

DOMAIN **03** **Assessment of learning**

This domain outlines the expected standards in making and reporting judgements that capture, guide and make decisions about the achievement of learners, and the feedback required.

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The purpose of the assessment	3.1.1 Demonstrates knowledge of the general purpose of formative and summative assessment and awareness of methods of feedback to the learner.	3.2.1 Relates assessments to the educational outcomes of a course or programme.	3.3.1 Contributes to the design of assessment strategies.	3.4.1 Leads the development and implementation of assessment strategies at a programme/national level.
The content of the assessment	3.1.2 Demonstrates awareness that assessment should align with learning outcomes.	3.2.2 Demonstrates how the contribution of any assessment addresses the learning outcomes.	3.3.2 Maintains and manages assessments (including blueprints) for one or more courses and/or levels.	3.4.2 Oversees the management/strategy of multiple assessments and quality assures their implementation.
The development of assessment	3.1.3 Demonstrates awareness that robust assessment practices are integral to course development and effective educational practice.	3.2.3 Contributes to the construction of assessment items.	3.3.3 Designs and develops assessments utilising accepted good practice such as in the determination of reliability, validity, acceptability, cost-effectiveness, feasibility and educational impact. 3.3.4 Uses multiple assessment data to holistically view learners' development and progression through a course or programme.	3.4.3 Makes strategic assessment decisions at an institutional/wider level.
Selecting and applying appropriate assessment methods	3.1.4 Demonstrates knowledge around the choice of assessment methods based on the purpose, content and level of the assessment. 3.1.5 Uses a basic range of methods to assess learners. 3.1.6 Provides feedback on assessment as appropriate.	3.2.4 Selects assessment methods that match the purpose, content and level of the learner. 3.2.5 Uses a broad range of methods to assess learners. 3.2.6 Provides constructive, specific and timely feedback to learners.	3.3.5 Integrates assessment methods into a coherent assessment strategy. 3.3.6 Makes high-stakes professional judgements. 3.3.7 Deals with conflicting assessments and feedback, and supports learners in interpreting comments.	3.4.4 Oversees the integration of assessment methods ensuring a coherent assessment strategy. 3.4.5 Reviews the high-stakes decisions of others and investigates appeals/ disputes as relevant. 3.4.6 Leads teams in delivering feedback and developmental strategies.

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Maintaining the quality of assessment	3.1.7 Contributes appropriately to continuous monitoring and improvement of assessments. 3.1.8 Seeks to improve their own understanding of assessment in relation to the needs of their learners.	3.2.7 Maintains assessment quality by accurately interpreting assessment reports. 3.2.8 Demonstrates knowledge and application of approaches to enhance assessment literacy. 3.2.9 Contributes (under guidance) to standard setting processes.	3.3.8 Applies standard-setting procedures most relevant to particular methods and format. 3.3.9 Interprets technical data about effectiveness of assessment practices. 3.3.10 Prepares assessment reports for learners, examination boards, and external stakeholders.	3.4.7 Develops/oversees appropriate standard-setting approaches according to assessment type. 3.4.8 Oversees developmental curricula of assessment literacy for learners. 3.4.9 Chairs high-stakes assessment bodies at an institutional or national level.
Recruitment and selection	3.1.9 Demonstrates awareness of fair, equitable recruitment and selection processes at a learner level.	3.2.10 Demonstrates awareness of fair, equitable recruitment and selection processes at a programme level.	3.3.11 Leads systems that support fair, equitable recruitment and selection at an institutional level.	3.4.10 Leads systems that support fair, equitable recruitment and selection with impact beyond a single institution.

The assessment of learning is a major area of professional practice for medical educators. They should use a range of robust formative and summative assessment strategies as an integral part of course design. In addition to maintaining the overall quality of assessment, the variety of methods and instruments used should support an effective judgement of learner development and progress.

Recruitment and selection is a further key element of this part of the framework, recognising the significant benefits attained through achieving high standards of diversity, equity and inclusion within medical education.

Growth of competence in this domain of practice is characterised by an increasing role in the design and supervision of assessment or its reporting. The highest capability in the professional assessment of learning is demonstrated by providing leadership, decision-making and oversight of these elements at an institutional or national level.