

Assessment - Policy

Area of College	Education, Learning & Assessment
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References/Legislation	
Associated RACP Documents	<ul style="list-style-type: none"> • Academic Integrity in Training Policy and Process • Progression through Training Policy • Reconsideration, Review and Appeals Process By-Law • Special Consideration for Assessment Policy • Standards for RACP Assessment Programs • Trainee in Difficulty Support Policy and Process
Applicability	Australia and Aotearoa New Zealand

Note: This is a controlled document within the [RACP Policy Framework](#).

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1. INTRODUCTION

A range of assessments and assessment programs are integrated into the training programs offered by the RACP's Divisions, Faculties and Chapters. These assessments are planned, implemented, evaluated and governed by a variety of groups.

2. PURPOSE

The purpose of this policy is to ensure the quality of assessment processes related to RACP training.

3. SCOPE

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

Assessment of Overseas Trained Physicians (OTPs) is not in the scope of this policy and is instead covered by the RACP Policy on Assessment of Overseas Trained Physicians and Paediatricians.

4. POLICY CONTENT

4.1. Principles of assessment

4.1.1. Clear educational value and purpose

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

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

4.1.3. Fair and transparent processes and decision making

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

4.1.4. Sustainability

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

4.1.5. 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.

4.1.6. Appropriate support

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

4.1.7. 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.

4.1.8. Responsiveness to challenging external factors

Assessment processes are adapted in response to challenging circumstances, while ensuring that the robustness of assessment is maintained.

4.2. Requirements for assessments and assessment programs

4.2.1 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.

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

5. RECONSIDERATION, REVIEW AND APPEALS

See the College By-Law: Reconsideration Review and Appeals Process By-Law for rights and procedures.

6. REVIEW OF POLICY

This policy will be reviewed every three years or as required in the event of legislative changes or requirements. The policy may also be changed as a result of other amendments.

Staff and members of the College may provide feedback about this document by emailing RACPPolicy@racp.edu.au.

7. DEFINITIONS

Term	Means
Board	the Board of Directors of the College.
College	The Royal Australasian College of Physicians, ACN 000 039 047, an incorporated body limited by guarantee.
Fellow, Trainee, and Member	have the same meaning as in the College Constitution.

8. HISTORY

Revision	Effective Date	Summary of Changes

1.0	01.06.2016	New policy
2.0	22.04.2022	Full revision by CAC
2.1	19.10.2022	Addition of principle by CAC to address external factors such as Covid-19
2.2	02.12.2022	Administrative update and transfer of policy to new policy template