions". Essays are primarily text-based, but may include headings, figures and tables.	essay; reflective essay; critical essay; argumentative essay
Examination	Examination (written, invigilated) (worth 30% or more)	An invigilated, written examination is a formal, timed series of questions that are to be answered in order to demonstrate knowledge or skill in a particular subject. Those undertaking a formal, invigilated examination cannot use any study materials or tools to complete the exam, except those that have been specifically approved, such as authorised study notes, scientific calculators, formula booklets, etc.	exam; examination
	Examination (written, open book) (worth 30% or more)	A written, open-book examination is a timed assessment that is undertaken to demonstrate knowledge and/or skill in a particular subject. Those undertaking an open-book exam may use any study materials or tools available to them to complete the exam.	exam; examination; case-based question and answers; long answer questions
	Test (worth between 11-29%)	A test is a short, timed assessment that is undertaken to demonstrate knowledge and/or skill in a particular subject. Answers are not necessarily written, and might be presented orally. Tests can be either open-book or closed book, however due to their short duration and reliance on recall, reference to study materials is not usually required.	test; MCQ; language test; oral exam; etc.
	Quiz (worth 10% or less)	A quiz is a short series of questions, with feedback on the correct answers, either after each question, or at the end of the quiz.	Self-assessment quiz; quiz

	Viva voce examination	A viva voce examination is an oral examination which takes place in a live format, where an examiner poses questions to a student in a spoken form, and the student must demonstrate sufficient knowledge of the subject area through verbally responding to or answering those questions, with a degree of reasoning or problem-solving required.	
Infographic or poster		An infographic or poster are image and text based communications; typically presenting complex information in a visually interesting and succinct manner.	research poster; infographic; educational poster
Oral presentation		An oral presentation is a structured talk on a set topic given to a listening audience, which is followed by questions from the audience, which the presenter(s) is/are expected to answer. An oral presentation may be accompanied by audiovisual aids such as PowerPoint slides, models, videos or other tools. If audiovisual content such as videos are used, this should be strategic, as the presentation is expected to be primarily spoken by the presenter(s). An oral presentation can be presented to a live audience, or it may be recorded and uploaded to a forum, for example, upon which others provide text / audio / audiovisual feedback and comments.	oral presentation; interactive oral presentation (i.e. non-didactic)
Plan	Patient care plan	A patient care plan is a document that is developed by a health professional in consultation with a patient to guide care planning through identifying and managing a patient's healthcare issues, and fully support the patient whilst in their care.	
	Plan / proposal	A plan is a detailed proposal or technical draft for doing or achieving something, including an evidence-based rationale. A plan should be designed to allow others with appropriate knowledge and skills to complete the tasks without any additional information required.	action plan; project plan, study plan, business plan, management plan; discharge plan; essay plan; essay proposal, case study proposal; sales pitch; agenda; research proposal.
	Protocol	A protocol is a document that outlines, in detail, the process for conducting a specific task. The protocol may include any of: specific quantities, selection criteria, sampling methods, procedures, and processes required to limit bias (as relevant).	study protocol; search strategy

Portfolio		A portfolio is a collection or curation of documents or artefacts that is representative of a single individual's skills and accomplishments; or the curation of works of multiple individuals, based on a theme (for example). Portfolios could include annotations and reflections explaining the relationships between items in the portfolio, and/or justifications for the documents or artefacts included.	design portfolio; art portfolio; studio project; curated project; collection of professional work; etc.
Promotional communication	Communiqué	A document that is used to introduce or promote an organisation, products, or services. Communiqués are mostly text, but include images, graphics, tables etc. as necessary.	brochure; leaflet
	Media release	A media release is a written or recorded communication directed at members of the news media for the purpose of announcing something newsworthy (e.g. a significant event or discovery).	public health announcement; product safety recall
Reflection	Critical reflection	A critical reflection is an objective reflection on specific aspects of current theoretical learning and/or practice, including the individual's reaction to it, and how it has informed their thinking and learning.	critical reflection; structured reflection; critical reflections blog; critical reflections discussion forum; workplace experience; etc.
	Personal reflection	A personal reflection is a balanced reflection on a piece of work or an experience, event etc., which includes strategies for future improvement.	informal reflection; personal reflection; unstructured reflection; reflective journal entry
	Reflective glossary	A reflective glossary is an alphabetical list of words and their definitions (usually in a student's own words) that relate to a specific subject, which includes a short informal reflection on the student's experience of the term in practice.	
Report		A report is a concise piece of writing that sets out and analyses a situation or problem, often making recommendations for future actions. Where an essay focuses on arguments and reasoning, a report concentrates on the logical presentation of facts. Reports include headings and specific sections, and may include bullet points, figures and tables, and appendices. Detailed reports are usually structured: description of problem or situation; interpretation and critical analysis of the event or situation; evaluation of the facts or results of the research; discussion of the likely	case study report; statistical analysis report; program evaluation report, data analysis report, SWOT analysis report, meta analysis report; diagnostic analysis report; lab report; audit report; critical review report; client evaluation report; situation analysis report.

		outcomes of future courses of action; recommendations as to a course of action; and conclusions.	
Review	Critical Review	A critical review is an evaluative report or essay that provides an evidence-based, critical opinion about a document(s) or artefact(s).	media review; event review; article review; book review
	Literature review	A literature review is an evaluative written report that scopes current literature in relation to a specific topic. A literature review involves locating and citing concepts, knowledge and the work of important theorists, and synthesising the literature into a structured discussion specific to the topic. It may or may not provide a search strategy as part of the review.	literature review; systematic review; scoping review; narrative review
	Peer review	A peer review is a short evaluative report that provides structured feedback on the work of a peer, in a constructive, critical manner, including identification of strengths and suggested improvements for future work.	peer review, peer feedback; peer marking rubric; etc.
Summary	Abstract	An abstract is a formal summary or overview of the contents of a document, artefact or event.	journal article abstract; essay abstract; report abstract; open notes
	Summary	A summary is a short, succinct statement or restatement of the main points of a text or event.	journal article summary; newspaper article summary; event summary; book summary; program notes; open notes
	Letter	In academic assessments, a letter is a formal written document in response to another text or event. It may be written to an individual, organisation or publication.	letter to the editor; letter to management; letter of recommendation; referral letter
	Memorandum (memo)	A memorandum, or memo, is short written communication sent within an organisation that summarises: the state of a particular issue; decisions that are to be acted upon in relation to that issue and the reasons for those decisions; and/or details the terms of a transaction or process.	memo

Thesis	A thesis is a significant, structured work that provides a coherent and comprehensive analysis of research on a specific topic. A thesis often, but not always, has a formal structure that includes an abstract, introduction, literature review, methods, results, discussion and conclusion.	thesis; dissertation; exegesis
Worksheet / Workbook	A worksheet or workbook is a document or book that lists questions and/or tasks to be completed, often within the document or book itself.	worksheet; workbook

References

1. Aretz H (2011) Some thoughts about creating healthcare professionals that match what societies need. *Medical Teacher* 33, 608-613.
2. Association of American Medical Colleges (AAMC) (2023) Competency based medical education. <https://www.aamc.org/about-us/mission-areas/medical-education/cbme#:~:text=CBME%20is%20an%20outcomes%2Dbased,uses%20competencies%20or%20observable%20abilities>. (accessed 10 January 2023)
3. Biggs J (1996) Enhancing teaching through constructive alignment. *Higher Education* 32, 1–18.
4. Biggs J & Tang C (2015) Constructive Alignment: An Outcomes-Based Approach to Teaching Anatomy. In *Teaching Anatomy*, pp. https://doi.org/10.1007/1978-1003-1319-08930-08930_08934 [L Chan and W Pawlina, editors]. Cham: Springer.
5. Pangaro L & Ten Cate O (2013) Frameworks for learner assessment in medicine: AMEE Guide No. 78. *Medical Teacher* 35, e1197-e1210.
6. Epstein R (2007) Assessment in Medical Education. *The New England Journal of Medicine* 356, 387–396.
7. Cecilio-Fernandes D, Cohen-Schotanus J Tio R (2018) Assessment programs to enhance learning. *Physical Therapy Reviews* 23, 17–20.
8. Schuwirth L, van der Vleuten C SJ D (2017) What programmatic assessment in medical education can learn from healthcare. *Perspectives in Medical Education* 6, 211-215.
9. Carless D & Boud D (2018) The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education* 43, 1315-1325.
10. Molloy E, Boud D Henderson M (2020) Developing a learning-centred framework for feedback literacy. *Assessment & Evaluation in Higher Education* 45, 527-540.
11. Johnson C, Keating J, Leech M et al. (2021) Development of the Feedback Quality Instrument: a guide for health professional educators in fostering learner-centred discussions. *BMC Medical Education* 21, 1-17.
12. Boud D & Falchikov N (2006) Aligning assessment with long-term learning. *Assessment & evaluation in higher education* 31, 399-413.
13. Healey M, Flint A Harrington K (2016) Students as partners: Reflections on a conceptual model. *Teaching & Learning Inquiry* 4, 8-20.
14. Tekian A, Hodges B, Roberts T et al. (2015) Assessing competencies using milestones along the way. *Medical teacher* 37, 399-402.
15. Edgar L, Jones M, Harsy B et al. (2021) Better Decision-Making: Shared Mental Models and the Clinical Competency Committee. *Journal of Graduate Medical Education* 13, 51–58.
16. Holmboe E, Sherbino J, Long D et al. (2010) The role of assessment in competency-based medical education. *Medical Teacher* 32, 676-682.
17. Lockyer J, Carraccio C, Chan M et al. (2017) Core principles of assessment in competency-based medical education. *Medical Teacher* 39, 609-616.
18. Darcy R & Ford A (2019) Notional Hours of Effort (NHOE). unpublished paper Version 4 August 2019: Monash University available from: <https://drive.google.com/file/d/1SldeKCgSsIn0vuNw-uf6ZaYHUJO5VJOv/view>.
19. George R, Wells H Cushing A (2022) Experiences of simulated patients in providing feedback in communication skills teaching for undergraduate medical students. *BMC Medical Education* 22.
20. Webster B, Goodhand K, Haith M et al. (2012) The development of service users in the provision of verbal feedback to student nurses in a clinical simulation environment. *Nurse Education Today* 32, 133-138.

Date Effective	June 2023
Review Date	June 2025
Process Owner	Office of the Deputy Dean Education
Category	Learning and Teaching
Version Number	1
Content Enquiries	Med-quality-fmnhs@monash.edu
Responsibility for implementation	Chief Examiners Course Coordinators Directors of Education Heads of Department Heads of School
Status	New
Approval Body	Name: Faculty Education Committee Meeting: 3/2023 Date: 22/05/2023 Agenda item: 8.1
Definitions	
Legislation Mandating Compliance	
Related Policies	Assessment and Academic Integrity Policy Assessment Regime Procedure Marking and Feedback Procedure
Related Documents	