Abstract Submitted

Abstract Title: Developing guidelines for designing competency assessment programmes: the initial move from focus on methods to programmatic approach

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Abstract:

Background
The results of two surveys were conducted in Tehran University of Medical Sciences (TUMS) affiliated schools put the development of an assessment system in the order. Hence, In line with approach of TUMS to programmatic assessment, our aim in this study is to develop guidelines for designing programme of assessment aligned with conditions of all affiliated schools of TUMS.

Summary of work
A participatory approach was applied. Following literature review, a series of meetings with assessment experts were held to generate the initial draft of guidelines. After reaching initial consensus, document was distributed among assessment developers and decision makers in all schools and their comments elicited. Once, guidelines were fine-tuned based on the recommendations, the document was approved by the university education council.

Summary of results
In total 24 guidelines were developed. Two guidelines were considered as general and the remaining categorized in 3 domains: infrastructures, Design and implementation of the programme, and quality assurance of the programme. Some guidelines, i.e. those related to infrastructure, were generic to allow schools to adapt to their context. Some guidelines, such as those related to program implementation, were found to be straightforward to persuade schools to apply it exactly.

Conclusions
Though we developed a set of comprehensive guidelines tailored to TUMS different context, examining its utility still remains in the order. Next step is to encourage schools to develop their specific procedures and subsequently design their assessment programme.

Take-home message
Development of the guidelines for designing assessment programmes might facilitate systematic assessment.