

## Assessment Policy

<b>Policy Name</b>	Assessment Policy
<b>Department</b>	Education Services
<b>Approved By</b>	College Education Committee
<b>Approval Date</b>	July 2016
<b>Effective Date</b>	TBC
<b>Review Date</b>	July 2019
<b>Policy Status</b>	New

### 1. Purpose and scope

This policy sets out the principles that define how assessments and assessment programs are planned, implemented, evaluated and governed at the RACP.

The purpose of this policy is to ensure the quality of assessment processes related to RACP training<sup>1</sup>.

### 2. Principles of assessment

#### 2.1. Clear educational value and purpose

To ensure that assessments direct the intended learning, assessments reflect the purpose and educational values of the training program.

#### 2.2. Programmatic assessment and blueprinting

A program of assessment maximises learning throughout the training program and provides evidence for high-stakes decisions about competence. Assessment programs involve repeat observations and assessments in varying contexts by multiple assessors.

Programs of assessment are aligned and blueprinted against curriculum standards, teaching and learning activities, and other program requirements. Each individual assessment is blueprinted against the curriculum standards to encourage coverage of as many domains of practice as possible.

#### 2.3. Fair and transparent processes and decision making

Assessment standards and processes are equitable, defensible and publicly available.

#### 2.4. Sustainability

The resources required to develop, implement and maintain assessments are sustainable over time.

#### 2.5. Quality feedback

Trainees are provided with feedback following assessments to allow them to change and improve their practice. Trainees have an opportunity to provide feedback about their assessment experiences.

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<sup>1</sup>Overseas Trained Physician (OTP) assessment is not in the scope of this policy and is instead covered by the RACP Policy on Assessment of Overseas Trained Physicians and Paediatricians.

**2.6. Appropriate support**

Clear communication, suitable training and feedback, and other appropriate resources are provided as relevant to trainees, assessors, examiners and decision makers.

**2.7. Evidence informed and practice based**

Assessments are informed by the available evidence and subject to a process of continuous quality improvement.

The design, implementation and evaluation of assessments are collaborative processes and include consultation with all impacted stakeholders and consideration of local needs.

**3. Requirements for assessments and assessment programs**

**3.1.** Committees responsible for assessments and programs of assessment are required to demonstrate progress towards the *Standards for RACP Assessment Programs* throughout the process of assessment planning, implementation and evaluation.

**3.2.** Committees overseeing assessment programs are required to provide evaluation reports to their overseeing committee.

**4. Appeals**

Rights of appeal and procedures on appeal are to be found in the College By-Law: Reconsideration, Review and Appeals Process.

**5. Monitoring and evaluation**

This policy will be monitored and evaluated in accordance with the RACP Education Policy Development Process.

**6. Related policies and other documents**

- a) Standards for RACP Assessment Programs
- b) Special Consideration for Assessment Policy
- c) Academic Integrity in Training Policy and Process
- d) Trainee in Difficulty Support Policy and Process
- e) Progression through Training Policy
- f) Reconsideration, Review and Appeals Process By-Law
- g) RACP Education Policy Development Process

**7. Acknowledgements**

The RACP would like to acknowledge and thank all those who participated in developing this policy, including the numerous Fellows and trainees who participated in the consultation process and the working groups.

Revision History					
Version	Date	Author	Approved by	Sections Modified	Details of Amendments