

ANZCA Guidelines on Assessment

Principle 1: The assessment system should be fit for a range of purposes.

- The overall purpose of the assessment system should be documented.
- The purposes of each component of the assessment system should be specified and available to stakeholders.
- Individual assessments within the system should add unique information and complement other assessments.

Principle 2: The content of the assessment should be based on the ANZCA curriculum.

- The overall content of the assessment should be based on the curriculum, avoiding gaps and unnecessary overlap.
- The assessments should systematically sample knowledge, skills, attitudes and behaviours appropriate to the level of training.
- The blueprint from which assessments are drawn should be available to trainees, teachers and assessors.

Principle 3: Each component of the assessment system should be chosen to best fit its purpose.

- Assessment formats should be chosen on the basis of those most appropriate to assess the specified curricular component.
- The rationale for each assessment method should be documented and based on the best evidence available at the time of development.
- Selection of assessment components should be based on validity, reliability, feasibility, fairness, cost-effectiveness, opportunities for feedback and impact on learning.

Principle 4. The assessment methods should form an integrated system of assessments, which support and extend learning throughout the different stages of the program.

- The assessments should be relevant to the stage of training and clinical experience, and linked to progression through the program.
- Assessments should be challenging, engaging and relevant.
- Assessments should promote effective learning strategies for ongoing professional development.

Principle 5: The methods used to determine assessment outcomes should be documented, justifiable and transparent.

- Standard setting for assessments, weightings of components of assessments, and methods used for combining assessments should be explicit, transparent, justifiable and based on recognised methodologies.
- Rationale for using summative/formative and criterion/norm-based assessments should be explicit and defensible.
- The rationale and methodology for assessment decisions, including decisions on borderline performance, should be documented and available.

Principle 6: Assessments should provide relevant and timely feedback.

- Policies and processes of providing feedback to candidates should be documented and available.
- The form of feedback should match the purpose of the assessment.
- Feedback policies should be integrated across the different components of assessment to ensure that feedback on all curricular components and processes is consistent.

Principle 7: Assessments should be subject to systematic continuous quality improvement.

- Outcomes of quality improvement activity may include new assessment methods, new test items and changes to existing assessment methods, process or policy.
- Relevant psychometric data on existing and new assessments should be routinely collected and acted upon.
- Appropriate governance structures should be in place to oversee the quality improvement activities.

Principle 8: Assessors should be recruited against criteria for performing the tasks they will undertake.

- The roles, skills and attributes of assessors should be specified and used as the basis for selection.
- Assessors should demonstrate the ability to undertake the role as determined by specified performance criteria.
- Assessors should undergo training relevant to the task.
- Equality and diversity training should be a component of the assessor training.

Principle 9: There should be broad stakeholder input into the development, delivery and review processes of the assessment system.

- Broad opinion, including community input, should be sought in relation to appropriate aspects of the development, implementation and use of assessments.

- Non-anaesthetists may provide assessment data in areas that they are capable of assessing (for example, communication, patient satisfaction).

Principle 10: Documentation should be standardised and accessible.

- Documentation should record the results and consequences of assessments and the trainee's progress through the assessment system.
- Information should be recorded in a form that allows disclosure and appropriate access, within the confines of data collection.
- Documentation should be suitable for recording progress through the assessment system and for submission for the purposes of vocational registration and performance review.
- Documentation should be accessible and transferrable as the trainee moves location.
- Documentation should be comprehensive and accessible to both the trainee and to those responsible for training.

Principle 11: There should be resources sufficient to support the assessment system.

- Resources should be available for the proper training and support of assessors.
- Resources and expertise should be made available to develop and implement appropriate assessment methods.
- Appropriate infrastructure should support the individual assessments and the assessment system.

Principle 12: Assessments should be subject to reconsideration, review and appeal.

- Systems should be in place to enable reconsideration, review and appeal in appropriate circumstances.
- Such systems should be transparent and made available to the trainee body.

The guidelines are not intended as an absolute requirement and failing to achieve them will not invalidate any assessment decision. The College cannot guarantee that they will always be met in all circumstances, due to a variety of reasons, foreseeable and unforeseeable.

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