



Assessment Policy

Policy Domain:	Education
Policy Area:	College Training Program and courses/programs offered by College as and RTO and/or HEP
Policy Author:	National Examinations Committee
Contact:	Director Education Services
Approval Details:	Academic Standards Committee
Effective Date:	February 2018
Review Date:	December 2017
Related Policies/Regulations	

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PURPOSE

The purpose of this policy is to outline the principles and practices that underpin the approach to the development and implementation of assessments for the ACD Training Program and other Courses offered by the College.

SCOPE

This policy is applicable to all programs offered by the College and is run in conjunction with and policies and procedures where trainees/fellows/students are employed.

DEFINITIONS

Assessment: is the process of collecting evidence and making judgments on whether specified learning outcomes have been achieved to confirm that an individual can demonstrate the standard expected in the workplace as expressed in the learning outcomes of a course.

Formative assessment: is used to provide ongoing/progressive feedback which can be used to improve learning. It provides students with an opportunity to identify strengths and weaknesses and put in place measures to address these for later learning.

Summative assessment: is used to determine a student's level of knowledge and skill at the conclusion of a subject. It certifies the attainment of a standard, and may be used as the basis for progression.

PRINCIPLES OF ASSESSMENT

Assessment is a core feature of the teaching and learning process. Quality assessment ensures that the skills and knowledge of candidates are assessed in relation to the following principles of assessment:

- **Fairness:** Individuals are provided with access to activities and opportunity to practice and receive feedback prior to assessment in order to provide individuals with an equal opportunity to demonstrate their learning.
- **Equity:** Assessment practices need to be as free as possible from gender, racial, cultural or other potential bias and provisions need to be made for students with disabilities and/or special needs according to policy.
- **Validity:** Assessments should measure the individual's learning related to the task being completed. Assessments are conducted against the range of skills and knowledge identified within each subject via learning outcomes.
- **Reliability:** Evidence is collected in a consistent manner that provides reliable results for the assessor and individual. Assessors are trained and rubrics standardized.
- **Flexibility:** Assessment opportunities consider the individual's needs relevant to policy and course requirements.
- **Transparency:** Assessment expectations are provided for individuals.
- **Authenticity:** Assessments allow for demonstration of the individuals own work
- **Sufficiency:** Assessments collect enough evidence to ensure that learning outcomes have been achieved to an appropriate level.

- **Currency:** That the assessment is contextualised and integrated and reflects real world practice and appropriate AQF or other industry benchmark standard.
- **Feedback:** That feedback is provided in a timely manner throughout the course and assessment process

ASSESSMENT DESIGN

In designing assessment activities, College considers a number of factors. These include:

- Who is being assessed? (e.g. level of candidate)
- What needs to be assessed? (related to outcomes/attributes/level of learning)
- Are there any regulatory requirements? (e.g. AMC, TEQSA, RTO competencies)
- How is the assessment weighted? (how does it link with other assessments)
- How will the assessment be marked? (e.g. criterion-based/norm-referenced etc)
- What is required in order to pass/progress? (e.g. Hurdle tasks, pass marks)
- When and where will the assessment take place?
- Who will conduct the assessment/grading?
- How will feedback be provided?
- What is the process for Assessment review?

Based on these factors, and other regulatory requirements, College may apply certain standards to some courses/training programs. This may include, but not be limited to:

- Setting minimum and maximum weighting for assessments, where weighting occurs (e.g. 5% and 70%)
- Setting minimum and maximum assessment events for each subject (e.g. minimum of 2 assessments for each ASQA competency)
- Setting marking criteria and pass marks

Variations to assessment may be approved by the National Examination Committee as required to ensure that assessment events are appropriate to the subject and the learning outcomes.

ASSESSMENT INSTRUMENTS

Assessment instruments are the media used to gather evidence about a candidate's performance in relation to the learning outcomes and skills, knowledge and attitudes being assessed. They vary from course to course, and may include, but are not limited to:

- Examinations (e.g. online quiz, paper based)
- Work Place Based Assessments (Procedural Dermatology Assessment, Dermatology Clinical Evaluation Exercise, Case Based Discussions)
- Summative In Training Assessments
- Portfolios/log books of work

- Direct Observation of Clinical/Surgical procedures checklists
- Self-paced online modules
- Vivas/Role plays (simulated or real)
- Clinical cases (simulated or real)
- Assignments (individual or group)
- Presentations (individual or group)
- Research projects
- Participation/Attendance (e.g. in discussion forums, attendance requirements)

COMPLETION AND SUBMISSION OF ASSESSMENTS

Information on due dates and submission requirements will be made available to participants at the start of each course/subject via the appropriate pathway (Training Program Handbook, Course and/or Subject Outlines. Late submissions will not be permitted unless approved by the National Education Committee (or their delegate) and will result in a fail grade for that assessment item. All extension requests need to be accompanied by supporting documentation and to be made before the assignment submission due date.

EXAMINATIONS

Examinations are held in accordance with the particular program timetable. In the case of the Training Program, details of the assessment due dates are made known to students at the beginning of the course or in each year of the program via the Training Program Handbook. Other programs of study offered by the College eg., through its RTO and HEP operations will, in general, have details supplied at the start of each course/subject though Course and/or Subject Outlines. Deferred assessments may be permitted in exceptional circumstances, but are **not** permitted in the Training Program Fellowship Examinations (Writtens and Vivas). See the Special Consideration policy.

Examination rules*

1. Candidates must comply with all instructions issued by the Examination Supervisor. Failure to comply may result in a candidate being disqualified from the examination.
2. Candidates must be present in the examination room 15 minutes before the commencement time of the examination.
3. No candidate will be admitted to the examination room after commencement of the exam except in extenuating circumstances and at the discretion of the supervisor.
4. Candidates may bring water into the examination. No food is allowed, unless part of an approved reasonable adjustment application.
5. Candidates must present photographic identification at every examination. A driver's licence or passport is acceptable.
6. Candidates must bring writing implements to the examination. They may not bring paper, text books, or other forms of study materials into the premises.
7. Candidates may write in any manner they wish on the question papers.

8. All paper required for answering the examination or rough work will be provided.
9. For multiple choice examinations no written material may leave the examination room either during or at the completion of the examination. This includes question papers, rough work done by trainees, and all answer sheets whether used or unused.
10. For the Fellowship Dermatological Medicine I written paper trainees may remove both the question paper and their rough work at the completion of the examination.
11. All items brought into the examination room which are not necessary for the writing of answers or completion of answer sheets will be kept by the invigilator out of reach of the candidates during the examination. No access to this material will be allowed until the completion of the examination time, except in special circumstances and at the discretion of the examination supervisor. Candidates who are leaving an examination early may take their bags (see below).
12. No computers, headphones, laptops, iPads, mobile phones, 'Smart Watches', PDAs, iPods, MP3/4 players, cameras or other transmission or storage devices are permitted. All items must be switched off and left in bags with the invigilator from the commencement of the reading time until the completion of the examination time.
13. A clock will be on display in the examination room. A 10 minute warning call is normally made by the Invigilator. The only personal timekeeping device candidates may bring is a watch or small portable clock. No device can emit audible noises or be set or programmed to beep, vibrate or trigger an audible alarm.
14. All writing and other materials used in an examination must be stored in a clear plastic zip-lock bag. No opaque containers will be allowed at examination desks.
15. The computerised answer sheets and written answer booklets must be identified with the candidate's examination number, the name of the examination paper and the date only. This information is written on the cover of every MCQ answer sheet and every Fellowship Dermatological Medicine I written paper answer booklet. Candidates' names and the venue at which they are sitting are not to appear.
16. Candidates must write their candidate number on the front page of each examination question paper.
17. A candidate who wishes to leave the examination room temporarily must obtain the consent of the supervisor before doing so. Consent to return to the examination room must also be obtained from the supervisor.
18. Candidates who have completed their examination papers may leave any examination early but not in the last 10 minutes.
19. After the supervisor advises that there are 10 minutes remaining in the examination, all candidates must remain seated until the supervisor advises them that they may leave.
20. Candidates must cease writing immediately at the end of the examination. Failure to do so may result in disqualification from the examination by the National Examinations Committee.
21. Any candidate who considers that they may be unable to comply with these examination rules must notify the Honorary Secretary of the College in writing for the consideration of the National Examinations Committee a minimum of six months prior to the examination date.

22. Complaints about the running of the examination, including perceived breaches of these rules must be made in writing to the Honorary Secretary. All such complaints will be handled in strictest confidence.

*Note: The rules listed above apply specifically to the conduct of assessment in the National Training Program (NTP). Programs, outside the NTP may encompass some of these rules where appropriate as well as others, outlined in the specific program Course and/or Subject Outlines

Failing an Assessment

Individuals who fail an assessment will be subject to the rules outlined in the relevant handbook/course outline. These may vary from course to course based on legislation and other requirements.

In ASQA approved courses (i.e. Certificate IV) individuals may be assessed as 'not yet competent' if they do not meet the requirements of the assessment. College will work with the individual in order to address deficiencies and to build their skill and knowledge in preparation for additional assessment. This will be undertaken within the scheduled training plan or may be completed under alternative arrangements agreed between the student and the assessor. In some cases, after alternative arrangements have been exhausted, it will be suitable to find a student as not-yet-competent and record this result with their statement of attainment.

For programs offered by the College as an HEP, refer to the specific Course and/or Subject Outlines

Students with special needs or circumstances

Support is provided for students with a range of needs. Please refer to policies on Special Consideration, Reasonable Adjustment and Religious Observance for more information in this topic.

Benchmarks for assessment

For ASQA approved courses The College uses units of competence drawn from nationally endorsed industry Training Packages as the primary benchmark for assessment. Supporting this are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

For the ACD Training Program, TEQSA approved courses and other College courses, benchmarks are set against industry standards, related courses and previous assessments.

RECOGNITION OF PRIOR LEARNING

The College will provide all students the opportunity to seek recognition of their prior learning. Further information can be found in the Recognition of Prior Learning policy.

This also applies to individuals who have completed nationally accredited units of competence and can provide satisfactory evidence that the unit has been previously awarded to the candidate.

Assessors

Assessors are required to meet the minimum standard as set out by the relevant legislation or College. Where an assessor does not hold the required training and assessment competence, but is a recognised industry expert, appropriate supervision arrangements will be put in place to support the gathering of valid evidence.

Assessment validation

Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. Australasian College of Dermatologists will facilitate regular assessment validation opportunities to maintain a quality assessment and to continuously improve assessment strategies.

ASSESSMENT RESULTS

Pass requirements vary across all programs/courses. They are outlined in the relevant course/subject outlines and may include:

- Achieving a required level of competency
- Demonstrating evidence of required skill/knowledge
- Achieving a predetermined pass mark (e.g. 70%)
- Achieving a pass mark as determined by norm-referenced methods
- Satisfactorily completing observed clinical hours, tasks and/or procedures
- Satisfactory attendance/participation in set tasks

Subject results on student records and transcripts will be recorded as grades according to the course/program they are enrolled in.

Revisions

April 2018. Revision to include TEQSA accredited courses/program offered by the College.