



EvidenceReady Academy

GOVERNED BY NPM INTEGRATOR

From complex evidence to a complete learning package

See the Learning Artifacts feature through the Aloe Vera sample.

A showcase for institutions, faculty and instructors in healthcare and life sciences.

EVIDENCEREADY ACADEMY / NPMEDU.ai

LESSON 07

The A-X framework

Human and experimental categories A high-quality human; B moderate human; C limited human; D preclinical; E mechanistic plausibility.	Context and claims categories T traditional; R regulatory; L low/indirect; U unsupported; X unsafe/prohibited deployment.
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These are categories, not one continuous hierarchy.

EDUCATIONAL DRAFT · REVIEW REQUIRED | Plate 55 8

20

Actual sample output: slide 20 of the 31-slide teaching presentation.

10	50	60	103
micro-lessons	new MCQs	flashcards	files in the package

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portal.npmedu.ai

Aloe Vera sample: 10 September 2026 • Showcase: 6 October 2026

One topic. Many ways to learn.

A source document becomes useful for teaching when learners can study it, retrieve key ideas, test their reasoning and apply what they have learned. Faculty also need the material behind the lesson: objectives, rationales, evidence records and review notes.

The Aloe Vera example shows these outputs assembled into one connected package. It is a concrete way to evaluate the Learning Artifacts feature in EvidenceReady Academy at portal.npmdu.ai.

For institutions and instructors

FOR INSTITUTIONS

Inspect a consistent package across teaching, practice, assessment and faculty review. Use its coverage map and source records to support curriculum evaluation and a clearly scoped pilot.

FOR INSTRUCTORS

Work from editable lessons, teaching slides and learner activities. Adapt the sequence, use the provided prompts, and review answer rationales and proposed rubrics before teaching.

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WHAT THIS EXAMPLE DEMONSTRATES

A package that faculty can inspect and adapt

The benefit is the connected set: learning materials, practice, applied work and faculty review resources share a defined topic and source base. Teaching effectiveness and time savings remain goals to evaluate in an institutional pilot.

The previews in this document come from the supplied sample package. Text excerpts have been reformatted for readability; presentation and worksheet images reproduce the actual files. They are artifact previews, not screenshots of a live portal.

1. See the complete output

The Aloe Vera sample transforms one 17-section Botanical Plate into resources for instruction, revision, applied learning and faculty review. [1, 2]

Output group	What the sample contains	Teaching use
Teach	10 micro-lessons; learner handbook; quick-reference guide; 31-slide teaching deck; slide transcript; 10 narration/video scripts.	Plan a lecture, seminar or guided study sequence.
Assess	50 new MCQs: 10 diagnostic, 20 practice and 20 post-course; 8 original source questions; 12 new short-answer appraisal tasks.	Check prior knowledge, practise reasoning and review learning.
Reinforce	60 interactive flashcards; a 36-term glossary; text concept map; retrieval and reflection plan.	Give learners structured revision resources.
Apply	6 fictional cases; 4 branching scenarios with 12 decisions; 6 worksheets; 4 journal-club activities; 8 discussion prompts; 1 capstone.	Move from recall to appraisal, discussion and evidence review.
Support faculty	Facilitation guide; separate answer keys and rationales; option-specific feedback; model responses; assessment forms; proposed scoring rubrics.	Prepare teaching and review learner reasoning consistently.
Trace and review	14 reference-table exports; 34 source records; coverage of all 17 source sections; item-to-source crosswalk; assurance summary; pending review registers.	Inspect provenance, coverage, uncertainty and review needs.
Deliver and preserve	Editable documents and slides; printable PDFs; interactive HTML; neutral data exports; import guide; validation report; manifest and checksums.	Choose resources for teaching, adaptation and staging review.

Formats that fit different teaching needs

Word and PowerPoint support editing. PDF supports distribution and printing. HTML provides local interactive practice. CSV, JSON and TSV provide structured inputs for mapping into a destination platform. Markdown holds reusable plans and scripts. [1, 2]

The 103-file total includes alternate formats of the same resource and package records. It is not a count of 103 distinct learning activities. Narration and video outputs are scripts; recordings are not included.

2. Teach and reinforce

A teaching topic appears in several complementary forms: a lesson to study, a question to retrieve, a presentation to discuss and reference material to revisit. [3]

LESSON EXCERPT • AV-L03 / AV-LO03

Mechanisms and translational bridges

Objective: “Separate experimental observations from untested human exposure, target and outcome claims.”

Knowledge check: “Does the use of human fibroblasts make a laboratory experiment a human clinical trial?”

FLASHCARD EXCERPT • AV-FC023

A focused retrieval prompt

Front: “Are human fibroblasts in a dish a human clinical trial?”

Back: “No. They are preclinical cell research.”

The sample HTML activity lets learners attempt recall before revealing the answer. The card retains its source key, S22.

A teaching deck built around the same concepts

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LESSON 03

Audit each translational link

What must connect Material → achievable exposure → target engagement → clinically meaningful effect → acceptable safety.	A gap remains a gap Human cells in a dish and rat wounds are preclinical evidence, not systemic regeneration in people.
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Mechanistic plausibility can support a question without supporting a promise.

EDUCATIONAL DRAFT - REVIEW REQUIRED | PMA 15.0-1.121, 122, 130 10

Slide 10 / 31: Audit each translational link

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LESSON 07

The A-X framework

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EDUCATIONAL DRAFT - REVIEW REQUIRED | PMA 15.0 20

Slide 20 / 31: The A-X framework

Beyond the presentation

The package also includes a learner handbook, quick-reference guide, 36-term glossary, text concept map and retrieval/reflection plan. Ten text narration scripts accompany the teaching materials, giving faculty a basis for later audio or video production. [1, 3]

Why it matters: instructors can select several ways to teach and revisit the same concept from one organized source-based package.

3. Assess and apply

10 diagnostic MCQs	20 practice MCQs	20 post-course MCQs
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The 50 new MCQs are organized into separate assessment phases. The package adds 8 original source questions and 12 short-answer appraisal tasks, giving faculty more than one way to inspect understanding. [1, 4]

FORMATIVE PRACTICE EXCERPT • AV-MCQ013

Question, choices and explanatory feedback

“A paper studies human gingival fibroblasts in culture and rat wounds. How should it be classified?”

- A. Preclinical cell/animal research.
- B. A randomized human clinical trial.
- C. Proof of systemic tissue regeneration.
- D. Proof of long-term disease control.

Sample feedback: “Human cells in a dish are not a clinical trial in people.” Source key: S22.

Learning through application

6 fictional cases	Review a persuasive certificate, a claim that exceeds its endpoint, a mechanism slide, and other appraisal problems.
4 branching scenarios	Work through 12 decisions with option-specific feedback. Example: “What evidence request is appropriate?” from AV-BR03.
Small-group activities	6 worksheets, 4 journal-club activities and 8 discussion prompts organize individual and collaborative appraisal.
1 capstone	Build an evidence-and-claims review dossier, drawing together material identity, human evidence, mechanisms, quality, safety and release needs.

Why it matters: the sample links knowledge checks to reasoning tasks and a substantial final output. Faculty can review the process behind a learner’s conclusion. [4]

This excerpt is from the formative practice activity. Secure assessment keys and model answers are maintained separately in the faculty materials; they are not reproduced in this public showcase.

4. Equip faculty and trace evidence

The package contains the resources behind the learning experience: teaching guidance, assessment support, structured worksheets and evidence records for review. [5, 6]

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AV-WS02 Clinical evidence appraisal

Please review 7, 14-15, S14, S15, S16, S17, S18, S19

Select one human study summary. Treat unavailable full-text information as a retrieval need, not as known data.

Population, sample and study duration

Intervention, comparator, co-treatment and route

Endpoint and reported estimate/statistical uncertainty

What was not demonstrated? Include negative outcomes

Material, design and reporting limitations

Conservative conclusion and records needed before reuse

Educational draft: Independent review required | 3

Actual worksheet output: AV-WS02, Clinical evidence appraisal. Fields prompt learners to record the study, uncertainty, limits and a conservative conclusion.

Faculty resources supplied

Facilitation guide

Teaching sequence, misconceptions, discussion guidance, assessment administration and remediation by error type.

Assessment support

Answer keys, rationales, option-specific feedback, model responses and proposed rubrics.

Review records

Evidence tables, source catalog, coverage map, assurance summary and pending reviewer/rights registers.

Faculty answer files are grouped separately. The sample's original source document also contains answers. A portal or LMS must enforce actual role permissions.

One concept, several traceable artifacts

Artifact	Connection in the sample	Source keys
AV-L03	Lesson: Mechanisms and translational bridges	S13, S21, S22, S28–S30
AV-MCQ013	Practice question: classifying cell/animal research	S22
AV-FC023	Flashcard: cell research versus a clinical trial	S22
AV-CASE04	Fictional case: The attractive mechanism slide	S20–S22, S30

The source crosswalk contains 235 mapped items, and the coverage record maps all 17 source sections. These records make provenance and gaps inspectable; they do not substitute for independent scientific or institutional review. [6]

5. Choose your next teaching topic

See what your next teaching source could become.

Use the Aloe Vera sample as a template for planning a biochemistry, pharmacology, pharmacognosy, clinical nutrition or evidence-appraisal module. Define the source base and learning objectives for each new topic, then agree the outputs to generate and review.

Define	Select a teaching source you have permission to use, the learner level and the learning objectives.
Specify	Choose the lessons, practice tools, assessments, applied work and faculty resources the module needs.
Inspect	Review generated outputs against the source, learning goals and teaching context.
Prepare delivery	Test required platform mapping, interactive behavior and faculty/learner permissions in staging.
Review and refine	Obtain the required independent and institutional review; evaluate the learning experience in a scoped pilot.

Explore EvidenceReady Academy at portal.npmedu.ai

Request a demonstration around one of your teaching topics and compare the resulting artifacts with your faculty requirements.

What this sample establishes

The supplied package demonstrates generated learning artifacts and local interactive outputs. Native portal import of this sample was not verified in the September 2026 package; its structured exports require mapping and staging validation. The teaching package retains educational-draft status. Accreditation, clinical competence, learning gains and return on investment are not established by this sample.

Education and research literacy only; not diagnosis, treatment, prescribing or individualized care advice. Independent subject-matter, safety, rights and institutional review are required before using the teaching package externally.

Source notes

[1] Aloe Vera learning artifacts Notes for zip file.pdf; package manifest and Artifact_Index.csv.

[2] 00_Start_Here/IMPORT_GUIDE.md.

[3] Lessons.json; Flashcards.json; Learner_Handbook; Teaching_Deck (slides 10 and 20); Narration_and_Video_Scripts.

[4] Practice_Quiz.html (AV-MCQ013); Casebook.json; Review_Decisions.json; Capstone.json; learner assessment exports.

[5] Faculty_Guide; Assessment_Rubrics; Worksheets (AV-WS02).

[6] Item_Source_Crosswalk.csv; Source_Coverage.csv; Reference_Catalog.csv; Validation_Report.json.

Package: AV-ERA-2026-09-10-v1.0. Source: AV-BP-2026-09-10-v0.2. Counts and file integrity checked on 6 October 2026. The source review date remains 10 September 2026; this showcase is not a new biomedical evidence review.

Cadenome Technologies Inc. • Marketing review draft. Independent authorized review required before publication.