



## JBI Systematic Review Title Registration Form

Once completed, please email to: [jbisynthesis@adelaide.edu.au](mailto:jbisynthesis@adelaide.edu.au)

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**Title:** Alternative assessment in pre-licensure health professional education: A scoping review protocol

**Centre:** University of Victoria Center for Evidence-Informed Nursing and Healthcare: A JBI Centre of Excellence

### Primary Reviewer

**Name:** Sarah Tekatch

**Email address:** [sarah.tekatch@uregina.ca](mailto:sarah.tekatch@uregina.ca)

**Question:** What is known about alternative assessment strategies in pre-licensure health professional educational settings?

### PCC

**Population:** Pre-licensure students (e.g., nursing students, medical students) in health professional education programs.

**Concept:** Alternative assessments that contribute to summative assessment of learning. Assessment may also be referred to as summative evaluation, summative assessment, formative assessment, “assessment of learning,” or “assessment for learning.” Alternative forms of grading may include: ungrading, mastery grading, contract grading, standards-based grading, specifications grading, flexible grading, portfolio, labour-based grading, or pass/fail. Assessments related to clinical or theoretical learning, including classroom, virtual classroom, clinical skills laboratory, simulation, hospital, or community agencies will be included. This concept addresses assessment of the individual at the course level. Assessments at the program, institution, or system level will be excluded, as will activities that are not evaluative components for course assessment (e.g., in-class activities that are not evaluated, “assessment as learning,” assessments that do not contribute to a final course grade). Standardized testing and grading will be excluded. Summative assessments that only rely on a point, percentage, benchmarking, or letter grade scale that are also used as composite measure for the final grade will be excluded.

**Context:** Pre-licensure health professional education programs in the higher education setting at associate, undergraduate, baccalaureate, or graduate levels (master’s or doctoral) in any geographic location. Programs that are held post-licensure such as professional development workshops, practitioner assessments and evaluations, or workplace learning opportunities will be excluded.

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