



**TITLE: ASSESSMENT MANAGEMENT
IN GPEP POLICY**

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| 1.1 | Policy reference: | CO-A-003-01 |
| 1.2 | Category: | Academic – Assessment |
| 1.3 | Approval date: | July 2020 |
| 1.4 | Approved by: | Chief executive |
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| 1.7 | Unit responsible: | Academic team |

2. Policy declaration

2.1 Purpose

The Royal New Zealand College of General Practitioners (the College) uses a range of contracted staff to summatively assess registrars enrolled in the General Practice Education Programme (GPEP or the programme) to ensure they meet the vocational standards required of a specialist general practitioner. In contracting and supporting these contractors to complete their assigned tasks, the College must assure themselves that required standards are maintained. This policy sets out the principles, requirements and practices used by the College for this purpose.

3. Background

3.1 Objectives

This policy sets out the principles, requirements and practices used by the College to contract and support assessors, examiners and case writers to ensure summative assessments are designed and conducted in a manner that ensures they are fair, reliable, valid and equitable.

3.2 In scope

Clinical and written examinations in GPEP and Fellowship assessments.

3.3 Out of scope

Formative assessment activities.

4. Definitions

All definitions are available in the College's Academic Regulatory Framework for Quality Assurance (CO-A-001-00).

5. General policy

5.1 Policy principles for assessment

Validity – accurately and effectively measures the learning it is intended to measure; it is at the correct level and is appropriate for the task.

Reliability – the extent to which an assessment consistently and accurately measures and produces consistent results.

Fairness – provides all registrars with an equal opportunity to demonstrate the extent of their learning.

Authenticity – reflects and aligns with real-life and current practices.

5.2 Assessment practice

5.2.1 Summative assessment within GPEP comprises:

- a. a clinical examination using objective structured clinical examinations (OSCE) methodology assessing the application of knowledge, skills and attributes in a practice setting; and
- b. written examinations comprising two multi-choice examinations testing clinical knowledge and its application in theory.

5.2.2 Assessment for Fellowship visit comprises:

- a. an observation by a senior Fellow of the College at the registrar's practice to examine and assess their practice, records and consultation skills against a set of College standards for Fellowship assessment
- b. review of other sources of evidence that relate to the registrar. This includes medical educator reports, patient and colleague feedback survey results, audits and examination results.

5.2.3 The College engages appropriately qualified assessors, examiners and case writers to ensure the assessments undertaken are high quality, robust, objectively assess against required standards and enable differentiation of performance.

5.2.4 Recruitment and selection of contractors required to support the assessment process must:

- a. promote diversity, recognition of cultural diversity and difference, and achieving equity for Māori
- b. be open and transparent
- c. able to withstand challenge; and
- d. exercise accountability and good governance in the process.

5.3 Assessment in te reo Māori

5.3.1 The College is committed to being culturally competent and supporting achievement of health equity for Māori and:

- › supports registrars to complete or present assessments in te reo Māori
- › engages assessors and examiners who are proficient in te reo Māori to assess assignments that are written or presented in te reo Māori

- › engages actors who are proficient in te reo Māori to be used in the scenarios for objective structured clinical examinations (OSCE)
- › supports assessors and examiners to develop, or continue to develop, their proficiency in te reo Māori.

5.4 **Quality assurance of assessors, examiners and case writers**

5.4.1 All assessors/examiners must:

- › demonstrate their ability to undertake the role to the standards required by the College
- › only assess in areas/contexts in which they have competence
- › have relevant professional experience of assessors and should have substantially more experience than candidates they are assessing
- › be culturally competent/safe and knowledgeable of Māori health and te Tiriti o Waitangi
- › be aware of potential sources of bias.

5.4.2 All assessors/examiners will be required to:

- a. complete examiner training after selection. Such training will cover:
 - › principles of assessment
 - › the responsibilities of an examiner in complying with equality and diversity
 - › cultural safety
 - › the role of the assessor/examiner in ensuring that the examinations and assessment processes are fair, valid and reliable
 - › sharing good practice
 - › role of moderation.
- b. demonstrate their competence as an examiner/assessor. Where possible the new examiner/assessor should observe each relevant component of the examination. This could be achieved by taking part in mock examinations as part of training.
- c. undergo an appropriate annual appraisal by the College to maintain their status as examiners/assessors.
- d. demonstrate awareness of the training standard required of the candidates.

5.4.3 Assessors/examiners who are assessing clinical performance must:

- › be registered with the Medical Council of New Zealand (MCNZ) to work in the vocational scope of general practice
- › be of good professional standing
- › fulfil continuing professional development (CPD) requirements
- › be a Fellow of the College and be in good financial standing.

5.4.4 Non-medical specialists used as assessors must:

- › demonstrate understanding of the principles of adult learning (having completed a 'Training the Trainers' course or equivalent); and/or
- › be a recognised trainer.

5.4.5 Case writers must demonstrate that they:

- › are up to date in their specialty
- › understand the level of knowledge, skills and attitudes required of the candidate to pass the examination
- › can dedicate the time required to develop assessment cases/questions
- › have a sound knowledge and understanding of Māori health and equity
- › can develop questions that minimise bias and recognise cultural difference.

5.5 Feedback

5.5.1 Feedback from registrars, supervisors and any complaints and appeals will be used to inform examiners of their performance.

6. Related policies, documents and legislation

- › Academic Regulatory Framework for Quality Assurance (CO-A-001-00)
- › Supporting Registrars Policy (CO-A-003-01)
- › GPEP Clinical and Written Examination Rules
- › Fellowship Assessment Standards
- › GPEP Assessment and Advisory Group (Te Ama)

7. Administrative procedures

7.1 Promulgation of published policy

This policy will be available via the College intranet and website.