

Deakin University Professional Practice Credentials Guide for Assessors

The University welcomes you as an assessor of Deakin professional practice credentials.

Professional practice credentials are micro-credentials awarded by the University to warrant achievement by candidates of learning gained through professional practice in the workplace. This guide provides you with information about the University's process for awarding credentials and your responsibilities as an assessor to ensure that candidates have achieved appropriate learning.

The credential process is managed on behalf of the University by DeakinCo., a controlled entity of the University.

Contacts

Client Team	Roles	Contact details
Jaimee Craft	Assessment Service Delivery Manager	jaimee.craft@deakinco.com
Jemma Soklev	Head of Learning Operations	jemma.soklev@deakinco.com

Please direct any other queries to the Credentials Helpdesk:

Email: credentials@deakinco.com

Phone: 03 9918 9000

About professional practice credentials

Professional practice credentials provide evidence of an individual's professional capabilities. These capabilities can include generic employment capabilities such as problem-solving and communication or knowledge capabilities such as digital marketing and data analytics.

Credentials are developed by the University in consultation with relevant industry or professional bodies in accordance with the University's Professional Practice Assessment Framework. This framework includes the nature of knowledge or capabilities covered by the credential and the standard that must be demonstrated aligned to the Australia Qualifications Framework (AQF) and relevant industry standards.

Candidates may register for

- "stand-alone" credentials – that is, as an individual or as part of a workplace cohort, they may achieve a credential which at this stage does not lead to the conferral of a degree; or
- credentials that are integrated into one of the University's professional practice degrees. At this stage, the University offers four Professional Practice degrees (all include Masters with nested Graduate Certificates), and they are comprised of specified units, and credentials.

In either case the University is committed to ensuring the rigour of the assessment process and the quality of the experience of candidates. Therefore, the specifications described here, and in the Professional Practice Credential Assessment Framework, apply equally to all credentials, regardless of their incorporation into degrees.

Requirements for assessors

As an assessor of professional practice credentials, you are representing Deakin University. As such we require you to be suitably qualified and to undertake an induction covering the principles of good assessment and the University's procedural requirements. To ensure that your qualifications and experience are relevant and current, the University will ask you to provide the following, which will remain confidential:

- Current resume
- Certified copies of formal qualifications
- Where appropriate competency maps for relevant credentials.

This guide provides you with a useful summary of the information that you need to know when carrying out your role so please keep it handy when assessing.

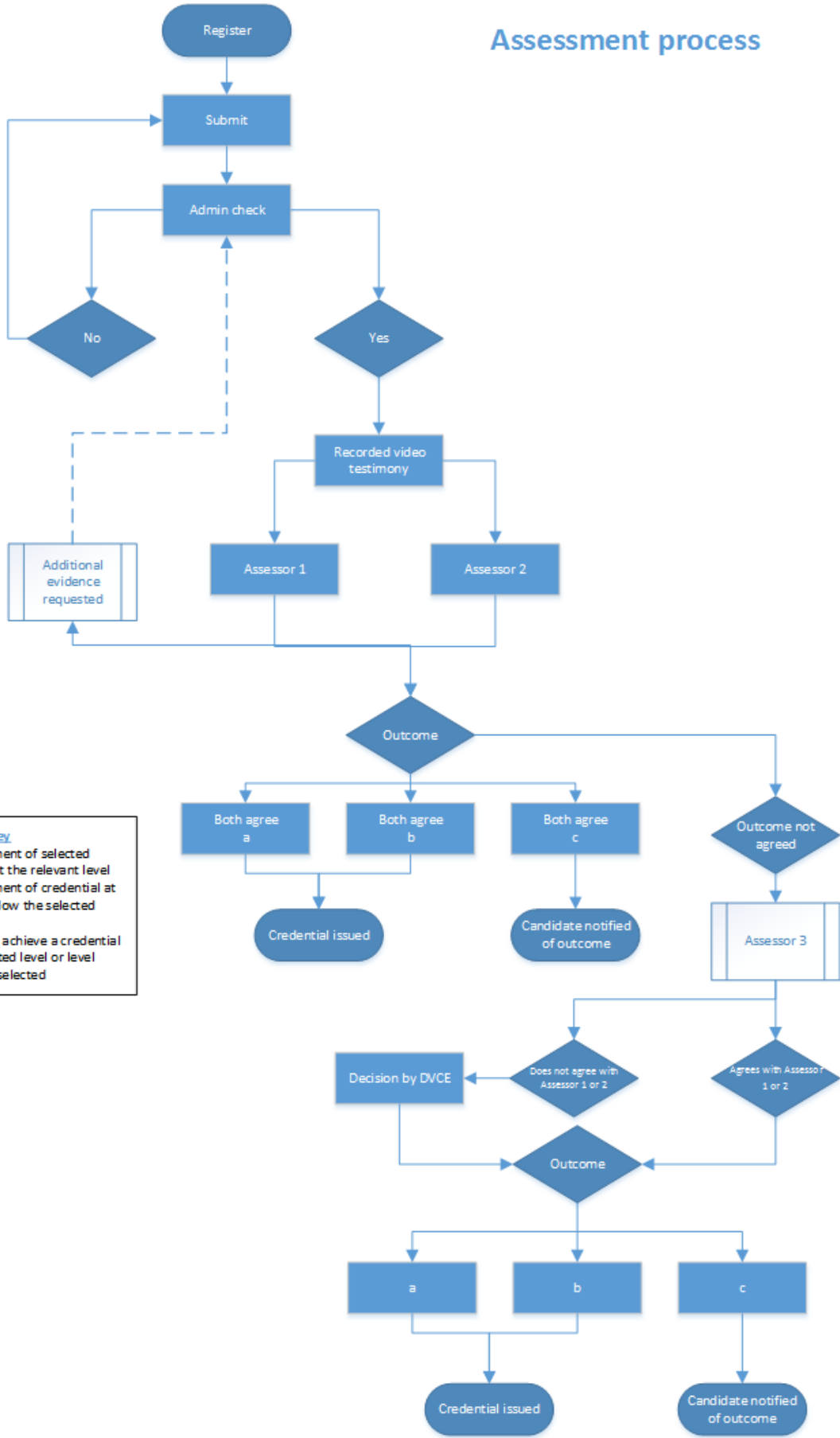
Assessment process

The process for assessing credentials is prescribed by the *Deakin Professional Practice Credential Procedure*. Here is a summary of the key steps.

Step	Responsibility	Summary and reference
1. Credential selection and submission of evidence	Candidate	The candidate selects an appropriate credential and provides documentary or digital evidence to address the criteria specified in the credential through an online assessment portal. The candidate also provides a short written testimony of up to 1000 words supporting their evidence. <i>Refer: Deakin Professional Practice Credentials Procedure, clauses 13-14</i>
2. Administrative check	Deakin Coordinator	The University conducts a preliminary administrative check to ensure that submission requirements are met. If not, further information is sought from the candidate. <i>Refer: Deakin Professional Practice Credentials Procedure, clause 15</i>
3. Completion of video testimony	Candidate	The candidate records a video testimony that involves answering a set of questions that require them to reflect on their knowledge and capabilities. The completed testimony is recorded via the online assessment portal. <i>Refer: Deakin Professional Practice Credentials Procedure, clause 16</i>
4. Assessment of submission	Assessor 1 Assessor 2 Assessor 3 (where applicable)	The candidate's evidence, written testimony and video testimony is independently assessed by two assessors who make judgements about whether the credential has been achieved at the selected level, achieved at the level below that selected or has not been achieved. Judgements are made with reference to a rubric that incorporates the standards, criteria and the information provided to candidates about the evidence requirements. Where the assessors do not agree on the outcome, a third assessor will conduct an independent assessment. The final outcome is determined as set out in the flowchart below. Assessors 1 and 3 will have formal qualifications at least one AQF level above the level of the credential that is being assessed. Assessor 2 must have significant industry or professional experience. <i>Refer: Deakin Professional Practice Credentials Procedure, clause 17-21</i>
5. Feedback to candidate	Assessor	Assessors provide feedback on how their judgement was made to advance the candidate's level of professional practice. Where a candidate has not been successful in achieving the credential at the selected level, feedback is provided on how the candidate might improve their submission to achieve the desired outcome. <i>Refer: Deakin Professional Practice Credentials Procedure, clause 22</i>
6. Award of credential	Deakin University	Digital credentials are awarded to successful candidates. <i>Refer: Deakin Professional Practice Credentials Procedure, clause 27-29</i>

Adjustments to assessment arrangements may be made for candidates with a disability or health condition or who are prevented from completing an assessment requirement because of circumstances out of their control. This will be managed by the University.

Assessment process



Outcome Key
 a. Achievement of selected credential at the relevant level
 b. Achievement of credential at the level below the selected credential
 c. Failure to achieve a credential at the selected level or level below that selected

Principles of assessment

The University is committed to providing assessment that meets the following principles:

Assessment at Deakin

- is fair, equitable and inclusive
- prompts diagnostic, timely and meaningful feedback about performance against clearly articulated criteria and standards
- is valid and reliable
- ensures academic integrity and elicits inclusive and trustworthy evidence of achievement
- inculcates the lifelong practice of creating and curating evidence of achievements and professional readiness.

These principles are reflected in our credential assessment process and practice.

Assessment rubric

When making your assessment judgement you will use a rubric that includes:

- a description of the credential
- a definition of the capability that must be demonstrated at the relevant level
- the criteria that must all be met
- descriptions of the dimensions of autonomy, influence and complexity that must all be met.

See attached:

- An example assessment rubric
- A table showing what the dimensions of autonomy, influence and complexity mean at each AQF level.

To complete the assessment rubric you must:

- indicate whether each of the required criteria and dimensions has been met, or not
- provide constructive feedback to the candidate including areas for improvement
- indicate whether in your judgement the candidate has:
 1. achieved the selected credential at the relevant level
 2. achieved a credential at the level below the selected credential
 3. failed to achieve a credential at the selected level or level below
- indicate if you have a conflict of interest, including details where appropriate.

Feedback to candidates

Clear and meaningful feedback is a critical part of good assessment practice. Feedback to candidates should be clearly linked to the assessment criteria and aim to:

- assist learning
- reward achievement
- provide encouragement
- explain results
- enable candidates to improve their understanding and performance.

Conduct of assessors

The University's Code of Conduct applies to staff and associates of the University, including assessors. The code includes requirements that assessors act equitably and fairly and adhere to standards of personal and professional conduct including:

- maintaining and upholding the reputation of the University
- behaving professionally and ethically, and maintaining confidentiality
- performing duties diligently, conscientiously, with integrity and in good faith
- working cooperatively and collaboratively with University staff
- treating candidates with respect, impartiality, courtesy and sensitivity.

Conflicts of interest

The University promotes an environment that is based on ethical behaviour founded on standards of honesty, responsibility, fairness and accountability. To this end candidates are required to identify any actual, potential or perceived conflict of interest between their financial, professional or personal interests and their duties to the University. Situations where a conflict of interest could exist include (but are not limited to):

- a relationship between you and an individual candidate who is being assessed
- engagement by you with the organisation through which the candidate has been registered
- potential to profit from dealings with the organisation through which the candidate has been registered
- receipt of a gift from the candidate or organisation
- and so on.

If you think there may be a conflict of interest you should promptly disclose this to the University. You should also declare a possible conflict of interest on the rubric and provide an explanation of the circumstances.

Confidentiality

In carrying out your role, you will access confidential and sensitive information, including the candidate's evidence and testimony. You have a responsibility to maintain the integrity, security and confidentiality of that information and to maintain good judgement and discretion. Confidential information may include:

- candidate details and outcomes
- information provided through the candidate's submission
- details in assessment rubrics.

Deakin Professional Practice Credentials signify achievement of capabilities aligned with Deakin University’s Graduate Learning Outcomes: they may be generic employability skills (GLOs 2-8), or technical knowledge (GLO 1). All credentials are aligned with the Australian Qualifications Framework.

A credential warrants that **all criteria** related to clearly described knowledge and skills have been evidenced in **three dimensions**: autonomy, complexity and influence. Candidates submit written evidence supported by examples based on their experience, as well as video testimony reflecting on their professional practice. This table shows the assessment rubric structure (criteria and methods) for each credential in the framework.

Name of credential		AQF level of credential		Version of credential	
Definition	<i>The definition of the capability being warranted. This is common across all levels.</i>				
Description	<i>The description of the individual credential. This is the capability at a particular level.</i>				
Required criteria: provide evidence for all of these:			Criterion met?	Guidance provided to candidate:	
1	Criterion 1 for this credential		<input type="checkbox"/> Yes <input type="checkbox"/> No		
2	Criterion 2 for this credential		<input type="checkbox"/> Yes <input type="checkbox"/> No		
3	Criterion 3 for this credential		<input type="checkbox"/> Yes <input type="checkbox"/> No		
4	Criterion 4 for this credential		<input type="checkbox"/> Yes <input type="checkbox"/> No		
5	Criterion 5 for this credential		<input type="checkbox"/> Yes <input type="checkbox"/> No		
Autonomy		Met?	Influence	Met?	Complexity
<i>Description of the expected level of autonomy to be demonstrated within the evidence.</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Description of the expected level of influence to be demonstrated within the evidence.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>Description of the expected level of complexity to be demonstrated within the evidence.</i>
Feedback to candidate <to be completed by each Assessor> - write three to five sentences (no fewer than three) - start with a positive comment, if possible - follow with one or two areas for improvement, if applicable - use phrases such as ‘the submission would be strengthened by further demonstration of ...’ or ‘a future submission should include evidence of ...’					
Outcome	<input type="checkbox"/> Satisfied <All criteria and dimensions are met>	<input type="checkbox"/> Not Satisfied	<input type="checkbox"/> Award lower level Credential <All criteria and dimensions in the section below must be met>		Date
Candidate name <to be completed by Assessor>					
Assessor name		Assessor signature		Conflict of interest	<input type="checkbox"/> Yes <input type="checkbox"/> No
Conflict of interest <if you think there may be a conflict of interest please explain here>					

Summary of lower level for reference: Name of credential and AQF level of credential (one level below)				
Criteria	Criterion met?	Autonomy met? <input type="checkbox"/> Yes <input type="checkbox"/> No	Influence met? <input type="checkbox"/> Yes <input type="checkbox"/> No	Complexity met? <input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion 1 from lower level	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Criterion 2 from lower level	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Criterion 3 from lower level	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Criterion 4 from lower level	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Criterion 5 from lower level	<input type="checkbox"/> Yes <input type="checkbox"/> No			

Dimensions: This table shows typical performance expectations in each dimension at each AQF level.

	AQF 3 The candidate:	AQF 6 The candidate:	AQF 7 The candidate:	AQF 8 The candidate:	AQF 9 The candidate:
Autonomy: <i>the level of independence, supervision and responsibility for completing work and making decisions</i>	Is highly reliant on direction from others; focused on trying to understand and 'do the right thing', with little sense of ownership of work outcomes as determined by others	Takes limited responsibility for decisions within narrow parameters and relies on direction as to plans, priorities and requirements	Works under general supervision but takes ownership of own plans and work outcomes and personal responsibility for decisions within clearly defined parameters	Works independently within broad parameters, with a strong sense of responsibility and ownership of goals, plans, decisions and outcomes	Is highly autonomous, with a strong sense of responsibility and ownership of work outcomes that often extends across a range of contexts
Influence: <i>how an individual works with others, mobilises support for action, and impacts outcomes within a given context</i>	Has little or no practical experience; Focuses on the most immediate aspects and in contributing to outcomes in their immediate work context	Has limited experience; Can increasingly plan, prioritise and review outcomes and contribute to skills development and performance of team members	Has practical experience in a growing range of contexts; Has significant role in influencing operational outcomes and improving professional standards within a given defined context	Understands and is comfortable with aspects of the context; Has significant responsibility for functional and cross-disciplinary outcomes and building professional standards across a range of contexts	Simultaneously sees the 'big picture' and identifies significant features and long term opportunities; Advances professional knowledge and contributes to significant strategic relationships and plans
Complexity: <i>the scope and variables impacting individual capability and the extent to which their thinking and action are based upon rules (theory,</i>	Completes a limited range of tasks by rigidly following rules that can be used within familiar contexts	Shows some awareness of immediate goals and performs a broad range of work, using agreed rules and procedures to complete sometimes	Increasingly applies rules and procedures to competently complete routine activities to meet responsibilities in both familiar and unfamiliar	Has internalised the rules required to automatically and competently perform a variety of complex roles; May generate predictive models and critically	Leads the formation and application of strategy and works across and beyond the organisation; Uses deep understanding and experience to advance

<i>constructs, models, processes) or guided by intuition and judgement</i>		complex and non-routine tasks in often unfamiliar contexts	contexts; increasingly challenges rules and seeks to improve performance of existing practices	review and reframe the rules to improve thinking and practice	global thinking and practice
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