

Foreword

Assessment of medical students is one of the ways of affirming our obligation to society and to the public at large. Through assessment we can ensure that our future doctors have acquired the necessary competency to work as physicians and are capable of meeting the demands of society's healthcare needs.

The competent delivery of healthcare requires not just knowledge and technical skills, but must include other qualities such as communication, counselling, interdisciplinary care, and evidence- and system-based care. Therefore, our assessment system needs to be comprehensive and robust enough to assess these attributes along with testing for essential knowledge and skills. It is also imperative that the assessment system meets the requisite criteria of a good assessment by addressing the issues of validity, reliability, fairness and transparency.

As medical teachers, it is our professional responsibility to update ourselves on best practices and best evidence in assessment and to make a conscious educated effort in implementing them.

The success of these endeavours depends on easy and concise information on the various methods of assessment. Three of my colleagues have taken the initiative to write this very practical and much needed guide on assessment. This guide should give medical teachers the necessary knowledge and confidence to design valid, reliable, fair, and transparent assessment for their students.

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January 2006