

Feedback in the context of high-stakes assessment

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It is commonly assumed that assessments have either a formative or a summative purpose. But is it necessary to maintain this dichotomy? This thesis considers how students engage with feedback in a high stakes context. It goes on to explore the influences and barriers to feedback receptivity. Finally, it considers the challenges involved in changing the assessment culture to one which prioritises and supports learning from feedback. Medical education needs a paradigm shift in the assessment and feedback culture.

The cover picture is of a suspension bridge over the River Wharfe in Hebden, North Yorkshire, built 1885.

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Christopher Harrison

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