
Assessment Procedures (G432-D)

Assessment using a Training Package

Assessment and Delivery Analysis

The purpose of this step is:

- to ensure each unit of competency is carefully read
- to know what is intended by each unit of competency, and
- to notice any relationships or overlap between the units

A series of questions about each unit of competency will be addressed after reading the packaging and assessment guidelines for the package. Although the assessment guidelines describe the overall assessment requirements, some aspects of assessment could well differ between the evidence guides of each unit. These differences may also impact on the way training is delivered.

Interpretation of Analysis

Once these questions have been answered and an overall view of the qualification and how the units of competency are related, this general information is used to:

- Look for the overall relationships between units (is one unit better delivered and assessed before, after, with another?)
- decide which units of competency can be delivered and/or assessed simultaneously because they cover similar knowledge, skills and/or attitude
- consider what delivery methods would work best for the context and content of the training
- consider the best way to integrate the workplace and off-the-job training
- check that each unit within one cluster requires a similar context and evidence of assessment and can be assessed by similar assessment tasks

It is this 'overlapping' that will allow the training to be innovative, flexible and cost-effective in the choice and design of the training and assessment tasks.

The tasks will be used to collect evidence about an individual's performance in more than one unit of competency. This more holistic or integrated approach to assessment approximates the workplace situation more closely than does the multiple assessment of one unit at a time.

However, as intended by the philosophy of competency based assessment, the assessment tasks *must* address all aspects of the relevant unit/s.

To ensure this happens, we will complete a level of 'mapping' exercise that shows the relationship between the various components of the unit/s and the assessment task/s.

Mapping the Unit/s to the Assessment Task/s and Instrument/s

After examining the unit/s of competency and decided what types of assessment tasks would collect the appropriate evidence necessary to judge competency, we have to make sure that all aspects of a unit of competency will be assessed by one or more of those assessment tasks and that nothing has been left out.

Process

Select one cluster of units

- Each performance criterion in each of the units within the cluster will be examined, one unit at a time
- A list of the knowledge and skills/attitude associated with each performance criterion will be determined
- The range of variables will be checked to see if they can clarify or add to the list
- The evidence guide will be checked for the underpinning knowledge and skills (if stated) to see if any of these items can clarify or add to the list
- The evidence guide will be checked for the critical aspects and make sure they are on the list and highlighted
- The key competencies will be noted and at what level they are incorporated within the unit
- Identify the common knowledge and common skills topics for each cluster of units; note those topics/skills that may be unique to particular units
- Decide the most appropriate task/s to assess the knowledge and the skills/attitude on the final lists
- Use one assessment task to embrace as many items as is appropriate and practicable.
- Check if you can cover the different aspects of skill through one assessment task
- Use both formative and summative assessment

The Assessment Task and Instrument

Information that is derived from the previous steps will be sufficient to construct our assessment task/s and instrument/s.

It is important that our assessment materials and processes adhere to the principles of assessment as stated in the National Assessment Principles, even though they are not itemised in the AQTF.

When selecting and developing the assessment, we will consult with other personnel, other delivery and assessment staff, and people from the relevant industry

Conduct of Assessment

Assessment against the competency standards in a training package will be conducted in the same way as you conduct any form of competency based assessment.

According to the AQTF standards, PTEP will ensure that any person who conducts assessment

- possesses the assessor competencies from the Training Package for Training and Assessment at Certificate IV level,
- has the relevant vocational competencies, at least to the level being assessed

It is possible for a qualified assessor and a content expert to work together as a team to conduct assessment. If this is the case, then the arrangement will be documented clearly.

Monitoring, Evaluation and Review of Assessment

PTEP have established and implemented systems for the monitoring, evaluation and the review of assessment processes and outcomes.

The systems may include mechanisms such as:

- Assessment policy, procedures, work instructions
- Secure, confidential but easily retrievable archive system
- Moderation/validation events (refer to G586-D Validation procedure for details)
- Annual internal reviews of processes (compulsory)

- Evaluation forms to be completed by the learner/candidate and employers
- External reviews

PTEP will keep accurate and comprehensive documentation of the assessment process. Issues of recordkeeping are also discussed in the section "Continuous Improvement".

Examples of assessment documentation include:

- overall Assessment Plan
- assessment information provided to learners/candidates
- assessment instruments
- assessment instrument covering pages
- feedback to learners/candidates
- preferred answers to assessment tasks
- completed assessment tasks
- moderation of the assessment tasks and instruments
- action taken in response to evaluation of the assessment process
- student profiles; monitoring of progress
- archives

Assessment Methods

There are a number of assessment strategies that can be used to gather evidence of competency. The competencies being assessed and the assessment requirements of the unit will determine the choice of strategies.

1. Observation

This provides evidence of the assessee's competency in carrying out a process. Information can be recorded using checklists or log books.

2. Written tests

These can use a range of different question types including essays, short answers, multiple choice, true–false, matching or self-report. The type of test will depend on whether the aim is to focus on knowledge, comprehension or problem-solving skills,

or to assess specific writing skills used in the workplace.

3. Oral tests or questioning

This can assess the student's ability to listen, interpret and communicate ideas and information.

4. Reports

Students investigate and report on an exercise, in on-the-job or off-the-job training environments.

5. Simulation

If competencies do not have to be assessed directly in the workplace then, under some circumstances, simulations can be used. However, as much as possible of the atmosphere, conditions and pressures of the real situation should be created.

6. Role-plays

Role-plays present the student with a work situation in which they are asked to take on a particular role. A wide range of interpersonal skills and behaviour can be assessed in this way.

7. Case studies

Case studies enable students to display problem-solving and decision-making skills.

8. Portfolio of evidence

This is a portfolio of documentary material collected by the student which provides evidence of performance against a set of criteria. It may include a range of direct, indirect or supplementary sources.