



Cairnmillar
INSTITUTE

Treatment | Education | Research

Internal Benchmarking and Competency Based Assessment Policy

Policy Name	Internal Benchmarking and Competency Based Assessment Policy
Policy number	TPL017
Date approved	4 February 2015
Approving body	The Academic Board (Senatus)
Responsible officer	The Head of School
Implementation officer	Head of Workplace Education Unit Placement Co-Ordinators
Next review date	June 2017
Linked policies	
Linked forms	

Purpose of this policy

The purpose of this policy is to demonstrate that the students of The Cairnmillar Institute (the Institute) are achieving the graduate attributes as set by TEQSA, the AQF, the Psychology Board of Australia (when relevant to psychology students) and APAC: to be able to design assessment tasks and marking guides in ways that students can demonstrate a developmental trajectory towards achieving the desired outcomes. This means a much greater focus on what the students are learning.

Criterion Referenced Assessment

The Tertiary Education Quality and Standards Agency (TEQSA) sets the standards for student outcomes (rather than School inputs). Norm referenced assessment, where students are rated against each other, has now been (or is currently being) replaced by “criterion-referenced” assessment throughout the Institute’s accredited courses.

Criterion referenced assessment, measures achievement against learning outcome objectives. The Australian Qualifications Framework (AQF) contains criteria at each course level (or degree), and descriptors of learning outcomes, that graduates, as a result of learning, are expected to have achieved in their courses:

Knowledge:

- Depth of knowledge, breadth, kind of knowledge and complexity

Skills:

- Cognitive: uses of intuitive, logical and critical thinking
- Technical skills: dexterity & use of methods, materials, tools & instruments
- Communication skills: written, oral, literacy, numeracy
- Interpersonal skills

Application of knowledge and skills

- Autonomy, responsibility & accountability
- Routine & non-routine
- Predictable to non-predictable

The four broad categories of generic learning outcomes recognized in the AQF are:

1. Fundamental skills: (literacy & numeracy appropriate to level)
2. People skills: (working with others, communication skills)
3. Thinking skills: (decision making, problem solving)
4. Personal skills: (autonomy, acting with integrity)

Descriptors and Values

The Institute also has descriptors of the attributes, particularly values, of our students. The descriptors are:

Values:

- Intellectual honesty
- Alignment between teaching and supervision (placements) and research
- Cultivation of critical facilities
- Courage/diversity/change of systems at individual level
- Adapting to need/responsive
- Reputation – safe/trustworthy
- Access to students from diverse backgrounds
- Established supportive environment.

Internal Quality Review

For each course the types and range of assessment must demonstrate:

- a. Assessments that discourage plagiarism
- b. Have an integrated approach across a course to ensure assessment types reflect the learning of knowledge, skills and their integration
- c. Have a range of types of assessment, including those from the “Toolkit” (APA, 2010)

Marking Guides Review

- a. The guides must reflect knowledge, skills and their integration for the AQF level
- b. Be able to directly relate to professional competencies; and
- c. Be adapted from existing marking guides for each type of assessment

Placement Marking Guides

- APA Rating Scale for Placement Readiness (Placement A)
- APA Rating Scale for assessment of final placement (Placement D)
- Log Books, hours of client contact, total hours, supervision hours, self-reflection (Placement B, C & D)
- Direct observations (Live or Recorded)
- Portfolio Review
- Self-Assessment of Competencies

Course Work Units

- Oral Presentation
- Essay/Discussion Paper
- Recording and commentary
- Case studies
- Self-evaluations
- Objective Structured Clinical Examination
- Simulations and role plays
- Structured Oral Examination
- Standardised Client Interviews
- Written Examinations.

Research

- Research Proposals (including design)
- Ethics Application (letter of approval from HREC)
- Literature Review (see marking guide)
- Conference Presentation (x2)
- Attendance.

Annual Course Review

The annual course review and curricula development meeting reviews assessment and marking guides for the entire course. The panel of reviewers consists of all the teaching staff for that course.

References

APA Task Force on the Assessment of Competence in Professional Psychology: Final Report (October, 2006).

Assessment Benchmarking Project 2010 (Feb, 2011). Deakin University Report to Academic Board.

Australian Qualifications Framework (July, 2011). www.aqf.edu.au

Toolkit to Assess Competence. APA (2010)