

vision for the future

ASSESSMENT

**Influences of AQF on
Assessment Questions**

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NATIONAL VET CONFERENCE
GOLD COAST 2021
#2021NVC



**Influences of AQF
on assessment
questions**

Presented by *Anni YARINGA*

I would like to begin by acknowledging the Traditional Custodians of the lands on which we are meeting today, and pay my respects to their Elders past and present.

I extend that respect to Aboriginal and Torres Strait Islander peoples participating in this session.

This session

What effect does AQF, LLN, ACSF and Foundation Skills have on the type and phrasing of assessment questions?

What happens if the same unit is packaged in different level qualifications?



Image from: <https://www.shutterstock.com/image/3d/2177234-white-question-mark-illustration-6618961>

Example No. 1

HLTWHS001 Participate in workplace health and safety

- Appears in 6 different training packages
- Supersedes HLTWHS300A but is **not** equivalent
- Has been packaged in 56 qualifications
...including 3 diplomas, 15 Cert IV,
24 Cert III, 12 Cert II and 2 Cert I
- Also packaged in 35 accredited courses
...including 4 advanced diplomas

Example No. 2

HLTINF001 Comply with infection prevention and control policies and procedures

- Appears in 3 different training packages
- Supersedes HLTIN301C but is **not** equivalent
- Has been packaged in 46 qualifications
...including 10 diplomas, 11 Cert IV,
20 Cert III and 5 Cert II
- Also packaged in 15 accredited courses
...including 3 advanced diplomas

Scenario 1

Djarn finishes Year 12 then enrolls and completes HLT51020 Diploma of Emergency Health Care.

The assessment of HLTINF001 included:

- knowledge questions that required paragraph length responses
- three practical tasks, each in a different context and each requiring high-level problem-solving skills

Scenario 2

Rachelle enrolls and completes HLT21020 Certificate II in Medical Service First Response as part of mandatory training for a casual job in a care facility.

The assessment of HLTINF001 included:

- knowledge questions in the form of multiple choice, single word answer (from an answer bank), True/False and match-ups
- three practical tasks, each in a familiar context and each with step-by-step instructions

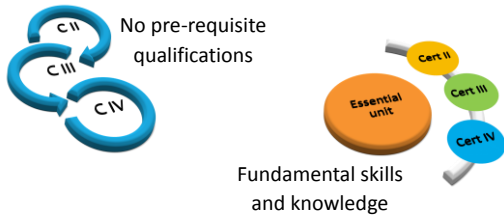
Scenario 3

Rachelle decides she enjoys the work she's doing and enrolls in HLT51020 Diploma of Emergency Health Care.

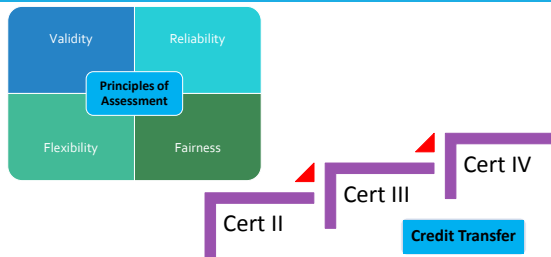
She is granted credit transfer for HLTINF001 then joins Djarn's cohort. They discuss their learning experiences so far.

Djarn is dismayed to discover how much work he had to do for HLTINF001 compared to Rachelle.

Why would a unit be packaged across AQF levels?



Points to consider



Things we know

Units are no longer assigned an AQF level. There is only one version of each unit.

Units must be assessed in the context of the qualification they are packaged in. The unit describes the expectations of the workplace and the work to be done. The qualification puts that in an industry context.

A unit and its evidence requirements does not change when it is packaged in qualifications of different levels.

Packaging HLTINF001 and HLTWHS001 in a Diploma does not make them more complicated, it just means they are essential for all workers.

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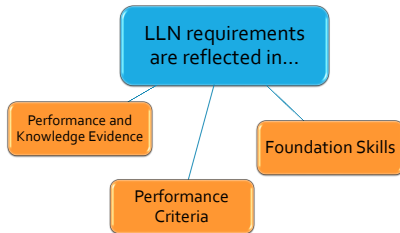
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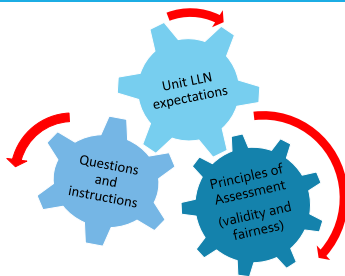
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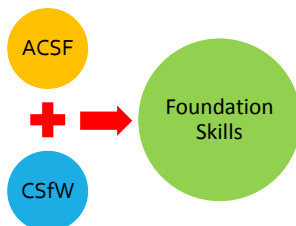
LLN considerations



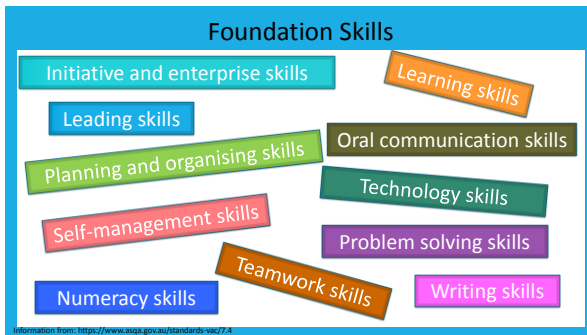
LLN impact on assessment

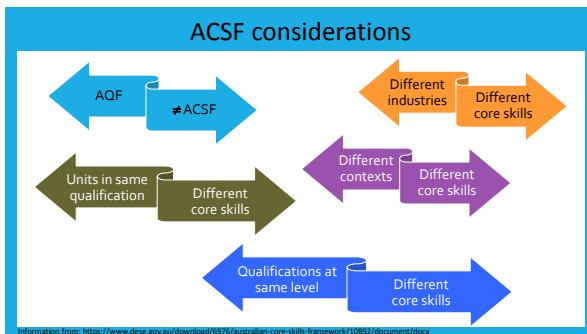


Foundation Skills and ACSF

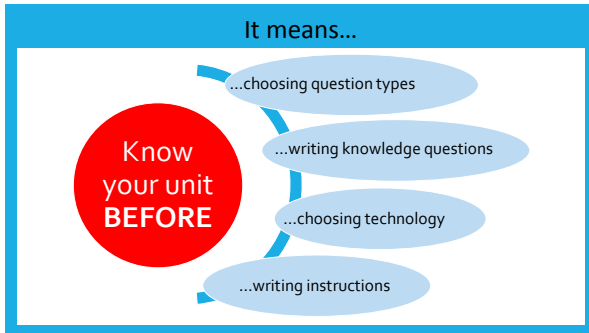


Information from: <https://www.asqa.gov.au/standards/sec/7.4>

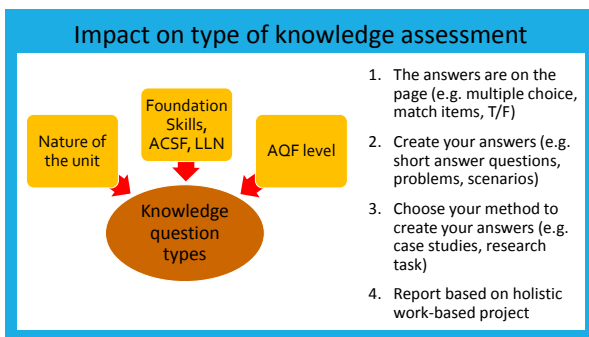


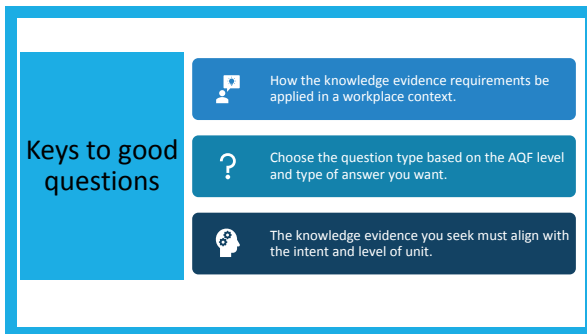


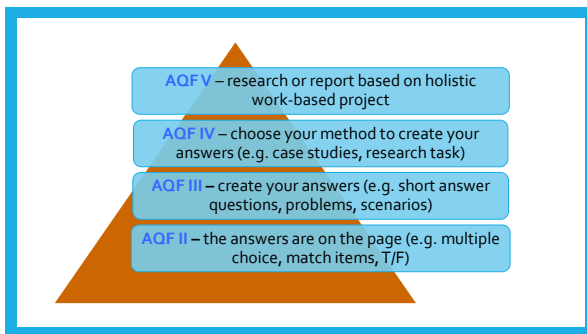


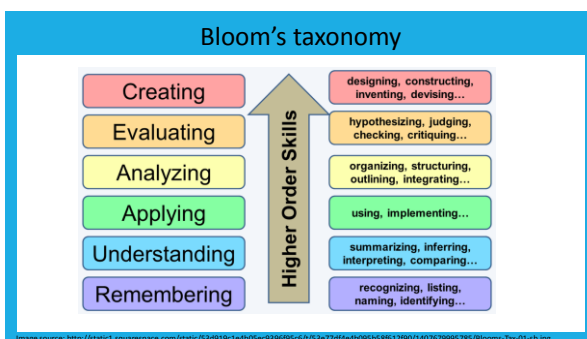












Relationship to Bloom's taxonomy

AQF I	- remembering
AQF II	- understanding
AQF III	- understanding, applying
AQF IV	- applying, analysing, evaluating
AQF V	- analysing, evaluating, creating

*Not perfect but a handy
'rule of thumb'*



Image from <https://www.shutterstock.com/2010/01/01/rule-of-thumb-400x200>

Auto-marking software

LMS auto-marking an assessment:

- Convenient, but not always appropriate
- The correct response or collection of responses must be known
- Such questions are appropriate for AQF levels 1, 2, and, in some cases AQF level 3

In these cases, auto-marking technology can be an assessor's best friend

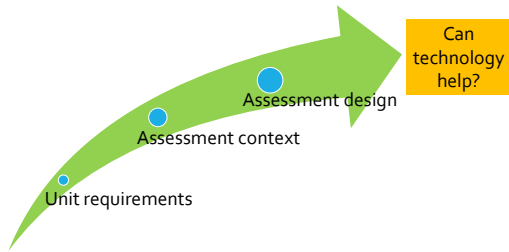
However...

When assessing higher-order thinking, the responses to questions are different for every student

Algorithms can't interpret context



A word on technology



Best practice

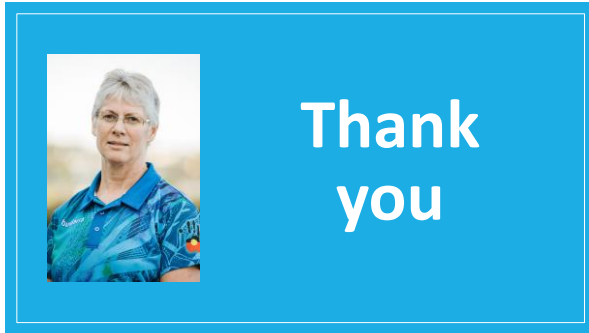
Decide the intended level of the unit
Determine the LLN expectations of the unit
Determine the answer you want
...THEN begin designing the question

Always assume the student has no idea
what you want from them

In summary

Type and phrasing of assessment questions
are strongly influenced by:

- the unit intent and details
- the range of qualification (AQF) levels it is packaged in
- LLN, ACSF, CSfW - Foundation Skill requirements
- assessment context



COMING UP NEXT:
2.00 - 3.00PM

vision for the future

GOVERNMENT / REGULATOR ASQA Session 2 ASQA Representative	TRAINING & STUDENT ENGAGEMENT 1 Cognitive Load Theory: Principles for application in the classroom and virtual environment Tony Kirton	COMPLIANCE How to Rectify Non-Compliances Following an Audit Kevin Ekendahl	VET IN SCHOOLS Apprenticeships and Traineeships of the Future Cassandra Hoult	TRAINING & STUDENT ENGAGEMENT 2 Principles of Adult Learning for the Future Chermine Sinson
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