Abstract

In the last 50 years the field of assessment of professional competence has seen remarkable progress. Developments in assessment technology have taken place across all areas of professional competence, ranging from cognitive to behavioural and emotional aspects of competency. This has been accompanied by extensive research. In order to make assessment more meaningful for learning, however, we need to change our thinking around assessment. We need to move from assessment of learning to assessment for learning, from individual assessment methods to a systems approach of assessment, from cross-sectional assessment to longitudinal approaches to assessment. This presentation will give an account of such a systems approach to assessment called programmatic assessment. This approach to assessment will be explained and illustrated with an existing assessment practice.