

and in written and audio form. The use of audiotapes is vital not only for those whose language is predominantly a spoken one (Sythert, for example) but also for the estimated 20% of the adult British population who are functionally illiterate.¹¹ This initiative is to be applauded: we can only hope that other services follow suit and rapidly.

In addition to being offered information about the best ways that meet their literacy needs, those providing the information need to check that it has been understood. Such checking is not routine: in an analysis of five videotaped consultations in an analysis of 2094 trainee GPs, 45% did not check understanding in any of their five consultations, and fewer than 1% did so in all five.¹² Such checking can be very effective in increasing understanding, particularly for those with low levels of education.¹³

Finally, tests need to be presented in ways that help individuals to make choices that reflect their own values and not those of the person presenting the test options. While decision-aids can achieve this,¹⁴ further research is needed to establish how this might be achieved in routine consultations in which screening for sickle cell and thalassaemia is being offered to women with a wide range of literacy and values that reflect the multiple cultures that make up the population of most developed countries.

In the context of sickle cell and thalassaemia screening, the recent launch of the NHS programme has begun to address many of the organisational challenges of facilitating timely and informed choices for women from diverse ethnic backgrounds as well as for women with wide literacy needs.

Further research and continued audit will be needed to ensure that we have moved far away from the charge of institutional racism — which, in the previous decade, could rightly be levelled at the provision of this and other services in the UK.

Theresa Marteau
Professor of Health Psychology

Elizabeth Dornan
Research Fellow, Psychology and Genetics
Research Group, King's College London

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ADDRESS FOR CORRESPONDENCE

Theresa Marteau
Psychology and Genetics Research Group,
Department of Psychology,
Institute of Psychiatry, King's College
London, 16th Floor Thomas Guy House,
Guy's Campus, London SE7 8AF.
E-mail: theresa.marteau@kcl.ac.uk

The changing face of assessment: swings and roundabouts

"The novelties of one generation are only the associated fashions of the generation before."
George Bernard Shaw. From the preface to *Three Plays for Puritans*.

This quotation aptly reflects the tensions in the pursuit of a "Holy Grail" ideal

assessment. In the early 20th century the goal was integration. Hence, the late 19th century American educationalist, held the firm belief that assessment must focus on a student's ability to assess in full "a concrete case to collect all the relevant data and to suggest the positive procedures applicable to the conditions disclosed." Long cases

and oral presentations were in favour. Subsequently, the logistics of ensuring fair and equitable challenge across cases and during unstructured viva led to an increasing focus on more objective testing methodologies (some believe at the cost of being too reductionist), such as multiple choice questions (MCQs) and objective

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