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# Assessment in the Workplace

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## Topics for this workshop

- Workplace competencies
- RTOs and Workplaces
- Roles and responsibilities
- Learner support
- Continuous improvement



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## Why assess in the workplace?

Many units of competency specify the workplace as the preferred setting for assessment.

Other units of competency require a specific number of hours of workplace experience, making workplace assessment an option.

Many qualifications are delivered as apprenticeships or traineeships where training and work are blended, so the workplace is accessible for assessment.

It might be just that the workplace is a good place to assess.

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## The best place to observe competency is in the workplace ...

Most units of competency now specify the workplace as the preferred setting for assessment, but a **simulated workplace** is usually allowed either for the whole assessment or to cover gaps if it meets all the four dimensions of competency:

- The actual skill is performed;
- The skill is performed along with other skills;
- Problems are encountered and dealt with; and
- The skill is performed in a setting that has the complexity of a workplace.

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## Building strong cooperative relationships: Assessors, RTOs, and workplaces

As an RTO delivering VET competencies to learners, you represent the workplaces in the industries that utilise those competencies.

For this reason it is vital that you engage with industry (1.5) and maintain your current industry skills (1.6b and 1.13b) so that your training content and assessment resources will be relevant to industry (1.6a).

Industry must be confident that you are up-to-date if you are going to have an effective and cooperative working relationship with them.

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TAC Fact Sheet: Vocational Competence and Industry Currency  
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## Building strong cooperative relationships: Learners, employers, RTOs and industry

Everybody can benefit from assessment in the workplace:

- Trainers/Assessors maintain their industry skills
- Learners get to experience the real world of work
- Employees learn about national standards.
- Employers get to "head hunt" prospective employees
- RTOs get access to resources that are hard to duplicate
- Industry gets to see its national standards in action



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### Building strong cooperative relationships

|  |   |
|--|---|
| <b>Develop a shared vision</b><br>purpose and expectations.  | <b>Agree on clear ground rules</b><br>time, costs, communication,<br>reporting and commitments. |
| <b>Establish clear roles and responsibilities</b><br>commitments, understanding, plan<br>and agreements. | <b>Maintain regular communication</b><br>feedback, suggestions, changes.                        |

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### Clarifying roles, responsibilities and expectations

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| <b>Share the Training and Assessment Strategy</b><br>roles of RTO, assessors and<br>workplace | <b>Plan for evidence gathering by RTO assessors</b><br>access and resources                     |
| <b>Plan for learners in the workplace</b><br>workplace rules and requirements                 | <b>Plan for evidence gathering workplace observers</b><br>expertise and assessment<br>resources |

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### The roles of assessors and evidence-gatherers

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|---|---|--|
| <b>The Assessor</b> <ul style="list-style-type: none"><li>• Develops the assessment mapping</li><li>• Designs the assessment tools</li><li>• Manages the evidence gathering process</li></ul> | <b>The Evidence-Gather</b> <ul style="list-style-type: none"><li>• Gathers the evidence</li><li>• Reports to the assessor</li><li>• Participates in assessment validation</li></ul> | <b>The Assessor</b> <ul style="list-style-type: none"><li>• Collates the evidence</li><li>• Makes the assessment judgement</li><li>• Reports the assessment outcomes</li><li>• Participates in assessment validation</li></ul> |
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## Managing third-party observers

- Identifying suitable observers – vocational skills
- Preparing suitable observation tools – contextualisation
- Preparing instructions for observers
- Briefing observers – RTO standards, direct observation
- Managing observation records
- Monitoring observers
- Observer validation and audit



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## Challenges for third-party observers

- Role conflict and confusion
- Time pressures and paperwork
- Personal standards and expectations and unconscious competence
- Personal opinion vs objective observation and comparative judgement
- Leniency, central tendency or harshness and Tick and Flick
- Hearsay and fourth party evidence
- Delayed recording and selective recollection
- Formative and summative assessment



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## Implementing appropriate assessment strategies

- Contextualising skill observation tools for the workplace
- Informing learners of assessment requirements
- Informing the workplace of assessment requirements
- Confirming the suitability of workplace resources
- Using natural workplace evidence
- Using contrived workplace evidence
- Assessment validation and feedback



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## Characteristics of workplace skill assessment tools

- Contextualised to reflect workplace terminology
- Mapped to elements & performance criteria, foundations skills and performance evidence requirements
- Clear description of workplace task(s) to be performed
- Clear description of task outcomes (benchmarks) to be observed
- Simple process to record observed outcomes
- Opportunity to write narrative and/or include photos/video if unexpected or incorrect outcomes observed

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## Example workplace assessment tool - 1

Complete the checklist for each learner. If you have seen the learner complete the task you can place a tick in the relevant box. If you have not seen the learner complete the task, then please say no, or put a cross in the relevant box

| Outcome                            | In the workplace the learner can:  | Yes / No |
|------------------------------------|--|----------|
| Follow workplace safety procedures | Identify procedures relating to personal safety  | ✓        |
|                                    | Reported unsafe situations and hazards according to workplace procedures                                   | ✓        |
|                                    | Reported machinery and equipment breakdowns according to workplace procedures                              | X        |
|                                    | Identified and reported fire hazards according to workplace procedures and taking the required precautions | ✓        |
|                                    | Identified and followed workplace manual handling procedures   | ✓        |
|                                    | Participate in workplace health and safety (WHS) consultative arrangements established by workplace        | ✓        |
| <b>Feedback for the Learner</b>    |  |          |
| Good job Brooky.                   |  |          |

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## Example workplace assessment tool - 2

Please use the observation checklist while the learner is completing a maintenance task in the workshop. Make sure that you include either copies or photos of the documentation listed in the checklist

| Task Date   | 1/2/20 | Learners Name: John Jones   |
|---|--------|---|
| <b>The Task</b>   |        | <b>Evidence Collector: Tim Doey</b>   |
| What was the task the learner completed.                                |        | List the documentation the learner accessed and used for the task?<br><i>WI 2.4<br/>Manufacturer's Instructions<br/>MSDS – Cleaning Fluid Type B</i>  |
| Disassembled, repaired, and reassembled a wheel hub for an xxx Machine. |        | The learner selected and used correct PPE for the task<br><input type="checkbox"/> Referred to mandatory signage<br><input type="checkbox"/> Referenced the work instruction<br><input type="checkbox"/> Referenced the risk assessment |
|   |        | Include a photo/s of the learner using the PPE required for the task.<br><i>Attached, 1, 2, 3, 4.</i>   |
| Cont...   |        | Attach a copy of the Job Hazard Analysis (JHA) for the task, ensure the signature page is included.<br><i>Attached 5.</i>   |
|   |        | Attach the Take 5 safety form completed by the Learner.<br><i>Attached 6.</i>   |

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|   |   |   |                                  |
|---|---|---|----------------------------------|
|   | <b>Task Date</b>  | 1/2/20  | <b>Learners Name:</b> John Jones |
|   | <b>The Task</b>   | <b>Evidence Collector:</b> Tim Doey   |                                  |
| <p>Please use the observation checklist while the learner is completing a maintenance task in the workshop. Make sure that you include either copies or photos of the documentation listed in the checklist</p>   | What was the task the learner completed.                                | The learner disassembled the wheel hub in accordance with the steps in the work instruction and Manufacturer's Instructions. <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Work instruction followed</li> <li><input checked="" type="checkbox"/> Tooling was used correctly and safely</li> <li><input type="checkbox"/> Two person lift or <input checked="" type="checkbox"/> Mechanical lifting aid</li> <li><input checked="" type="checkbox"/> The components marked and labelled</li> </ul>                       |                                  |
|   | Disassembled, repaired, and reassembled a wheel hub for an xxx Machine. | The learner inspected, measured, and calculated clearances correctly and made appropriate recommendations <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identified excessive wear on components</li> <li><input checked="" type="checkbox"/> Referenced Manufacturer's Instructions</li> <li><input type="checkbox"/> Used the measuring equipment correctly</li> <li><input type="checkbox"/> The calculations made were correct</li> <li><input checked="" type="checkbox"/> Tagged out damaged components.</li> </ul> |                                  |
|   |   | Include a photo/s of the out of service tags completed by the learner.<br>Attached 7  |                                  |
| <b>Feedback for the Learner</b> – When using the vernier callipers you must make sure that the callipers are perpendicular to the component that you are measuring. Because you didn't do this the measurement was wrong and it impacted your calculations. Otherwise, the task was completed safely and the documentation was complete and accurate. <b>TD</b> |   |   |                                  |

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## Providing effective support for learners

Learner rights and services, and RTO point of contact.

Learner responsibilities and requirements in the workplace

- workplace induction
- workplace personnel and their roles
- workplace safety, security and emergency procedures
- workplace codes of conduct, policies, and procedures
- work placement supervisor, activities and participation
- work placement feedback, review and evaluation

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## Continuous improvement

Continuous improvement requirements of RTOs extend to all locations where RTO services are delivered – including workplaces.

Workplace personnel need to understand and accept that they may need to contribute to the RTO's internal audits, and may be involved when the RTO is engaged in an external audit.

The RTO is required to gather feedback from the learner, assessors, workplace management and workplace observers.

Workplace personnel are encouraged to provide feedback to improve the RTO's workplace assessment strategies.

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## Validating assessment in the workplace

**Direct comparative observation**

- Assessor and observer record observations of the same performance
- Independent observations are compared and variations discussed



**Indirect comparison**

- Observations in the workplace compared to similar observations in other workplaces
- Observations in the workplace compared to other observations on campus or in similar units of competency

**Learner feedback**

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## Assessing in the workplace ...

- The workplace is the most natural place to assess skills
- Simulation can be used to fill gaps if it replicates the workplace
- Assessors need to understand current industry practices
- A bond of trust needs to be developed with the workplace
- Workplace observers are not assessors
- Assessors need to manage workplace observers
- Workplace observation tools need to be contextualised
- Workplace observation tools need to be mapped to unit skill requirements
- Learners need support when undergoing workplace assessment
- Workplace assessments need to be quality assured and validated

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## References and Resources

- The Standards for RTOs
- The TAC Users' Guide for the Standards
- TAC Fact Sheet: Assessment
- TAC Fact Sheet: Assessment Validation
- TAC Fact Sheet: Assessing in the Workplace
- TAC Fact Sheet: RTO Complaints and Appeals
- TAC Fact Sheet: Industry Engagement
- TAC Fact Sheet: Vocational Competence & Industry Currency
- TAC Fact Sheet: Identifying and Meeting Learner Needs



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Questions?



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