



Managing assessment

Anni YARINGA

If you've not met me before...

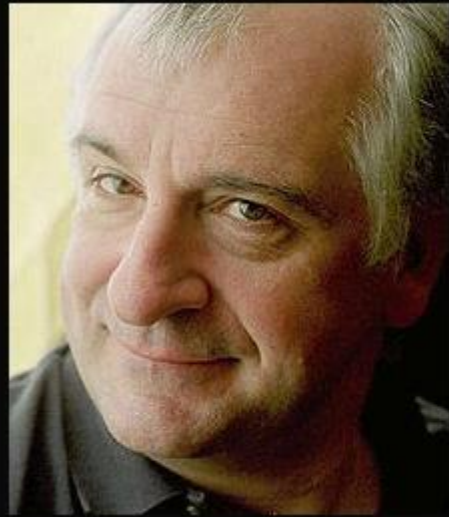
27+ years in vocational and tertiary education

Now working freelance (yes, call me!)

Primary focus is on compliant, effective
assessment

Goal – to **K**ee**P** **I**t **S**uccinct and **S**imple

“Managing assessment” could mean anything



The Answer to the Great Question Of... Life, the Universe and Everything... [is] Forty-two.

(Douglas Adams)

That's my way of saying that today you may not get the answer you expect - but that is because neither of us is quite sure of the question.

I confess, I'm a woman and I like to talk
I'll talk for a while, explaining some of the
problems I've found in RTOs
...then I'll get you involved in some short
activities to familiarise you with the way I
design assessment for my clients.

It's a 7 step KISS model

Educators have been assessing students in one form or another, as long as recorded history.

You'd think that by now we'd have it right.

However, whether our assessment processes are “right” or “wrong” depends on context.

The contexts in which you are assessing are varied and complex.

- Australia's definition and application of "competency"
- The decision to make vocational education a "commodity" and create a "market" with RTOs "competing" for "customers"
- The presence of unscrupulous RTOs in the system
- The wording of the 2015 Standards for RTOs
- The differing interpretations of auditors

The VET sector is a bit like sport.

You often don't like all the rules

...but if you want to play, you can't pick and choose which ones you'll obey

...nor is there any point relying on the referee to see things the same way you do

The 2015 Standards include systematic validation
of all training products

Specifically the random sampling to validate the
judgements made by assessors

But that is only one aspect of validation

- Pre-assessment – the assessment tool (great time to get industry involved)
- Validation of judgements (mustn't include the teacher/assessor of that cohort)
- Post assessment – anomalies between and within cohorts (the validation that is most frequently forgotten or not recorded)

Check the product before it is sold/used

...appropriate choice of method(s)

...verification of content validity

...clear and complete instructions

...effective capture and recording of evidence

...effective recording of result and feedback

Did the assessment collect the evidence necessary to make a decision?

Are the decisions based on the evidence submitted/collected?

Does the evidence accurately reflect the candidate's competence?

Looking for indicators of problems

...are results within a cohort unusual

...are results across cohorts unusual

...are students seeking clarification of
instructions or questions

...are assessors seeking clarification of criteria

All validation activities should be recorded

- What were you looking for (**criteria**)
- What did you find (**result**)
- What are you going to do about it (**corrective action**)
- When will that happen (**action plan**)
- Who is going to check (**accountability**)
- Was it done (**close the loop**)

Let's look at the problems typically found through any one or more of the three validation processes

Mapping is cross-referencing
each component of the unit of competence
to one or more **assessment criteria/question**
in the assessment event(s)

“content” validity not “process” validity

Typical mapping



Component of the unit is addressed in:		Event 1 Part A Online quizzes	Event 1 Part B Short answer questions	Event 1 Part C Project scenario	Event 2 Skills Performance checklist Third party report or competency conversation
Element 1: Provide information to the work team about WHS policies and procedures					
1.1.	Accurately explain to the work team, relevant provisions of WHS Acts, regulations and codes of practice	Quiz 1	Q1,2,3,4,6,7	Q/ a	1
1.2.	Provide information about the organisation's WHS policies, procedures and programs, and ensure it is readily accessible to and understandable by the work team	Quiz 1 Quiz 2 Q2.1.2.3.4. 5.7.8	Q3,4,5,6	Q/ a	2
1.3.	Regularly provide and clearly explain to the work team, information about identified hazards and the outcomes of risk assessment and control	Quiz 1 Quiz 2 Q 2.2.3.6	Q7,11,14	Q/ <u>c.d.f.g</u>	6

- Each element
- Each performance criteria
- Each item of performance evidence
- Each item of knowledge evidence
- Each foundation skill NOT explicit in the performance criteria
- Assessment conditions

For skills = observable criteria

For knowledge = answers, samples, inclusions

For products = required characteristics, inclusions

Every assessment event ***must*** have a marking guide of some sort including the “pass algorithm”

Students must have them too!

BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

During the observed session, did the student...		Observed <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
1	Accurately explain to the work team, relevant provisions of WHS Acts, regulations and codes of practice	
2	Provide information about the organisation's WHS policies, procedures and programs, and ensure it is readily accessible to and understandable by the work team	
3	Regularly provide and clearly explain to the work team, information about identified hazards and the outcomes of risk assessment and control	
4	Communicate to workplace parties the importance of effective consultation mechanisms in managing health and safety risks in the workplace	
5	Apply consultation procedures to facilitate participation of the work team in managing work area hazards	
6	Promptly deal with issues raised through consultation, according to organisational consultation procedures and WHS legislative and regulatory requirements	
7	Promptly record and communicate to the work team the outcomes of consultation over WHS issues	

Grading

...is subjective and not regulated

...is optional

...should be based on the purpose of grading

...can be done effectively without percentages

NOTE: Competence can't and shouldn't be graded

Your choice of method can invalidate the assessment

...presentations, essays, reports, portfolios

...closed book, time limited exams

...learning process vs assessment method

Consider – intent of the unit, AQF level,
Bloom's taxonomy, LLN requirements,
cultural context

Using percentages encourages both students and assessors to consider “50% = pass”

“Required knowledge”

- NOT** – some of this is required,
- half of this is required,
 - only what you have time to test is required

Part 1 = 15 x randomised general knowledge
questions 12/15 = pass

Part 2 = 30 x 30 randomised road safety questions
(including traffic signs) 29/30 = pass

There's no time limit for completing the test

Stress factors in assessment conditions

Closed book - Time limit - Supervision

How many questions can the candidate get wrong before you worry that they don't know things rather than responding to the stress factors?

Remove the stress factors unless they are an authentic reflection of the competency in a workplace

Is the intent of the unit to
recognise and apply knowledge?
...or to pluck information out of
your head at a moment's notice?

Inappropriate question types

- ...failure to consider AQF level

- ...failure to consider the intent of the unit

- ...designed around available technology

- ...designed for ease of marking

- AQF level
- Four choices
- Grammar clues
- Language test

...are you using them for convenience or because they are the most appropriate assessment method?

- AQF level
- More than one missing word
- English language test
- Guess what I was thinking
 - ...unless testing language skills, replace with questions requiring a single word answer

Short or extended written responses

- What are you testing – writing skills or knowledge
- Intent of the unit – does it require writing skills
- Marking guide – descriptors of the required inclusions in the response

Potentially invalid assessment method

Failure to demonstrate content validity

Failure to include in validation of assessment decisions

Failure to adequately document evidence of how the decision was made

There are only three ways to demonstrate competence.

- 1. *Show me*** what you can do... (demonstration of skills)
- 2. *Tell me*** what you know... (demonstration of knowledge)
- 3. *Make me*** something... (application of skill and knowledge)



Think about what competence in this unit looks like

Go to www.training.gov.au and read the unit
...find out its AQF level
...get to know its intent AND its detail
...look for specific requirements

SHBXWHS001 Apply safe hygiene, health and work practices

	<ul style="list-style-type: none">• needle stick injury• slip, trips and falls	
PE9	i. spills and leakage of materials	
PE10	j. clean general salon area	
PE11	k. <i>participate in two hazard identification and associated risk assessment activities</i>	
PE12	l. respond in line with organisational emergency procedures <i>during one emergency evacuation</i>	
Knowledge evidence		
Demonstrated knowledge requires...		

#2

Put the TGA information into a blank mapping table.

Refer to SHBXWHS001 empty map
(handout)

#3

Decide if each component requires evidence in the form of skill, knowledge or product

Put a tick in the relevant column

#4

Write the “criteria” you would use to determine whether the candidate knows, can do or can create...

This is the hardest part!

A TAE40110 doesn't mean you can do this well
For each question, make sure you write the answer!

What would these look like



1.1	Select and use personal protective equipment and procedures to minimise infection risk when necessary	
1.2	Follow hand washing procedures prior, during and after individual salon services	
1.3	Cover non-intact skin with waterproof dressing	
1.4	Handle and dispose of sharps correctly to prevent stick injuries according to regulations, standards and guidelines for clinical waste management	

What would these look like?



<p>Writing skills to: write legible workplace documentation such as completing incident reports to provide clear and succinct details</p>	
<p>Numeracy skills to: calculate ratios of cleaning and disinfecting products and disinfection timing</p>	
<p>Teamwork skills to: work collaboratively with colleagues to implement and follow safe work procedures</p>	

- basic aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation:
 - responsibilities of persons conducting a business or undertaking (PCBU) or employer
 - worker responsibilities to participate in work health and safety practices
 - worker responsibility to ensure safety of self, other workers and other people in the workplace
 - ramifications of failure to observe OHS or WHS law and organisational policies and procedures
- industry and organisational procedures relevant to own job role:
 - workplace hazards and associated health, safety and security risks
 - health, safety and security policies and procedures for:
 - consultation
 - managing emergencies
 - hazard identification, reporting and risk assessment
 - dangerous incident and injury reporting
 - working safely with tools, equipment and hazardous substances



Flesh out the details of the assessment event(s)

Determine the

- outline of the task
- instructions needed
- assessment conditions
- facilities, equipment, consumables needed
- ...and so on

Let's look at what our
sample RTO has done

6

Transfer everything into your organisation's templates (if you haven't used them to begin with)

Starting with the templates is better than transferring into them later

#7

Use your pre-assessment validation checklist to ensure you've not missed anything

Yes, you 'validate' your own assessment tools!

This is when you make notations for the validation team

Outline your 'justifiable argument' for what you've done

Let's look at what our
sample RTO has done

SHBXWHS001 validation
(handout)

1. Assessment tools for clustered units
2. Compliance and auditing online assessment
3. Grading in a competency framework
4. Mapping through a compliance lens
5. RPL: the devil in the detail
6. The language of VET
7. Understanding rules of evidence
8. Understanding volume of learning
9. Validation to meet audit requirements

Time for questions



Thank you!