

MD900: Assessment in Clinical Education

[View Online](#)

[1]

Postgraduate Medical Education and Training Board, 'Developing and maintaining an assessment system - a PMETB guide to good practice'. Postgraduate Medical Education and Training Board, 2007. Available:
https://www.researchgate.net/profile/Christopher_Oliver/publication/264405740_Developing_and_Maintaining_an_Assessment_System-a_PMETB_Guide_to_Good_Practice/links/53dba0b50cf2cfac9928f468/Developing-and-Maintaining-an-Assessment-System-a-PMETB-Guide-to-Good-Practice.pdf

[2]

Association for the Study of Medical Education, Understanding medical education: evidence, theory and practice, Second edition. Chichester, West Sussex, UK: Wiley Blackwell, 2014. Available:
<http://lib.myilibrary.com/ProductDetail.aspx?id=543123&entityid=https://idp.warwick.ac.uk/idp/shibboleth>

[3]

M. Cox, D. M. Irby, and R. M. Epstein, 'Assessment in Medical Education', New England Journal of Medicine, vol. 356, no. 4, pp. 387-396, 2007, doi: 10.1056/NEJMra054784. Available: <https://go.exlibris.link/pLtbJRTV>

[4]

Jolly, Brian and Grant, Janet, The good assessment guide: a practical guide to assessment and appraisal for higher specialist training. London: Joint Centre for Education in Medicine, 1997.

[5]

Schuwirth, Lambert W. T., Vleuten, C. van der, and Association for the Study of Medical Education, How to design a useful test: the principles of assessment, vol. Understanding medical education. Edinburgh: ASME, 2006.

[6]

Black, H. D., Devine, Marion, and Scottish Council for Research in Education, Assessment purposes: a study of the relationship between diagnostic assessment and summative assessment for certification, vol. SCRE publication. Edinburgh: Scottish Council for Research in Education, 1986.

[7]

Bloom, Benjamin S., Taxonomy of educational objectives: the classification of educational goals, Handbook 1: Cognitive domain. London: Longman Group Ltd, 1956.

[8]

J. S. Cangelosi, Designing tests for evaluating student achievement. New York: Longman.

[9]

I. R. Hart, 'Trends in clinical assessment', in Approaches to the Assessment of Clinical Competence, Part 1 and 2, 1992.

[10]

S. A. Livingston and M. J. Zieky, 'Passing scores'. ETS, 1982. Available: http://www.ets.org/Media/Research/pdf/passing_scores.pdf

[11]

Samuel Messick, 'The Psychology of Educational Measurement', Journal of Educational Measurement, vol. 21, no. 3, pp. 215-237, Available: <http://0-www.jstor.org.pugwash.lib.warwick.ac.uk/stable/1434780>

[12]

G. E. Miller, 'The assessment of clinical skills/competence/performance', *Academic Medicine*, vol. 65, pp. 63–67, 1990, Available:
http://0-ovidsp.dc2.ovid.com.pugwash.lib.warwick.ac.uk/sp-4.02.1a/ovidweb.cgi?WebLinkFrameset=1&S=LJBFFPKHHDEBEBIDIPCKNGPEPMFBAA00&returnUrl=ovidweb.cgi%3fMain%2bSearch%2bPage%3d1%26S%3dLJBFFPKHHDEBEBIDIPCKNGPEPMFBAA00&fromjumpstart=0&directlink=http%3a%2f%2fovidsp.dc2.ovid.com%2fovftpdfs%2fFPEBIPPENGIDHD00%2ffs046%2fovft%2flive%2fgv023%2f00001888%2f00001888-199009000-00045.pdf&filename=The+assessment+of+clinical+skills%2fcompetence%2fperformance.&link_from=S.sh.22.23.27.31%7c45&pdf_key=FPEBIPPENGIDHD00&pdf_index=/fs046/ovft/live/gv023/00001888/00001888-199009000-00045&D=ovft&link_set=S.sh.22.23.27.31|45|sl_10|tocsiblings|S.sh.22.23.27.31.37|0

[13]

P. O. Ozuah and M. Reznik, 'Using unannounced standardised patients to assess residents' professionalism', *Medical Education*, vol. 42, no. 5, pp. 532–533, May 2008, doi: 10.1111/j.1365-2923.2008.03083.x

[14]

E. Peile, 'Knowing and knowing about', *BMJ*, vol. 332, no. 7542, pp. 645–645, 2006, doi: 10.1136/bmj.332.7542.645

[15]

G. Rasch, *Probabilistic models for some intelligence and attainment tests*. Chicago: University of Chicago Press, 1980.

[16]

J.-J. Rethans et al., 'The relationship between competence and performance: implications for assessing practice performance', *Medical Education*, vol. 36, no. 10, pp. 901–909, Oct. 2002, doi: 10.1046/j.1365-2923.2002.01316.x

[17]

J.-J. Rethans et al., 'The relationship between competence and performance: implications for assessing practice performance', *Medical Education*, vol. 36, pp. 901–909, 2002, doi: 10.1046/j.1365-2923.2002.01316.x. Available:
<https://openurl.ebsco.com/c/mlnjyy/openurl?sid=ebsco:plink:direct&id=ebsco:ehh:7571639&prompt=true>

[18]

Rowntree, Derek, *Assessing students: how shall we know them?*, Rev. ed. London: Kogan Page, 1987.

[19]

C. P. M. Vleuten, 'The assessment of professional competence: Developments, research and practical implications', *Advances in Health Sciences Education*, vol. 1, no. 1, pp. 41-67, 1996, doi: 10.1007/BF00596229

[20]

'Research Methods - Validity and Reliability in AllPsych Online'. Available: <https://allpsych.com/research-methods/variablesvalidityreliability/validityreliability/>

[21]

'Research Methods Knowledge Base'. Available: <http://www.socialresearchmethods.net/kb/>

[22]

L. J. Cronbach and P. E. Meehl, 'Construct validity in psychological tests.', *Psychological Bulletin*, vol. 52, no. 4, pp. 281-302, 1955, doi: 10.1037/h0040957

[23]

S. Messick, 'Validity', in *Educational Measurement* (The American Council on Education/Macmillan series on higher education), Macmillan USA.

[24]

'Developing and maintaining an assessment system'. Postgraduate Medical Education and Training Board. Available: https://www.researchgate.net/publication/264405740_Developing_and_Maintaining_an_Assessment_System-a_PMETB_Guide_to_Good_Practice

[25]

L. W. T. Schuwirth and C. P. M. van der Vleuten, 'Programmatic assessment and Kane's validity perspective', *Medical Education*, vol. 46, no. 1, pp. 38–48, Jan. 2012, doi: 10.1111/j.1365-2923.2011.04098.x

[26]

Breakwell, Glynis M., Smith, Jonathan A., and Wright, Daniel B., *Research methods in psychology*, 4th ed. Los Angeles: SAGE, 2012.

[27]

S. M. Downing and T. M. Haladyna, 'Validity threats: overcoming interference with proposed interpretations of assessment data', *Medical Education*, vol. 38, no. 3, pp. 327–333, Mar. 2004, doi: 10.1046/j.1365-2923.2004.01777.x

[28]

L. W. Schuwirth, 'Assessing medical competence: finding the right answers', *The Clinical Teacher*, vol. 1, no. 1, pp. 14–18, June 2004, doi: 10.1111/j.1743-498X.2004.00012.x

[29]

L. W. Schuwirth, 'Assessing medical competence: finding the right answers', *The Clinical Teacher*, vol. 1, no. 1, pp. 14–18, 2004, doi: 10.1111/j.1743-498X.2004.00012.x. Available: <http://0-dx.doi.org.pugwash.lib.warwick.ac.uk/10.1111/j.1743-498X.2004.00012.x>

[30]

S. M. Downing, 'Reliability: on the reproducibility of assessment data', *Medical Education*, vol. 38, no. 9, pp. 1006–1012, Sept. 2004, doi: 10.1111/j.1365-2929.2004.01932.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2004.01932.x/abstract>

[31]

D. J. Murphy, D. A. Bruce, S. W. Mercer, and K. W. Eva, 'The reliability of workplace-based

assessment in postgraduate medical education and training: a national evaluation in general practice in the United Kingdom', *Advances in Health Sciences Education*, vol. 14, no. 2, pp. 219–232, May 2009, doi: 10.1007/s10459-008-9104-8. Available: <https://link.springer.com/article/10.1007%2Fs10459-008-9104-8>

[32]

J. Tighe, I. McManus, N. G. Dewhurst, L. Chis, and J. Mucklow, 'The standard error of measurement is a more appropriate measure of quality for postgraduate medical assessments than is reliability: an analysis of MRCP(UK) examinations', *BMC Medical Education*, vol. 10, no. 1, 2010, doi: 10.1186/1472-6920-10-40. Available: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/1472-6920-10-40>

[33]

L. W. T. Schuwirth and C. P. M. van der Vleuten, 'General overview of the theories used in assessment: AMEE Guide No. 57', *Medical Teacher*, vol. 33, no. 10, pp. 783–797, Oct. 2011, doi: 10.3109/0142159X.2011.611022. Available: <https://www.tandfonline.com/doi/abs/10.3109/0142159X.2011.611022>

[34]

Nunnally, Jum C. and Bernstein, Ira H., *Psychometric theory*, 3rd ed., vol. McGraw-Hill series in psychology. New York: McGraw-Hill, 1994.

[35]

C. Ricketts, 'A plea for the proper use of criterion-referenced tests in medical assessment', *Medical Education*, vol. 43, no. 12, pp. 1141–1146, Dec. 2009, doi: 10.1111/j.1365-2923.2009.03541.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2009.03541.x/abstract>

[36]

M. Friedman Ben-Davis, 'AMEE Guide No. 18: Standard setting in student assessment', *Medical Teacher*, vol. 22, no. 2, pp. 120–130, 2000, doi: 10.1080/01421590078526. Available: <https://dx.doi.org/10.1080/01421590078526>

[37]

J. J. Norcini, 'Setting standards on educational tests', *Medical Education*, vol. 37, no. 5, pp. 464–469, May 2003, doi: 10.1046/j.1365-2923.2003.01495.x

[38]

J. J. Norcini, 'Setting standards on educational tests', *Medical Education*, vol. 37, pp. 464–469, 2003, doi: 10.1046/j.1365-2923.2003.01495.x. Available: <https://openurl.ebsco.com/c/mlnjy/openurl?sid=ebsco:plink:direct&id=ebsco:ehh:9925053&prompt=true>

[39]

S. M. Downing, A. Tekian, and R. Yudkowsky, 'RESEARCH METHODOLOGY: Procedures for Establishing Defensible Absolute Passing Scores on Performance Examinations in Health Professions Education', *Teaching and Learning in Medicine*, vol. 18, no. 1, pp. 50–57, Jan. 2006, doi: 10.1207/s15328015tlm1801_11

[40]

R. C. Bandaranayake, 'Setting and maintaining standards in multiple choice examinations: AMEE Guide No. 37', *Medical Teacher*, vol. 30, no. 9–10, pp. 836–845, 2008, doi: 10.1080/01421590802402247. Available: <https://dx.doi.org/10.1080/01421590802402247>

[41]

M. Liu and K.-M. Liu, 'Setting Pass Scores for Clinical Skills Assessment', *The Kaohsiung Journal of Medical Sciences*, vol. 24, no. 12, pp. 656–663, Dec. 2008, doi: 10.1016/S1607-551X(09)70032-4

[42]

T. J. Wood, S. M. Humphrey-Murto, and G. R. Norman, 'Standard Setting in a Small Scale OSCE: A Comparison of the Modified Borderline-Group Method and the Borderline Regression Method', *Advances in Health Sciences Education*, vol. 11, no. 2, pp. 115–122, May 2006, doi: 10.1007/s10459-005-7853-1

[43]

J. Cohen-Schotanus and C. P. M. van der Vleuten, 'A standard setting method with the best

performing students as a point of reference: Practical and affordable', *Medical Teacher*, vol. 32, no. 2, pp. 154–160, 2010, doi: 10.3109/01421590903196979. Available: <https://dx.doi.org/10.3109/01421590903196979>

[44]

K. F. Hurley, *OSCE and clinical skills handbook*, Second edition. Toronto: Elsevier/Saunders, 2011.

[45]

R. M. Epstein, 'Assessment in Medical Education', *New England Journal of Medicine*, vol. 356, no. 4, pp. 387–396, doi: 10.1056/NEJMra054784. Available: <http://0-dx.doi.org.pugwash.lib.warwick.ac.uk/10.1056/NEJMra054784>

[46]

Schuwirth, Lambert W. T., Vleuten, C. van der, and Association for the Study of Medical Education, *How to design a useful test: the principles of assessment*, vol. *Understanding medical education*. Edinburgh: ASME, 2006.

[47]

L. W. T. Schuwirth, 'ABC of learning and teaching in medicine: Written assessment', *BMJ*, vol. 326, no. 7390, pp. 643–645, Mar. 2003, doi: 10.1136/bmj.326.7390.643

[48]

L. W. T. Schuwirth and C. P. M. van der Vleuten, 'ABC Of Learning And Teaching In Medicine: Written Assessment', *BMJ: British medical journal*, vol. 326, no. 7390, pp. 643–645, 2003, Available: <https://www.jstor.org/stable/25453994>

[49]

V. Dory, R. Gagnon, and B. Charlin, 'Is case-specificity content-specificity? An analysis of data from extended-matching questions', *Advances in Health Sciences Education*, vol. 15, no. 1, pp. 55–63, Mar. 2010, doi: 10.1007/s10459-009-9169-z

[50]

E. A. Farmer and G. Page, 'A practical guide to assessing clinical decision-making skills using the key features approach', *Medical Education*, vol. 39, no. 12, pp. 1188–1194, Dec. 2005, doi: 10.1111/j.1365-2929.2005.02339.x

[51]

E. A. Farmer and G. Page, 'A practical guide to assessing clinical decision-making skills using the key features approach', *Medical education*, vol. 39, no. 12, pp. 1188–1194, 2005, doi: 10.1111/j.1365-2929.2005.02339.x. Available:
<http://0-search.ebscohost.com.pugwash.lib.warwick.ac.uk/login.aspx?direct=true&db=ehh&AN=18943113&site=ehost-live>

[52]

R. Gagnon et al., 'The Cognitive Validity of the Script Concordance Test: A Processing Time Study', *Teaching and Learning in Medicine*, vol. 18, no. 1, pp. 22–27, Jan. 2006, doi: 10.1207/s15328015t1m1801_6. Available:
http://0-www.tandfonline.com.pugwash.lib.warwick.ac.uk/doi/abs/10.1207/s15328015t1m1801_6

[53]

M. Tweed and T. Wilkinson, 'A randomized controlled trial comparing instructions regarding unsafe response options in a MCQ examination', *Medical Teacher*, vol. 31, no. 1, pp. 51–54, 2009, doi: 10.1080/01421590802146018. Available:
<http://0-dx.doi.org.pugwash.lib.warwick.ac.uk/10.1080/01421590802146018>

[54]

National Board of Medical Examiners, 'Constructing Written Test Questions For the Basic and Clinical Sciences'. Available:
<http://www.nbme.org/publications/item-writing-manual.html>

[55]

D. Brigden, 'Constructing a learning portfolio', *BMJ*, vol. 319, no. 7201, pp. 2a–2a, July 1999, doi: 10.1136/bmj.319.7201.2a. Available:
<https://search.proquest.com/docview/1777758374/72058BE744234E39PQ/2?accountid=14888>

[56]

M. Challis, 'AMEE Medical Education Guide No.11 (revised): Portfolio-based learning and assessment in medical education', *Medical Teacher*, vol. 21, no. 4, pp. 370–386, Jan. 1999, doi: 10.1080/01421599979310. Available: <https://www.tandfonline.com/doi/abs/10.1080/01421599979310>

[57]

M. Challis, 'Portfolios and assessment: meeting the challenge', *Medical Teacher*, vol. 23, no. 5, pp. 437–440, Jan. 2001, doi: 10.1080/01421590120075643. Available: <https://www.tandfonline.com/doi/abs/10.1080/01421590120075643>

[58]

'Does a student log provide a means to better structure clinical education?', *Medical Education*, vol. 33, no. 2, pp. 89–94, Feb. 1999, doi: 10.1046/j.1365-2923.1999.00285.x. Available: <https://onlinelibrary.wiley.com/doi/10.1046/j.1365-2923.1999.00285.x/abstract>

[59]

E. Driessen, J. van Tartwijk, J. Vermunt, and C. van der Vleuten, 'Use of portfolios in early undergraduate medical training', *Medical Teacher*, vol. 25, no. 1, pp. 18–23, Jan. 2003, doi: 10.1080/0142159021000061378. Available: <https://www.tandfonline.com/doi/abs/10.1080/0142159021000061378>

[60]

E. Driessen, C. van der Vleuten, L. Schuwirth, J. van Tartwijk, and J. Vermunt, 'The use of qualitative research criteria for portfolio assessment as an alternative to reliability evaluation: a case study', *Medical Education*, vol. 39, no. 2, pp. 214–220, Feb. 2005, doi: 10.1111/j.1365-2929.2004.02059.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2004.02059.x/abstract>

[61]

E. W. Driessen, K. Overeem, J. van Tartwijk, C. P. M. van der Vleuten, and A. M. M. Muijtjens, 'Validity of portfolio assessment: which qualities determine ratings?', *Medical Education*, vol. 40, no. 9, pp. 862–866, Sept. 2006, doi:

10.1111/j.1365-2929.2006.02550.x. Available:
<https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2006.02550.x/abstract>

[62]

E. W. Driessen, A. M. M. Muijtjens, J. van Tartwijk, and C. P. M. van der Vleuten, 'Web- or paper-based portfolios: is there a difference?', *Medical Education*, vol. 41, no. 11, pp. 1067–1073, Nov. 2007, doi: 10.1111/j.1365-2923.2007.02859.x. Available:
<https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2007.02859.x/abstract>

[63]

C. du Boulay, 'From CME to CPD: getting better at getting better?', *BMJ*, vol. 320, no. 7232, pp. 393–394, Feb. 2000, doi: 10.1136/bmj.320.7232.393. Available:
https://www.jstor.org/stable/25187123?seq=1#page_scan_tab_contents

[64]

Freeman, Richard T. and Lewis, Roger, *Planning and implementing assessment*. London: Kogan Page, 1998.

[65]

M. F. B. David, M. H. Davis, R. M. Harden, P. W. Howie, J. Ker, and M. J. Pippard, 'AMEE Medical Education Guide No. 24: Portfolios as a method of student assessment', *Medical Teacher*, vol. 23, no. 6, pp. 535–551, Jan. 2001, doi: 10.1080/01421590120090952. Available: <https://www.tandfonline.com/doi/abs/10.1080/01421590120090952>

[66]

R. B. Hays, 'Reflecting on learning portfolios', *Medical Education*, vol. 38, no. 8, pp. 801–803, Aug. 2004, doi: 10.1111/j.1365-2929.2004.01831.x. Available:
<https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2004.01831.x/abstract>

[67]

Brian Jolly, 'Clinical logbooks: recording clinical experiences may not be enough', *Medical Education*, vol. 33, no. 2, pp. 86–88, Feb. 1999, doi: 10.1046/j.1365-2923.1999.00386.x. Available: <https://onlinelibrary.wiley.com/doi/10.1046/j.1365-2923.1999.00386.x/full>

[68]

N. J. Mathers, M. C. Challis, A. C. Howe, and N. J. Field, 'Portfolios in continuing medical education - effective and efficient?', *Medical Education*, vol. 33, no. 7, pp. 521–530, July 1999, doi: 10.1046/j.1365-2923.1999.00407.x. Available: <https://onlinelibrary.wiley.com/doi/10.1046/j.1365-2923.1999.00407.x/abstract>

[69]

P. S. O'sullivan, M. D. Reckase, T. McClain, M. A. Savidge, and J. A. Clardy, 'Demonstration of Portfolios to Assess Competency of Residents', *Advances In Health Sciences Education*, vol. 9, no. 4, pp. 309–323, Dec. 2004, doi: 10.1007/s10459-004-0885-0. Available: <https://link.springer.com/article/10.1007%2Fs10459-004-0885-0>

[70]

D. J. Pearson and P. Heywood, 'Portfolio use in general practice vocational training: a survey of GP registrars', *Medical Education*, vol. 38, no. 1, pp. 87–95, Jan. 2004, doi: 10.1111/j.1365-2923.2004.01737.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2004.01737.x/abstract>

[71]

J. Pitts, C. Coles, and P. Thomas, 'Enhancing reliability in portfolio assessment: "shaping" the portfolio', *Medical Teacher*, vol. 23, no. 4, pp. 351–356, Jan. 2001, doi: 10.1080/01421590120057021. Available: <https://www.tandfonline.com/doi/abs/10.1080/01421590120057021>

[72]

J. Pitts, C. Coles, and P. Thomas, 'Educational portfolios in the assessment of general practice trainers: reliability of assessors', *Medical Education*, vol. 33, no. 7, pp. 515–520, July 1999, doi: 10.1046/j.1365-2923.1999.00445.x. Available: <https://onlinelibrary.wiley.com/doi/10.1046/j.1365-2923.1999.00445.x/abstract>

[73]

Pitts, John and Association for the Study of Medical Education, *Portfolios, personal development and reflective practice*, vol. Understanding medical education. Edinburgh: ASME, 2007.

[74]

C. Rees, 'The use (and abuse) of the term "portfolio"', *Medical Education*, vol. 39, no. 4, pp. 436–436, Apr. 2005, doi: 10.1111/j.1365-2929.2005.02119.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2005.02119.x/abstract>

[75]

C. Roberts, D. I. Newble, and A. J. O'Rourke, 'Portfolio-based assessments in medical education: are they valid and reliable for summative purposes?', *Medical Education*, vol. 36, no. 10, pp. 899–900, Oct. 2002, doi: 10.1046/j.1365-2923.2002.01288.x. Available: <https://onlinelibrary.wiley.com/doi/10.1046/j.1365-2923.2002.01288.x/abstract>

[76]

L. W. T. Schuwirth and C. P. M. Vleuten, 'A plea for new psychometric models in educational assessment', *Medical Education*, vol. 40, no. 4, pp. 296–300, Apr. 2006, doi: 10.1111/j.1365-2929.2006.02405.x. Available: <http://0-dx.doi.org.pugwash.lib.warwick.ac.uk/10.1111/j.1365-2929.2006.02405.x>

[77]

D. Snadden, 'Portfolios - attempting to measure the unmeasurable?', *Medical Education*, vol. 33, no. 7, pp. 478–479, July 1999, doi: 10.1046/j.1365-2923.1999.00446.x. Available: <https://dx.doi.org/10.1046/j.1365-2923.1999.00446.x>

[78]

D. Snadden and M. L. Thomas, 'Portfolio learning in general practice vocational training - does it work?', *MEDICAL EDUCATION*, vol. 32, no. 4, pp. 401–406, July 1998, doi: 10.1046/j.1365-2923.1998.00245.x. Available: <https://onlinelibrary.wiley.com/doi/10.1046/j.1365-2923.1998.00245.x/abstract>

[79]

C. Webb et al., 'Models of portfolios', *Medical Education*, vol. 36, no. 10, pp. 897–898, Oct. 2002, doi: 10.1046/j.1365-2923.2002.01318.x. Available: <https://dx.doi.org/10.1046/j.1365-2923.2002.01318.x>

[80]

C. Webb, R. Endacott, M. A Gray, M. A. Jasper, M. McMullan, and J. Scholes, 'Evaluating portfolio assessment systems: what are the appropriate criteria?', *Nurse Education Today*, vol. 23, no. 8, pp. 600–609, Nov. 2003, doi: 10.1016/S0260-6917(03)00098-4. Available: [https://dx.doi.org/10.1016/S0260-6917\(03\)00098-4](https://dx.doi.org/10.1016/S0260-6917(03)00098-4)

[81]

T. J. Wilkinson et al., 'The use of portfolios for assessment of the competence and performance of doctors in practice', *Medical Education*, vol. 36, no. 10, pp. 918–924, Oct. 2002, doi: 10.1046/j.1365-2923.2002.01312.x. Available: <https://dx.doi.org/10.1046/j.1365-2923.2002.01312.x>

[82]

J. C. Archer, 'Use of SPRAT for peer review of paediatricians in training', *BMJ*, vol. 330, no. 7502, pp. 1251–1253, May 2005, doi: 10.1136/bmj.38447.610451.8F. Available: https://www.jstor.org/stable/25459784?seq=1#page_scan_tab_contents

[83]

J. Archer, J. Norcini, L. Southgate, S. Heard, and H. Davies, 'mini-PAT (Peer Assessment Tool): A Valid Component of a National Assessment Programme in the UK?', *Advances in Health Sciences Education*, vol. 13, no. 2, pp. 181–192, May 2008, doi: 10.1007/s10459-006-9033-3. Available: <https://link.springer.com/article/10.1007%2Fs10459-006-9033-3>

[84]

L. M. Campbell, J. G. Howie, and T. S. Murray, 'Use of videotaped consultations in summative assessment of trainees in general practice', *British Journal of General Practice*, vol. 45, no. 392, pp. 137–141, 1995, Available: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1239174/>

[85]

J. Crossley, C. Eiser, and H. A. Davies, 'Children and their parents assessing the doctor-patient interaction: a rating system for doctors' communication skills', *Medical Education*, vol. 39, no. 8, pp. 820–828, Aug. 2005, doi: 10.1111/j.1365-2929.2005.02230.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2005.02230.x/abstract>

[86]

H. E. M. Daelmans, H. H. van der Hem-Stokroos, R. J. I. Hoogenboom, A. J. J. A. Scherpbier, C. D. A. Stehouwer, and C. P. M. van der Vleuten, 'Feasibility and reliability of an in-training assessment programme in an undergraduate clerkship', *Medical Education*, vol. 38, no. 12, pp. 1270–1277, Dec. 2004, doi: 10.1111/j.1365-2929.2004.02019.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2004.02019.x/abstract>

[87]

R. Evans, 'Review of instruments for peer assessment of physicians', *BMJ*, vol. 328, no. 7450, May 2004, doi: 10.1136/bmj.328.7450.1240. Available: <https://www.jstor.org/stable/41707781>

[88]

M. J. B. Govaerts, C. P. M. Vleuten, L. W. T. Schuwirth, and A. M. M. Muijtens, 'Broadening Perspectives on Clinical Performance Assessment: Rethinking the Nature of In-training Assessment', *Advances in Health Sciences Education*, vol. 12, no. 2, pp. 239–260, Feb. 2007, doi: 10.1007/s10459-006-9043-1. Available: <https://link.springer.com/article/10.1007%2Fs10459-006-9043-1>

[89]

D. J. Murphy, D. A. Bruce, S. W. Mercer, and K. W. Eva, 'The reliability of workplace-based assessment in postgraduate medical education and training: a national evaluation in general practice in the United Kingdom', *Advances in Health Sciences Education*, vol. 14, no. 2, pp. 219–232, May 2009, doi: 10.1007/s10459-008-9104-8. Available: <https://link.springer.com/article/10.1007%2Fs10459-008-9104-8>

[90]

J. J. Norcini, 'The Mini-CEX (Clinical Evaluation Exercise): A Preliminary Investigation', *Annals of Internal Medicine*, vol. 123, no. 10, Nov. 1995, doi: 10.7326/0003-4819-123-10-199511150-00008. Available: <https://annals.org/aim/article/709212/mini-cex-clinical-evaluation-exercise-preliminary-investigation>

[91]

J. J. Norcini, 'ABC of learning and teaching in medicine: Work based assessment', *BMJ*, vol. 326, no. 7392, pp. 753–755, Apr. 2003, doi: 10.1136/bmj.326.7392.753. Available: <https://go.exlibris.link/nfLnTMsD>

[92]

Postgraduate Medical Education and Training Board, 'Developing and maintaining an assessment system - a PMETB guide to good practice.' PMETB, 2007. Available: http://www.gmc-uk.org/Assessment_good_practice_v0207.pdf_31385949.pdf

[93]

P. G. Ramsey, 'Use of Peer Ratings to Evaluate Physician Performance', *JAMA: The Journal of the American Medical Association*, vol. 269, no. 13, Apr. 1993, doi: 10.1001/jama.1993.03500130069034. Available: <https://jamanetwork.com/journals/jama/article-abstract/405098>

[94]

C. Ringsted, A. H. Henriksen, A. M. Skaarup, and C. P. M. Van der Vleuten, 'Educational impact of in-training assessment (ITA) in postgraduate medical education: a qualitative study of an ITA programme in actual practice', *Medical Education*, vol. 38, no. 7, pp. 767–777, July 2004, doi: 10.1111/j.1365-2929.2004.01841.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2004.01841.x/abstract>

[95]

A. Whitehouse, A. Hassell, A. Bullock, L. Wood, and D. Wall, '360 degree assessment (multisource feedback) of UK trainee doctors: Field testing of team assessment of behaviours (TAB)', *Medical Teacher*, vol. 29, no. 2–3, pp. 171–176, 2007, doi: 10.1080/01421590701302951. Available: <https://openurl.ebsco.com/c/mlnjyy/openurl?sid=ebsco:plink:direct&id=ebsco:ehh:26205751&prompt=true>

[96]

J. M. W. Moonen-van Loon, K. Overeem, H. H. L. M. Donkers, C. P. M. Vleuten, and E. W. Driessen, 'Composite reliability of a workplace-based assessment toolbox for postgraduate medical education', *Advances in Health Sciences Education*, vol. 18, no. 5, pp. 1087–1102, Dec. 2013, doi: 10.1007/s10459-013-9450-z. Available: <https://link.springer.com/article/10.1007%2Fs10459-013-9450-z>

[97]

A. D. Bullock, A. Hassell, W. A. Markham, D. W. Wall, and A. B. Whitehouse, 'How ratings vary by staff group in multi-source feedback assessment of junior doctors', *Medical Education*, vol. 43, no. 6, pp. 516–520, June 2009, doi: 10.1111/j.1365-2923.2009.03333.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2009.03333.x/abstract>

[98]

J. A. Cleland, L. V. Knight, C. E. Rees, S. Tracey, and C. M. Bond, 'Is it me or is it them? Factors that influence the passing of underperforming students', *Medical Education*, vol. 42, no. 8, pp. 800–809, Aug. 2008, doi: 10.1111/j.1365-2923.2008.03113.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2008.03113.x/abstract>

[99]

H. Davies et al., 'Specialty-specific multi-source feedback: assuring validity, informing training', *Medical Education*, vol. 42, no. 10, pp. 1014–1020, 2008, doi: 10.1111/j.1365-2923.2008.03162.x. Available: <https://go.exlibris.link/Y5L6cKDY>

[100]

F. Hill, K. Kendall, K. Galbraith, and J. Crossley, 'Implementing the undergraduate mini-CEX: a tailored approach at Southampton University', *Medical Education*, vol. 43, no. 4, pp. 326–334, Apr. 2009, doi: 10.1111/j.1365-2923.2008.03275.x. Available: <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2008.03275.x/abstract>

[101]

J. R. Kogan, E. S. Holmboe, and K. E. Hauer, 'Tools for Direct Observation and Assessment of Clinical Skills of Medical Trainees', *JAMA*, vol. 302, no. 12, Sept. 2009, doi: 10.1001/jama.2009.1365

[102]

Postgraduate Medical Education and Training Board, 'Workplace Based Assessment: A Guide for Implementation'. PMETB, 2009. Available: http://train-com.de/mediadb/9468/20532/eng41_workplace.pdf

[103]

S. H. Richards, J. L. Campbell, E. Walshaw, A. Dickens, and M. Greco, 'A multi-method analysis of free-text comments from the UK General Medical Council Colleague Questionnaires', *Medical Education*, vol. 43, no. 8, pp. 757–766, Aug. 2009, Available: <https://go.exlibris.link/dqjBlzww>