

vision for the future



ASSESSMENT

Influences of AQF on Assessment Questions

Anni Yaringa



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?



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

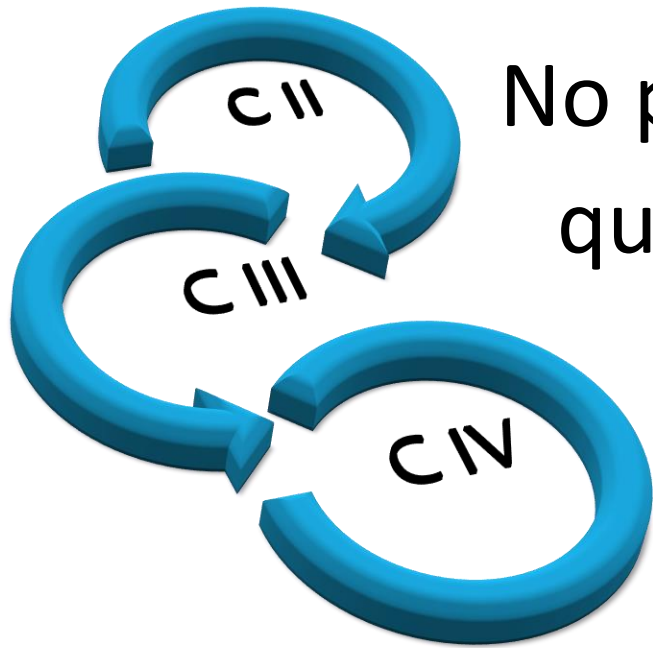
Scenario 3

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

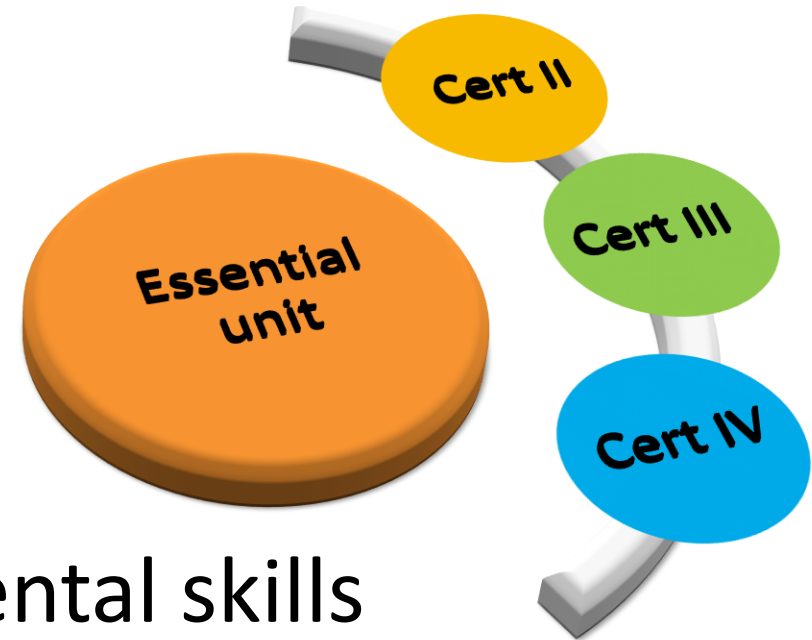
She is granted credit transfer for HLTINF001 then joins Djarn's cohort. They discuss their learning experiences so far.

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?

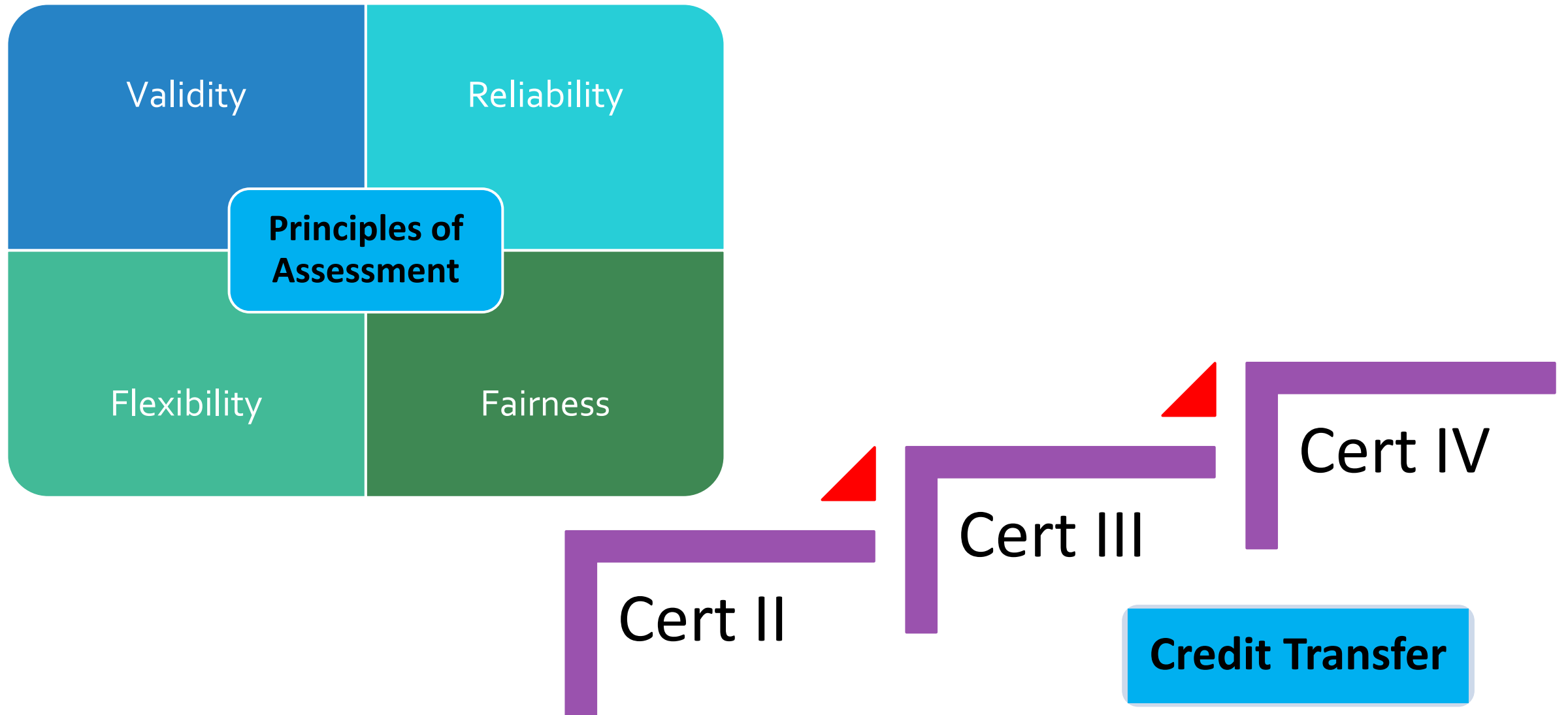


No pre-requisite
qualifications



Fundamental skills
and knowledge

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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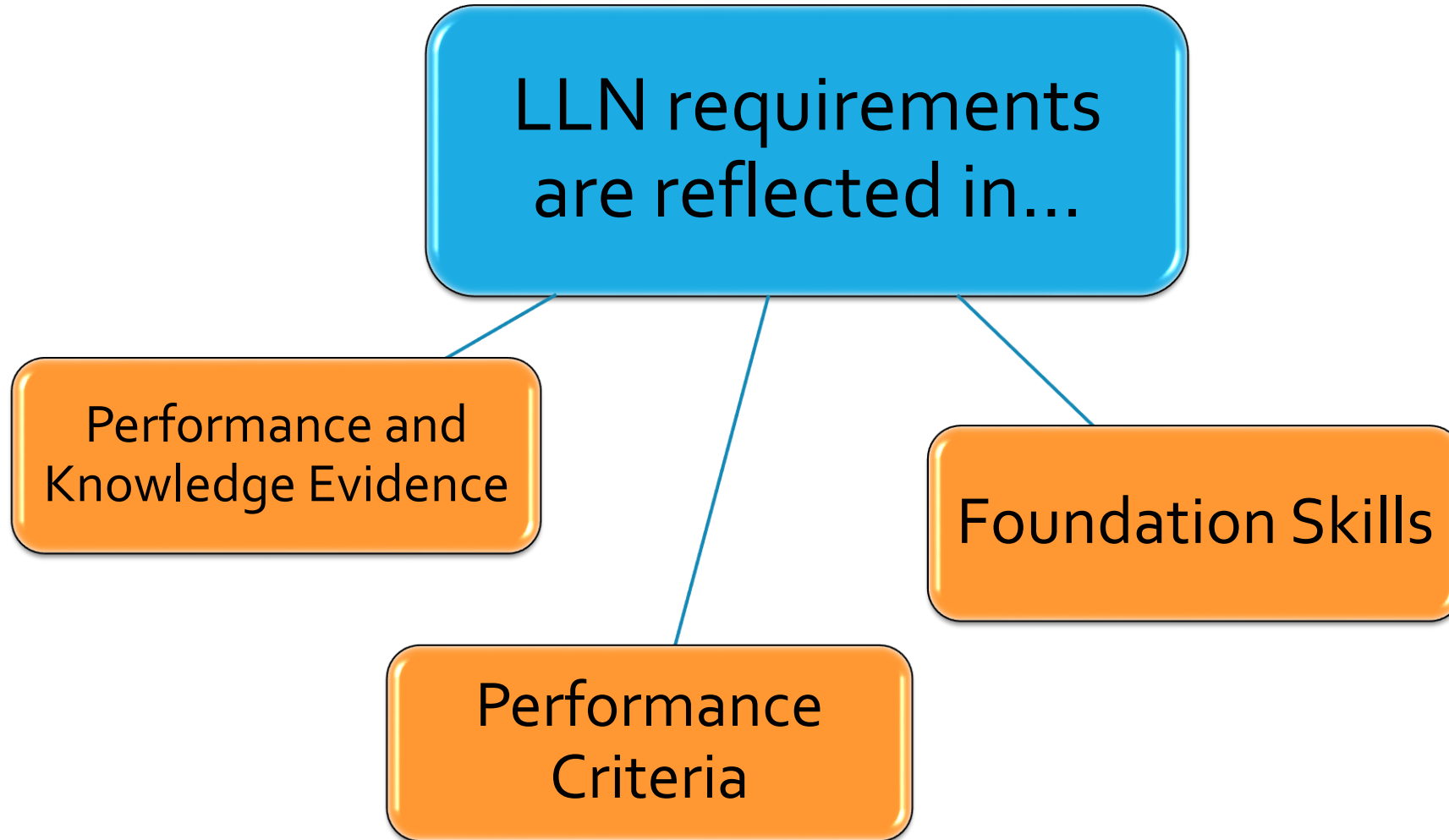
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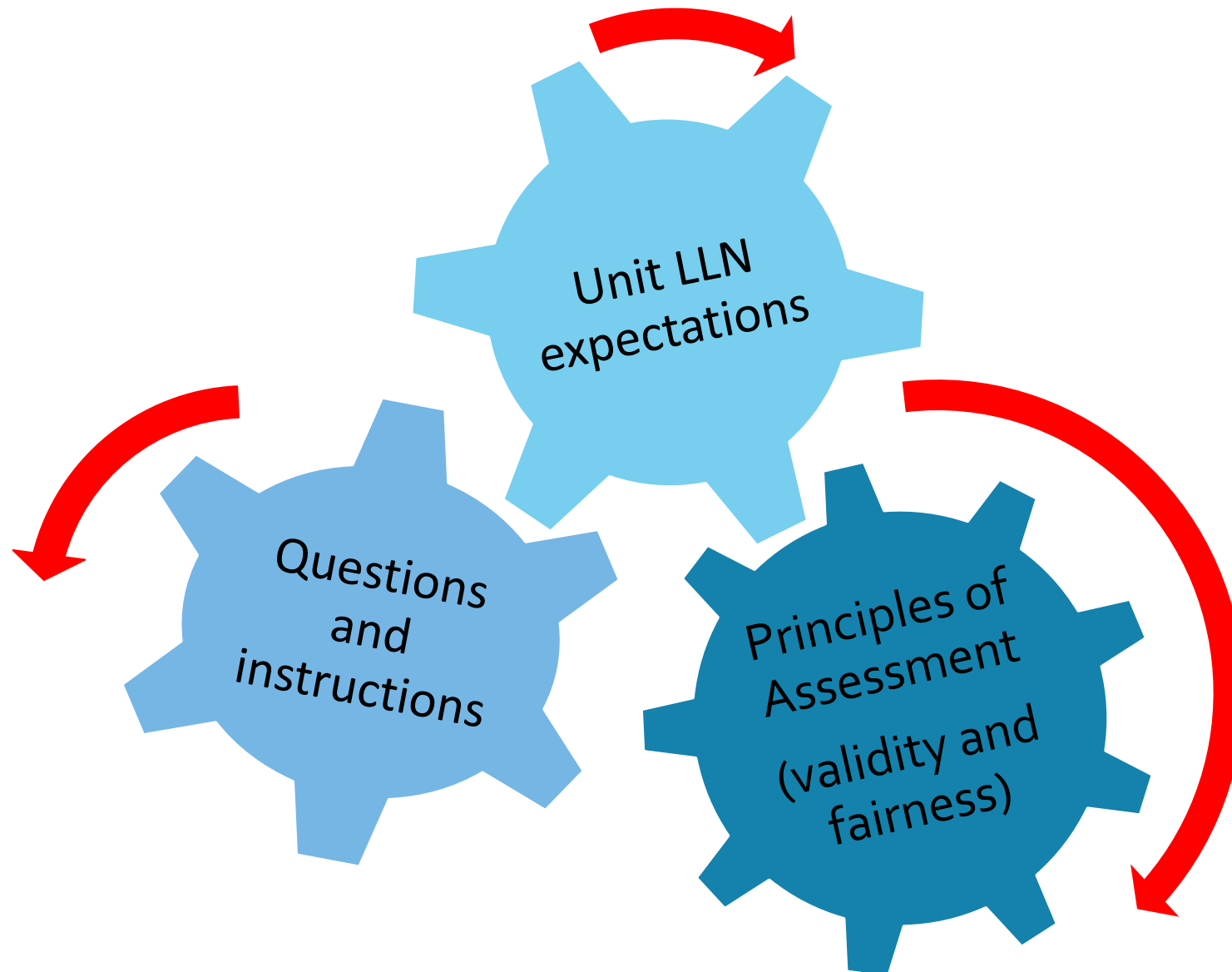
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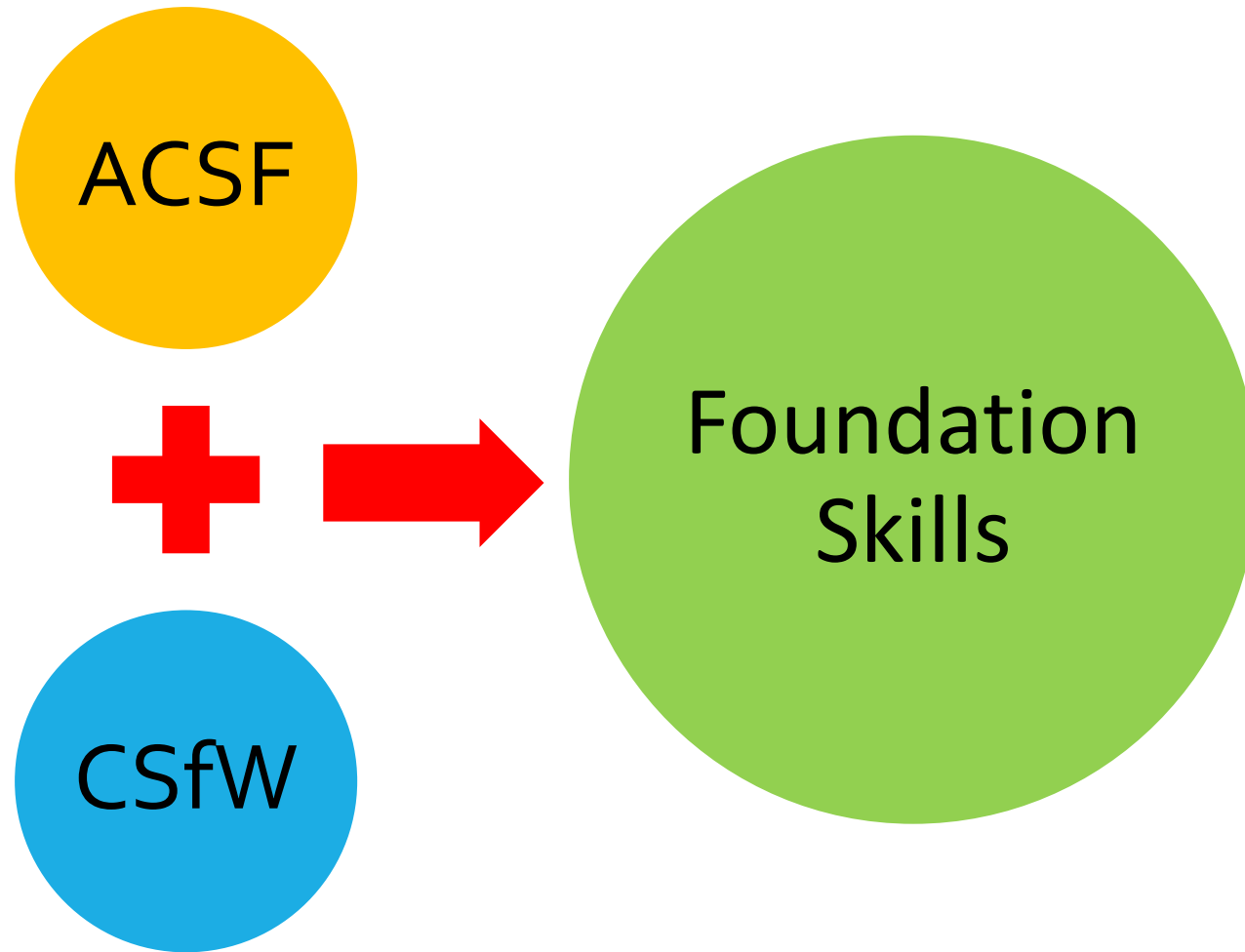
LLN considerations



LLN impact on assessment



Foundation Skills and ACSF



Foundation Skills

Initiative and enterprise skills

Leading skills

Planning and organising skills

Self-management skills

Numeracy skills

Learning skills

Oral communication skills

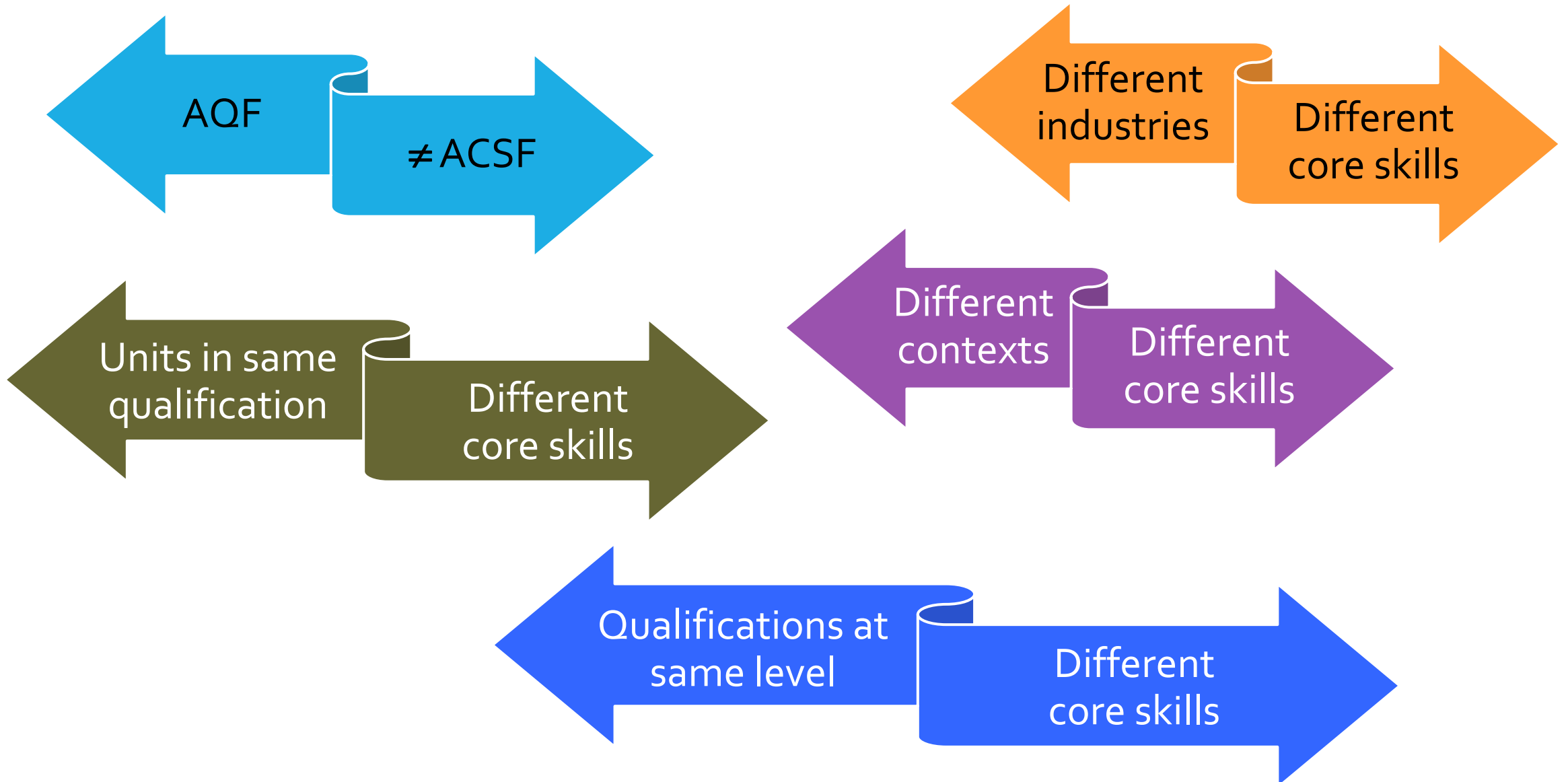
Technology skills

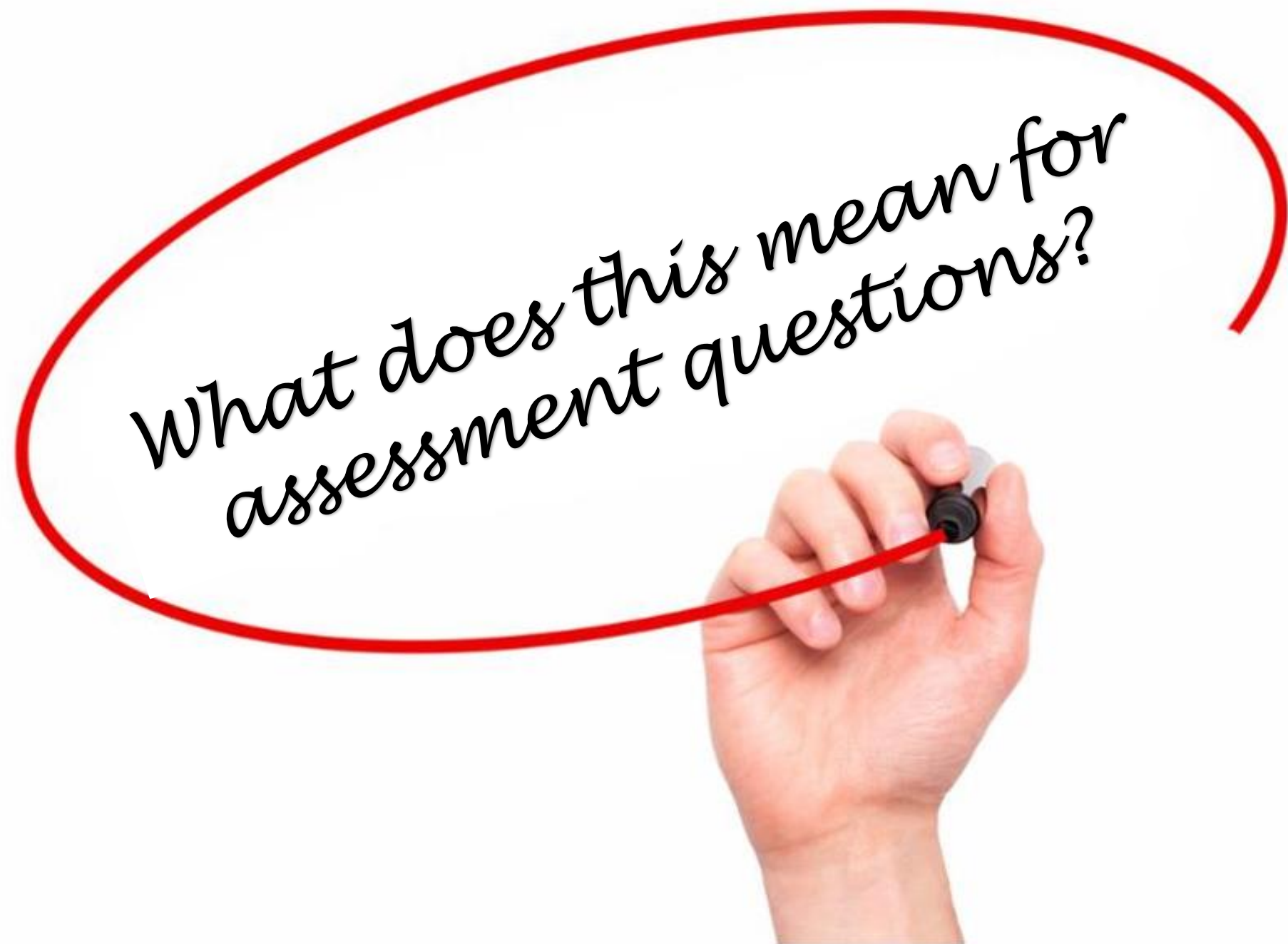
Problem solving skills

Teamwork skills

Writing skills

ACSF considerations





It means...

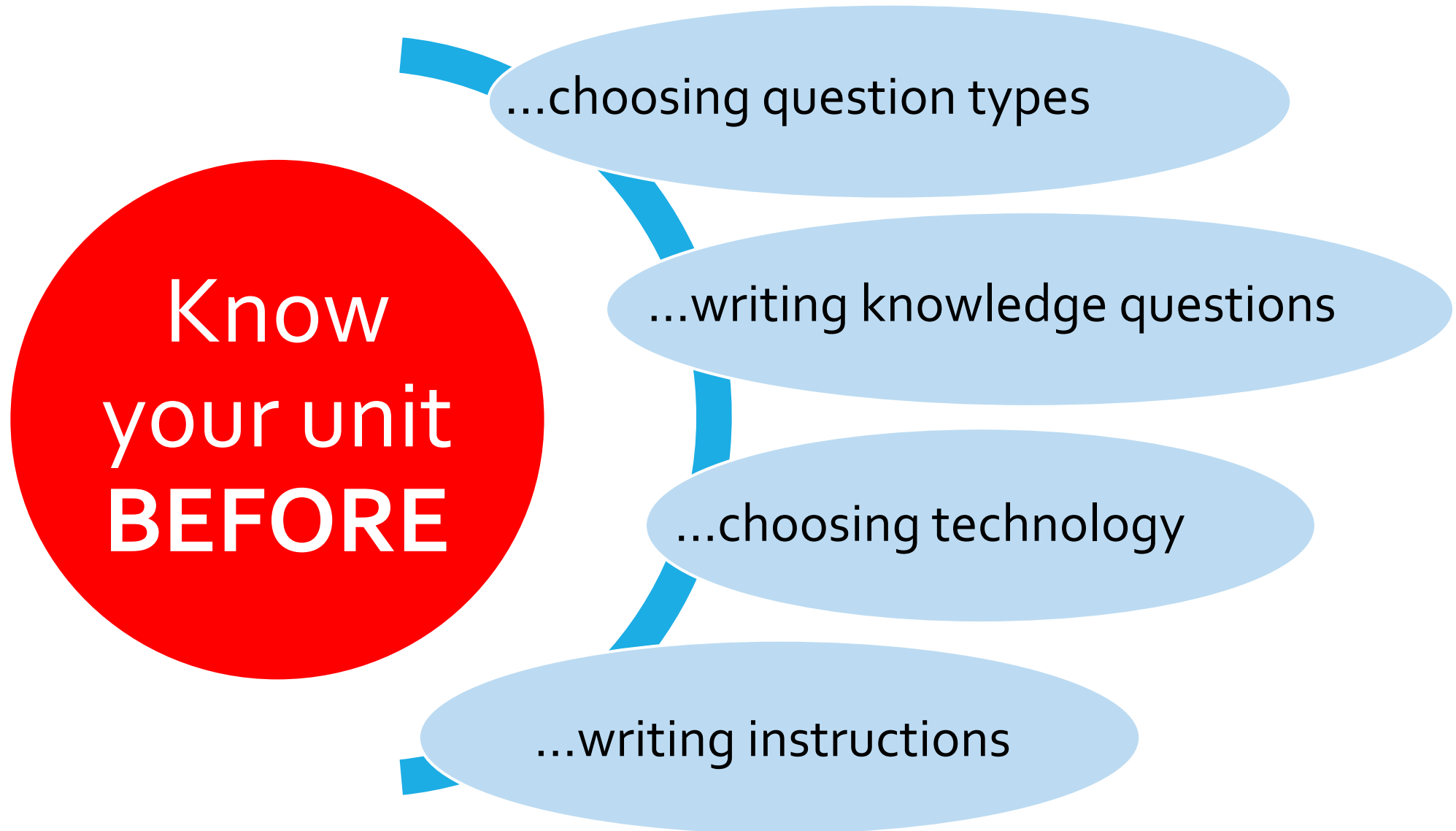
Know
your unit
BEFORE

...choosing question types

...writing knowledge questions

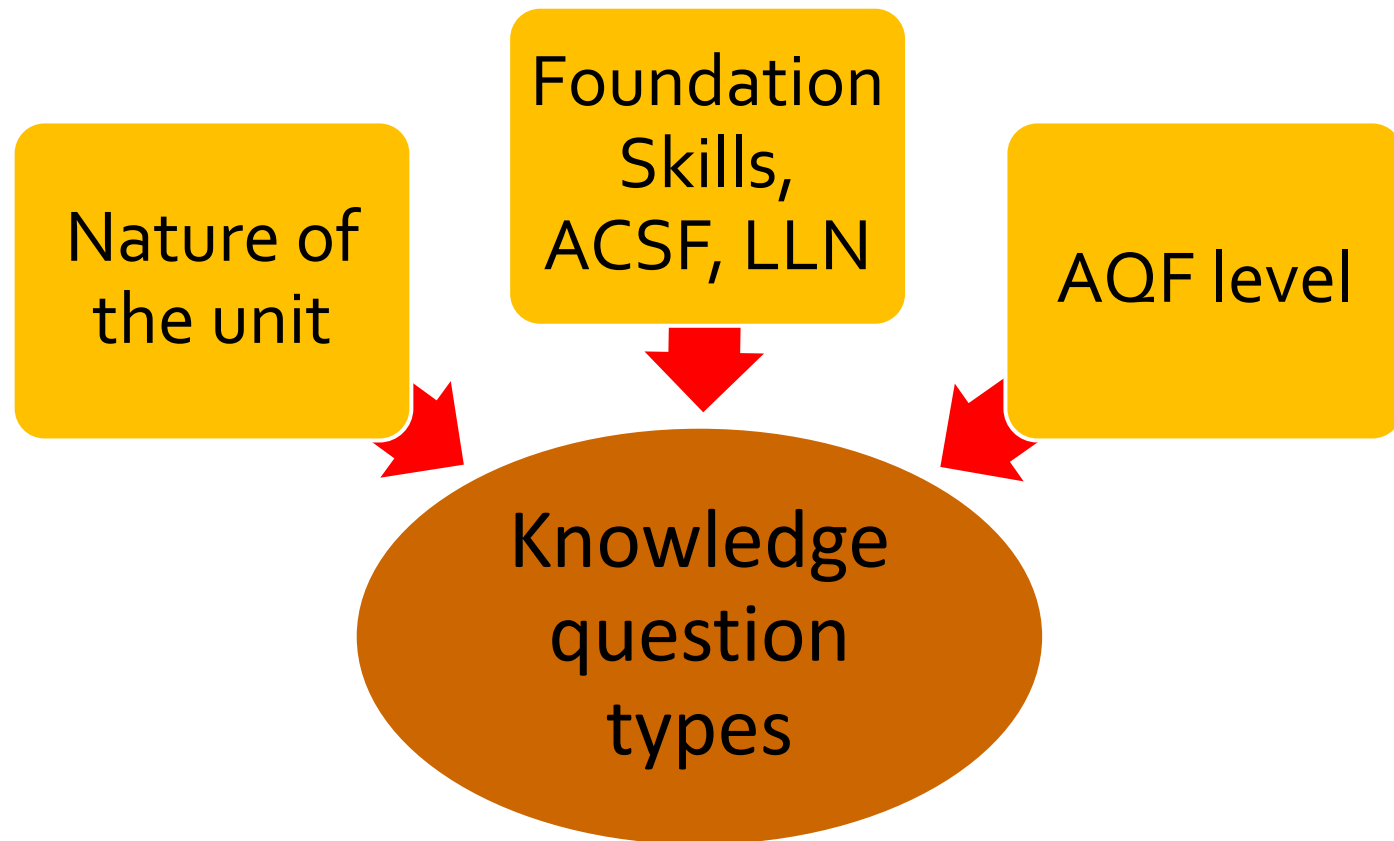
...choosing technology

...writing instructions





Impact on type of knowledge assessment



1. The answers are on the page (e.g. multiple choice, match items, T/F)
2. Create your answers (e.g. short answer questions, problems, scenarios)
3. Choose your method to create your answers (e.g. case studies, research task)
4. Report based on holistic work-based project

Keys to good questions



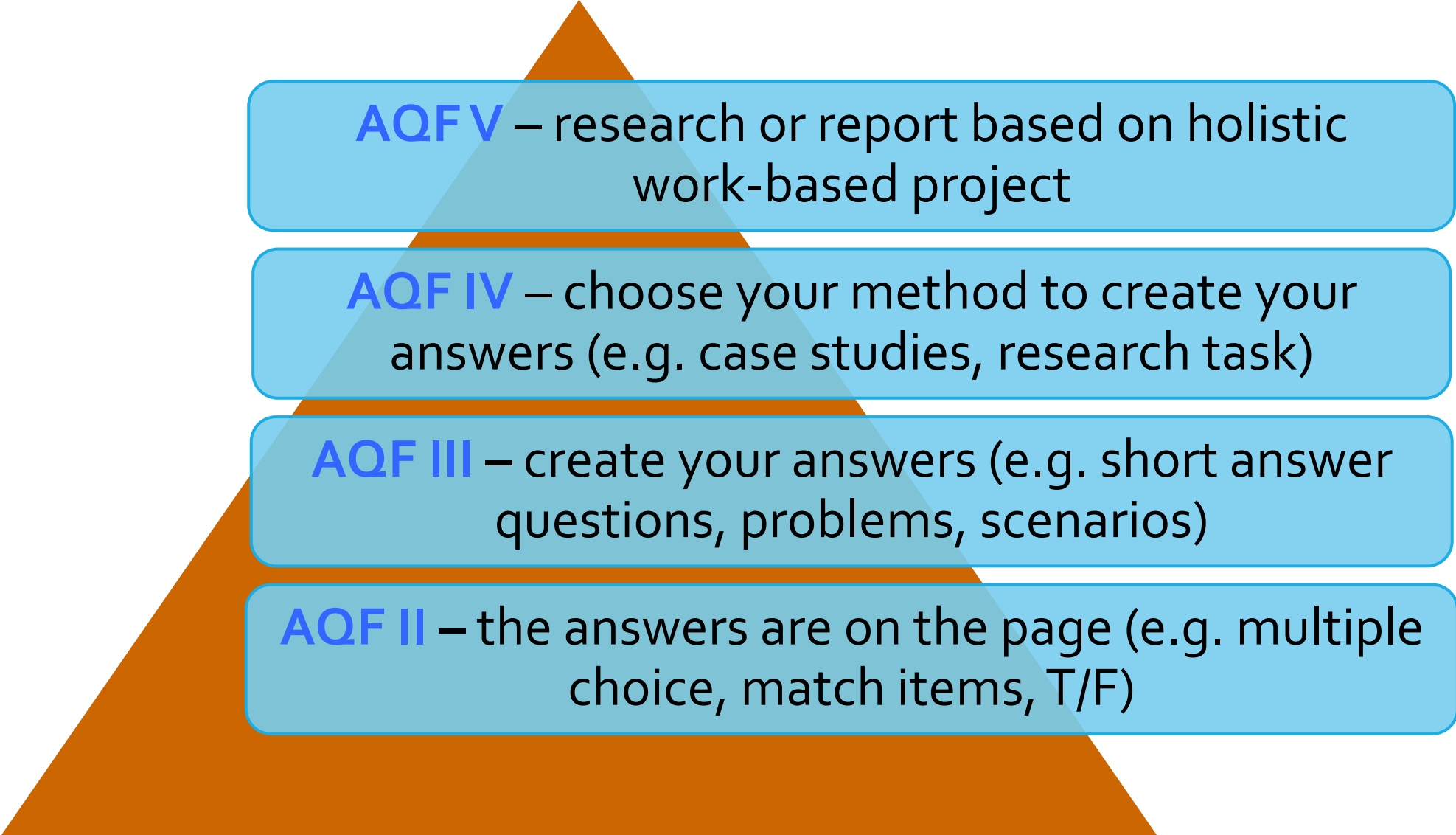
How the knowledge evidence requirements be applied in a workplace context.



Choose the question type based on the AQF level and type of answer you want.



The knowledge evidence you seek must align with the intent and level of unit.



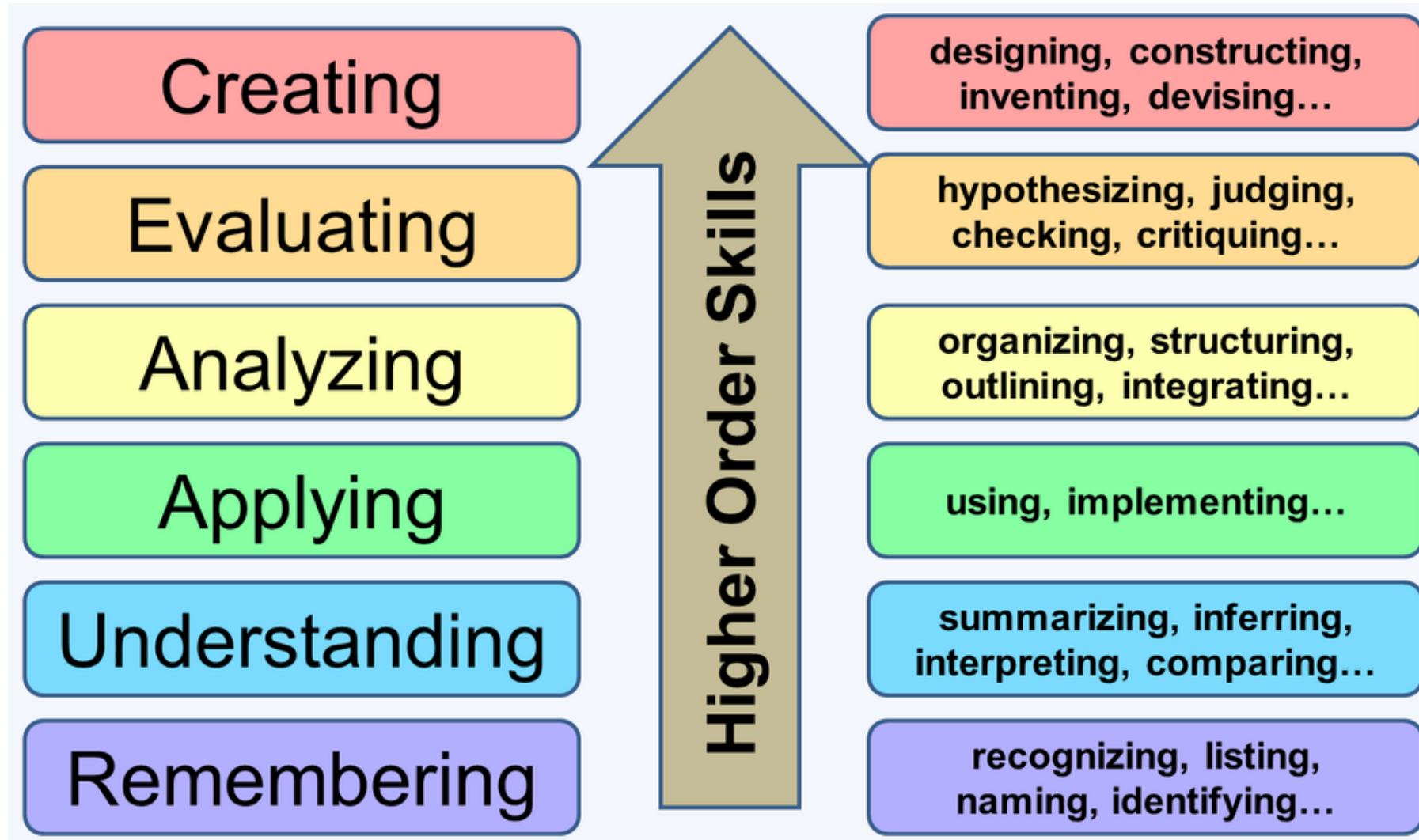
AQF V – research or report based on holistic work-based project

AQF IV – choose your method to create your answers (e.g. case studies, research task)

AQF III – create your answers (e.g. short answer questions, problems, scenarios)

AQF II – the answers are on the page (e.g. multiple choice, match items, T/F)

Bloom's taxonomy



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'*



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

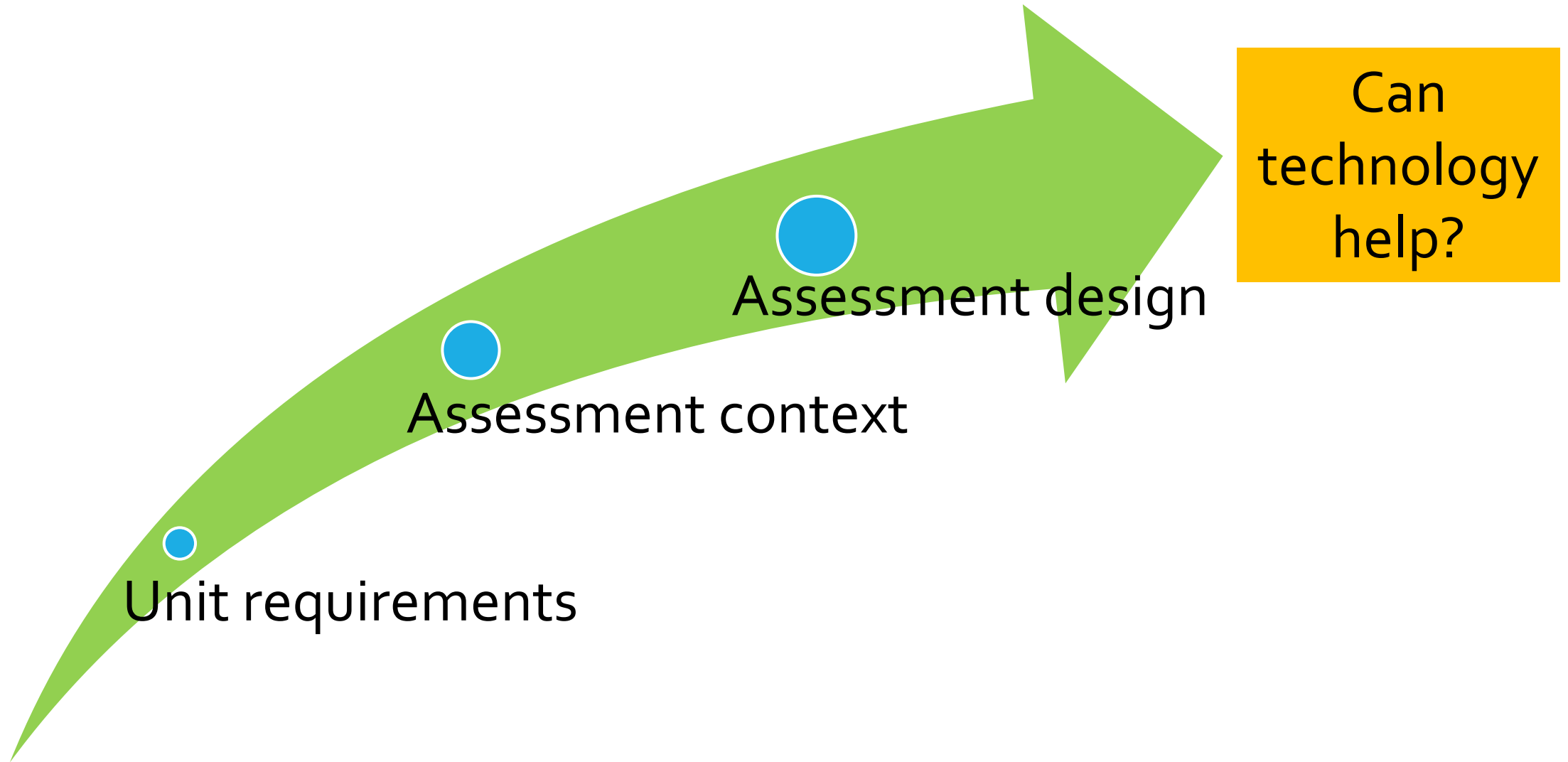
However...

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



Thank
you

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**

Chemène Sinson