 Training Accreditation Council  
WESTERN AUSTRALIA

DESIGNING AND USING ASSESSMENT TOOLS

Dr Russell Docking

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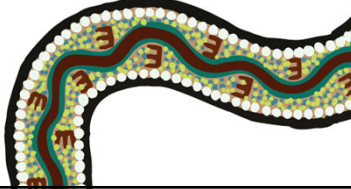
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We would like to respectfully acknowledge the Whadjuk people on whose land we meet today and pay our respects to Elders past, present and emerging.



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INTRODUCTIONS

- Facilitator
- Participants' objectives
- References and resources



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### Topics for this workshop

- Recap of the key outcomes of first workshop (session – pre-reading)
- Assessing Knowledge
- Assessing Skills
- The components of an assessment tool
- Designing assessment tools
- Clustered assessment
- Reasonable Adjustment
- RPL



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### Recap

- The requirements of the regulatory standards – Clause 1.8
- The Unit of Competency and Assessment Requirements
- The Principles of Assessment and Rules of Evidence
- Reflecting Industry Practice
- The RTO resources
- The characteristics of the Learner



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### Guide for assessment tools

- Every requirement must be addressed
- Sufficient evidence must be collected
- Elements must not be fragmented
- No extra requirements can be included
- No unrelated evidence can be gathered
- Correct type of evidence is gathered

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### Gathering evidence of knowledge and skills

Knowledge evidence is gathered through question and answer (Q/A) tests, not through tasks.



Skills evidence is gathered through the observation of the performance of tasks, not through Q/A.



These are not interchangeable...

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### Gathering evidence of knowledge

**The function of knowledge**

- Supporting the elements of competency
- Understanding how tasks work
- Coping with contingencies
- Transfer to other units of competency
- Transfer to other workplaces
- Transfer to other times (past & future)
- Developing industry understanding



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### Gathering evidence of knowledge through Q/A

- Use short answer questions, not multiple guess
- Ensure that every item of knowledge is evidenced
- Ensure that the questions are at the right AQF level
- Make sure that the context and content of all the questions are relevant to the unit and reflect current industry practices.
- Write questions that extend beyond the local context.



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# Gathering evidence of skills

- Task performance is used to reveal a skill.
- Successful performance of two or more tasks that use the skill show that the candidate has the underlying skill.
- Assessors need to use their industry skills to identify tasks that will require the display of all performance criteria for each element.
- A number of tasks might be needed to observe all elements and all performance evidence



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# Gathering evidence of skills

- Make sure the tasks you set are at the right AQF level and do not introduce too much complexity that might overshadow the skill.
- Develop an observer checklist that indicates which specific aspects of performance are to be noted because they relate directly to the skill. These can be cross-referenced to the element/performance criterion or item of performance evidence.



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### Gathering evidence of skills

The tasks can be performance in real workplaces, or simulated workplaces.

In real workplaces tasks can be naturally occurring or contrived.

If a simulated workplace is used, the tasks must reflect all of the dimensions of competency:

- ✓ Task skills
- ✓ Task management skills
- ✓ Contingency management
- ✓ Job/role environment skills



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### Gathering evidence of skills

Tasks can be observed by a qualified assessor or by a third-party observer.

If a third-party observer is used:

- ✓ They must have industry skills
- ✓ The assessment tool must be contextualised for their understanding
- ✓ The observer must provide a written narrative of their observations
- ✓ They must be subject to routine monitoring and validation



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### Activity 2: Assessing skills

We see many very interesting strategies being used to observe skills ... are they all OK?

- Make comment on 3 of the alternate strategies and complete the table.
- Enter your chosen strategy in the first row of the table and then answer each of the three questions in the space provided.
- When you have completed the activity for your chosen strategies, email a copy of the completed table to [TACPD@dtwd.wa.gov.au](mailto:TACPD@dtwd.wa.gov.au)

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## Break



Please take a 15 minute refreshment break.

- Use the time to email your completed Activity 2 sheet to [TACPD@dtwd.wa.gov.au](mailto:TACPD@dtwd.wa.gov.au)

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## Activity 2: Assessing skills

1. Ask the student to describe how they would undertake the task
2. Seek a reference from an employer for whom the student has worked on this kind of task
3. Review past evidence of the student's performance in similar tasks on campus
4. Set up a scenario where the student reads about an issue and describes how they would resolve it.
5. Set up a group role-play activity where other students are the actors and observe the student's performance
6. Set up a simulation where other students are the clients. (The simulation meets the dimensions of competency)
7. Set up a simulation where the clients are professional actors. (The simulation meets the dimensions of competency)
8. Set up a practice workplace which provides real services to real clients<sup>21</sup>

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### Mapping unit requirements and assessment tools

- Every requirement must be addressed
- Sufficient evidence must be collected
- Elements must not be fragmented
- No extra requirements can be included
- No unrelated evidence can be gathered
- Correct type of evidence is gathered

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### Assessment plan and record

Unit of competency: TAEAS5311 Contribute to assessment      Name of Candidate: *A Bloggs*

**Note:** Refer to Unit of Competency and Assessment Requirements for full text of each requirement.

**Evidence-gathering tools:** PA1: Performance assessment 1; PA2: Performance assessment 2; PA3: Performance assessment 3; KA: Knowledge assessment

**Judgement rules:** All unit requirements must be demonstrated. Each element must be demonstrated in at least two different activities.

Unit requirement	PA1	PA2	PA3	KA	Outcome	Comment
<b>Elements and performance criteria</b>						
1. Clarify role and responsibilities in the assessment process						
1.1 Confirm assessment purpose	O1		O1			
1.2 Confirm assessment benchmarks	O2		O2			
1.3 Clarify assessment plan		O3	O3			
1.4 Discuss & agree responsibilities		O4	O4			
2. Confirm organizational arrangements for evidence gathering						
2.1 Organizational policies & procedures	O5			Q7		
2.2 Clarify assessment tools	O6			Q11		
2.3 Context characteristics	O7			Q13		
3. Collect evidence in accordance with the assessment plan						
3.1 Brief candidate	O9		O9	Q2		
3.2 Use assessment tools	O10	O10	O10			
4. Record and report findings						
4.1 Provide decision to assessor	O11					
4.2 Seek feedback from assessor	O12					
4.3 Document improvements	O13					
<b>Foundation Skills</b>						
1. Neat, accurate and prompt reporting						
<b>Performance Evidence</b>						
1. Clarify role (1.4)	O4					
2. Clarify assessment plan (1.3, 2.2)	O3 O6	O3	O3 O6			
3. Conduct 3 assessment activities (3.2)	O10	O10	O10			
4. Report findings x 3 times (4.1, 4.2)	O11 O12		O11 O12			

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Knowledge Evidence			
1. Competency-based assessment			Q1
2. Principles of assessment			Q2
3. Rules of evidence			Q4
4. Different purposes of assessment			Q6
5. Diversity of assessment contexts	O10	O10	O10
6. Different types of evidence			Q8
7. Evidence-gathering methods			Q9
8. Assessment tools & assessment plans			
<b>Overall outcome</b>	<b>S: NYS</b>	<b>C: NYC</b>	<b>S: NYS</b>

Organisation: Wilkins Construction and Engineering Pty Ltd

**PA1: Performance assessment 1**

Type of assessment: Final      Date:

Unit of competency assessed: Forklift

Candidates assessed:

Qualified assessor/observer: Bill Smith

Evidence-gathering tools used: RTO developed

**PA2: Performance assessment 2**

Type of assessment: Progress      Date:

Unit of competency assessed: Forklift

Candidates assessed:

Qualified assessor/observer: Bill Smith

Evidence-gathering tools used: Purchased

**PA3: Performance assessment 3**

Type of assessment: RPL      Date:

Unit of competency assessed: Rigging

Candidates assessed:

Qualified assessor: Sam Wilson

Evidence-gathering tools used: CV and employer reports

**KA: Knowledge assessment**

Administrator: Bill Smith      Date:

Name of RTO assessor (1.13):

Signature:

Date:

Name of RTO assessor (1.14 & 1.15):

Signature:

Date:

Prerequisite units:    ☐ Competent    ☐ Not yet competent    ☐ Not required

Assessment outcome:    ☐ Competent    ☐ Not yet competent    Action required:

Outcome reported:      Date:

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TAC Education Workshop – Designing and Using Assessment Tools

Assessment plan and record

Unit of competency: TAEASS301 Contribute to assessmentName of Candidate: B' Bloggs

Note: Refer to Unit of Competency and Assessment Requirements for full text of each requirement.

Evidence-gathering tools: PA1: Performance assessment 1; PA2: Performance assessment 2; PA3: Performance assessment 3; KA: Knowledge assessment

Judgement rules: All unit requirements must be demonstrated. Each element must be demonstrated in at least two different activities.

Unit requirement	PA1	PA2	PA3	KA	Outcome	Comment
Elements and performance criteria						
1. Clarify role and responsibilities in the assessment process						
1.1 Confirm assessment purpose	O1	O1	O1			
1.2 Confirm assessment benchmarks	O2	O2	O2			
1.3 Clarify assessment plan	O3	O3	O3			
1.4 Discuss & agree responsibilities	O4	O4	O4			
2. Confirm organizational arrangements for evidence-gathering						
2.1 Organizational policies & procedures	O5	O5	O5			
2.2 Clarify assessment tools	O6	O6	O6			
2.3 Context & candidate characteristics	O7	O7	O7			
2.4 Resource requirements	O8	O8	O8			
3. Collect evidence in accordance with the assessment plan						
3.1 Brief candidate	O9	O9	O9			
3.2 Use assessment tools	O10	O10	O10			
4. Record and report findings						
4.1 Provide evidence to assessor	O11	O11	O11			
4.2 Seek feedback from assessor	O12	O12	O12			
4.3 Document improvements	O13	O13	O13			
Foundation Skills						
N/A: addressed in performance criteria						
Performance Evidence						
1. Clarify role (1.4)	O4	O4	O4			
2. Clarify assessment plan (1.3, 2.2)	O3, O6	O3, O6	O3, O6			
3. Conduct 3 assessment activities (3.2)	O10	O10	O10			
4. Report findings x 3 times (4.1, 4.2)	O11, O12	O11, O12	O11, O12			

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Knowledge Evidence				
1. Competency-based assessment				Q1
2. Principles of assessment				Q2
3. Rules of evidence				Q3
4. Different purposes of assessment				Q4
5. Diversity of assessment contexts				Q5
6. Different types of evidence				Q6
7. Evidence-gathering methods				Q7
8. Assessment tools & assessment plans				Q8
9. Barriers to evidence-gathering				Q9
10. Organisational policies & procedures				Q10
Overall outcome				

Organisation: Wilkins Construction and Engineering Pty Ltd

PA1: Performance assessment 1

Type of assessment: FinalDate:

Unit of competency assessed: ForkliftCandidates assessed:

Qualified assessor/observer: Bill SmithEvidence-gathering tools used: RTO developed

PA2: Performance assessment 2

Type of assessment: ProgressDate:

Unit of competency assessed: Mobile craneCandidates assessed:

Qualified assessor/observer: Bill SmithEvidence-gathering tools used: Purchased

PA3: Performance assessment 3

Type of assessment: RPLDate:

Unit of competency assessed: RiggingCandidates assessed:

Qualified assessor: Sam WilsonEvidence-gathering tools used: WorkSafe Tasks

KA: Knowledge assessment

Administrator: Bill SmithDate:

Name of RTO assessor (1.13):Signature:Date:

Name of RTO assessor (1.14 & 1.15):Signature:Date:

Prerequisite units: ☐ Competent☐ Not yet competent☐ Not required

Assessment outcome: ☐ Competent☐ Not yet competentAction required:

Outcome reported:Date:

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### Clustered assessment

We can use assessment tools to gather evidence for more than one unit of competency. Note that while we might gather evidence for a number of units at the same time, we still have to make separate judgements for each unit.

Our Q/A knowledge questions might cover more than one unit, but we need to make sure that when we record the outcomes we do so for each unit separately.

Our observations for a task might relate to more than one unit, but we need to be able to record our observations separately for each unit.

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### Reasonable Adjustment

When designing assessment tools the assessor must consider the AQF level of the unit and the characteristics of the candidates. This may involve changing the way Q/A tests are delivered, and may impact on the choice of tasks used.

When a candidate has a defined disability, the RTO has a legal obligation to consider the possibility of making Reasonable Adjustments to the assessment process. These adjustments must not invalidate the competency, create the illusion of competency, or be non-transferable to industry.

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### The Recognition of Prior Learning

- RPL is a process that recognises prior learning has been experienced and that the candidate can skip training and go straight to assessment.
- The assessment tools must comply with Clause 1.8, and will consist of Q/A to assess knowledge, and set tasks to assess skills.
- A portfolio of past evidence can be used to substantiate prior learning, but as it cannot meet the rules of evidence it cannot be used as evidence of competence on its own.

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### Questions

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### References and Resources

- The Standards for RTOs
- The TAC Users' Guide for the Standards (Version 2)
- TAC Assessment Fact Sheet
- TAC Assessment Validation Fact Sheet
- TAC Reasonable Adjustment and Inclusive Practice Fact Sheet
- TAC Records Management Fact Sheet
- TAC RTO Complaints and Appeals Fact Sheet
- TAC Industry Engagement Fact Sheet
- TAC Amount of Training Fact Sheet
- TAC Vocational Competence and Industry Currency Fact Sheet
- TAC Assuring the Quality of RTO Processes, Practices and Products Fact Sheet
- TAC Identifying and Meeting Individual Needs Fact Sheet

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Contact us

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Acknowledgement: Some icons designed by Freepik

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