



Education alongside research as the mission of a medical school, dental, and veterinary school

**ASPIRE RECOGNITION OF EXCELLENCE IN ASSESSMENT
IN A MEDICAL, DENTAL, AND VETERINARY SCHOOL
CRITERIA**

EXCELLENCE IN ASSESSMENT

For an institution to be regarded as achieving excellence in the area of assessment there should be evidence of an outstanding programme of assessment, which can be demonstrated to actively promote learning in order to achieve the curriculum objectives, provide a fair assessment of learner achievement, and ensure patient safety by only allowing competent individuals to progress and graduate. The notion of excellence also embodies the active engagement with scholarship and a desire to seek continuous improvement in the area of assessment of competence.

It is recognised that cultural, social, and other issues are likely to have an influence on assessment in a school and how assessment manifests itself will vary from school to school. Excellence may be found in institutions with limited resources just as in institutions with extensive resources. The way in which institutions demonstrate cost effectiveness and context appropriateness will be taken into account by the panel when reviewing individual submissions. To aid you in your application we have asked the reviewers to provide some examples of the type of evidence that could be provided; these can be found in the Advice for Schools applying to the ASPIRE to Excellence Assessment theme. These examples are intended to be indicative and not exhaustive; thus, institutions may provide evidence not listed.

Further guidance relating to the criteria is included in the Application Form <http://www.aspire-to-excellence.org/Application+forms/>

CRITERION 1

The assessment programme serves and supports the mission of the institution and the goal of medical, dental, and veterinary education globally in enhancing and improving the health of both populations and individuals. *Please see the addendum for examples of evidence that could be provided.*

Assessors will seek evidence that:

The assessment programme does not exist in isolation and the institution should demonstrate how assessment fits into its overall context and vision and mission alongside the other aspects of learning and teaching.

The assessment programme is tailored to the needs of the community /purpose the institution has identified in its mission.

The assessment is fit for purpose, i.e., is there a clear purpose for the assessment programme and the delivery of the assessment programme supports this purpose.

CRITERION 2

The assessment programme supports, enhances, and creates learning opportunities. *Please see the addendum for examples of evidence that could be provided*

Assessors will seek evidence of:

Strong alignment between the programme of assessment and the curriculum, its outcomes, curriculum delivery strategy, and educational philosophy of the institution.

The use of formative assessment to foster learning both at the individual learner level and also at the level of faculty.

How performance in assessment is used to guide an individual's future learning i.e. what feedback and advice/support do learners receive.

How cohort performance data influence the curriculum content and development, and staff development.

Strategic use of timing and amount of assessment.

A process of remediation and support, which is individually designed for individuals who require it.

CRITERION 3

The assessment programme ensures the competence of students as they progress. *Please see the addendum for examples of evidence that could be provided*

Assessors will seek evidence of:

Clear guidelines and processes detailing how assessment relates to student progression which are available and transparent to regulatory bodies, the institution's faculty, teachers, clinicians, employers, students, patients and carers.

Documentation demonstrating that the assessments are robust in their measurement of competence and that the assessment programme is comprehensive, i.e., does it cover the range of competences required?

Clear rules and effective processes to address learner appeals against assessment outcomes.

CRITERION 4

The assessment programme is subject to a rigorous and continuous quality control process. *Please see the addendum for examples of evidence that could be provided*

Assessors will seek a sound rationale and evidence of:

Robust and continuous internal evaluation for quality control.

A process of external review of the assessment programme.

The institution being receptive and responsive to constructive advice from external review.

A cohesive institutional programme to train faculty on assessment with regular planned opportunities for appropriate staff development.

Appropriate and available assessment expertise within the institution.

CRITERION 5

The assessment programme demonstrates a commitment to scholarship and innovation, including the dissemination of good practice. The panel takes a broad view of scholarship, recognizing that educational research, publications and presentations can be challenging to achieve for some organisations. The panel encourage applicants to look how this activity can be evidenced in other ways (e.g. through the impact on individuals (e.g. faculty development), improvements in processes (e.g. assessment techniques) and policies.

Please see the addendum for examples of evidence that could be provided

Assessors will seek evidence of:

Innovation in assessments and evaluation of how these innovations improved the assessment process.

Scholarly activity including dissemination of innovation to demonstrate a sustained commitment to improving assessment at local and/or national and/or international levels.

September 2019