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ASSESSMENT

Self-Assuring Your Assessment

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NATIONAL VET CONFERENCE
GOLD COAST 2021
#2021NVC



ABOUT: Melanie Alexandra

Melanie Alexandra has held a variety of roles across both the academic and vocational education sectors including that of Trainer and Assessor, Curriculum Manager, RTO Manager, Head of Faculty, Head of Quality Assurance, and Senior Lead Auditor. Over the past decade, Melanie has conducted hundreds of regulatory audits and registrations against the current legislated VET Quality Framework and now provides quality VET audit and compliance consulting services in support of Registered Training Organisations and providers of VET in Schools.

Melanie is also the instructional designer, developer and facilitator of Velg Training's Velg2Go online course content and a Consultant in her own right.

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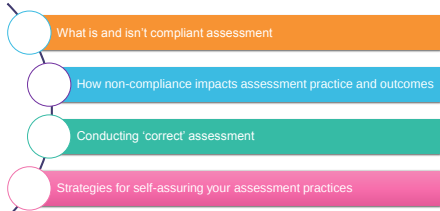
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What we shall be covering in this session....



- What is and isn't compliant assessment
- How non-compliance impacts assessment practice and outcomes
- Conducting 'correct' assessment
- Strategies for self-assuring your assessment practices

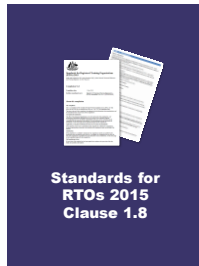
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Let's look at what the Standards require

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the **assessment requirements** of the relevant training package or VET accredited course; and
- is conducted in accordance with the **Principles of Assessment** contained in Table 1.8-1 and the **Rules of Evidence** contained in Table 1.8-2.



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Unit of Competency "Specification Document":

- Elements
- Performance Criteria
- Foundation Skills

Unit of Competency "Assessment Requirements Document":

- Performance Evidence
- Knowledge Evidence
- Assessment Conditions

Assessment Requirements of the Unit of Competency

National Register of
Vocational
Education and
Training
www.training.gov.au



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Table 1.8.1: Principles of Assessment

Purpose	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: • reflecting the learner's needs; • allowing considerations held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	Any assessment decision after the RTO is justified, based on the evidence of performance of the individual learner. • assessment against the unit of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate their skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the units of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently, transparent and assessment results are comparable irrespective of the assessor conducting the assessment.



Standards for RTOs 2015 Clause 1.8

Table 1.8.2: Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own skills.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

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Reliability	Evidence presented for assessment is <u>consistently interpreted</u> and assessment results are <u>comparable irrespective of the assessor conducting the assessment</u> .
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- **Consistently interpreted**
Instructions must be present, relevant, aligned, clear, consistent and current
- **Results are comparable**
Assessment **benchmarks** must be sufficient enough to allow for evaluation of evidence against what is expected as satisfactory performance
- **Irrespective of the assessor conducting the assessment**
Together, the instructions and the benchmarks, as instruments embedded within assessment tools, enable the assessor(s) to reach the same 'correct' finding (**assessment judgement**)



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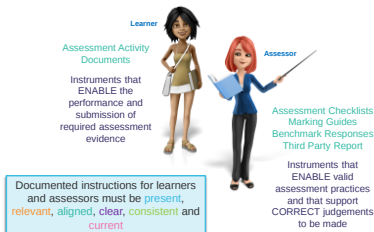
The Reliability Principle

Consider the Tool's Audience

Instructions

Without clear and consistent instructions:

- the students' understanding of the assessment activity requirements are **open to interpretation** and may become dependent upon verbal guidance
- the assessor's judgement is **subject to opinion and preference**



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Instructions	1."Whilst the Assessor Marking Guide for the above unit of competency contains model answers for the short answer assessment task, the RTO has not developed any evidence guidance for the written activity assessment task. Hence, it could not be confirmed how the RTO will ensure that evidence presented for assessment will be consistently interpreted, and that assessment results will be comparable, irrespective of the assessor conducting assessment."	Instructions are not present
	2 "The assessment tool component for the 'practical application of skills and knowledge' is not a valid or sufficient mechanism to ensure that all performance evidence requirements of the unit of competency is being assessed and evidence gathered. The component is a checklist with instructions to students that states 'write 1-2 sentences in the space provided that outlines how you conduct yourself in the workplace. Your assessor will assess the response you provide and confirm the detail with you and your supervisor'."	Instructions are not relevant, aligned, clear, or consistent
	3 "There is insufficient information provided to students and assessors on the practical assessment task/s to be completed. The student appears to just work through the practical tasks listed and is then marked off against the Practical Observation Checklist. There is no information to indicate that the student was given a workplace specific task or tasks that incorporate all assessment requirements listed in the unit."	Instructions are not entirely present, aligned or consistent

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Source: 2020 VETQA Audit Findings

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The Reliability Principle

Benchmarks

"The assessment tools do not contain **sufficient performance benchmarks** for each skill **and/or** behaviour to be demonstrated; therefore, it cannot be confirmed that all training package requirements will be met and that consistent judgements will be made across a range of students and assessors"

1 "The marking guide for the practical assessment for observable tasks however they do not include sufficient performance benchmarks for each skill/behaviour to be demonstrated that ensures reliable observations made by a work place supervisor and reliable assessment judgements of competence made by assessors."	Activity/task instructions only Performance criteria/evidence only
2 "Students are required to provide care to at least three different babies and toddlers of varying ages using safe and hygienic practices in a workplace. The assessment criteria for this activity is a copy of the performance evidence and does not contain benchmarks for each skill and/or behaviour to be demonstrated ."	
2 "The assessor checklist for task 3 is a direct copy of all the elements and performance criteria of the unit of competency and does not include sufficient performance benchmarks for each skill/behaviour to be demonstrated to ensure a reliable assessment judgement of competence is made by assessors."	
2 "The practical assessment is a direct copy of the performance criteria instead of observable tasks; consequently the assessment does not fully address all of the unit performance evidence requirements."	

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Source: 2020 AQCF Audit Findings

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The Reliability Principle

3 "The Observation/Demonstration Checklist is not a valid assessment instrument as it is a copy of the practical assessment tools and does not provide observable behaviours that the student must demonstrate to enable reliable and consistent decisions of competence to be made by assessors. Therefore, the performance evidence requirements could not be confirmed."	Benchmarks are not behaviours Gaps in aligned evidence Incomplete benchmark criteria Improper application and contextualisation of purchased resources
4 Missing benchmarks to support meeting of unit Standard (PC), e.g. 'Contribute to a safe and supportive environment', and 'Use positive support techniques'	
5 "The Assessor Guide , which contains the benchmark answers for the Written Activity does not provide sufficient benchmark answers for questions 1 and 2. Specifically, question 2 asks the students to complete a table identifying at least 5 types of tools and equipment used in making simple timber joints, and identifying for each tool's capabilities, limitations, safety requirements of their use. The benchmarking only identified Dovetail as an acceptable response. "	
6 "The training and assessment strategy indicated that students would receive [External Agency 1] assessment materials. The completed assessment tools were produced by [External Agency 2]. The marking guide provided was from [External Agency 3] which did not reflect the student assessment resources. After confirming what the students actually receive for the unit, it was made clear that trainers do not use the [External Agency 3] version that was provided at audit. As the resources did not align, it could not be confirmed whether different assessors utilise different assessment tools."	

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Source: 2020 AQCF Audit Findings

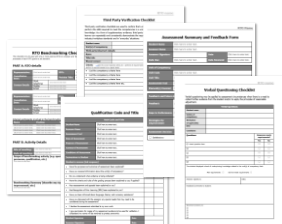
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The Reliability Principle

Evidence Gathering and Assessment Judgements

Without the considered and thorough application of tools and practices that determine **CORRECT** judgements:

- the assessor's decisions are **open to question**
- final awards are **not valid**
- the RTO's **suitability to issue** nationally recognised qualifications is in question



Create 'well-constructed' assessment tools that include instructions, benchmarks and evidence gathering instruments that **ENABLE** 'correct' assessment judgements to be made

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Evidence gathering and assessment judgements

- "Responses provided in assessment tool are marked as satisfactory, however, the responses are incomplete and do not align with the expected responses in the unit marking guide"
- "Task 2 quiz includes answers that are inconsistent with the corresponding answers in the marking guide however they have been marked **satisfactory** by the assessor."
- "The student's response is not consistent with the response provided in the marking guide and marked as satisfactory" e.g. Response to a Questions Task: the student selected c) when the correct answer is a).
- "The assessment checklist had not been completed by the supervisor. Therefore, the performance evidence requirements could not be confirmed."
- "When reviewing the completed assessments, it was noted the student provided responses the assessor had marked as wrong (d). However, the Assessment cover sheet indicated that the student was marked as 'satisfactory'."
- "Within the final project section no student answers were present, only a comment from the trainer 'verbal communication' and signed off as satisfactory."
- "Assessment tool does not involve sufficient recording of an assessor's critical analysis of the evidence provided and of their judgement based on that critical analysis of evidence i.e. why the evidence suggests/supports competence."

Student responses not aligning with benchmark responses yet assessors recording 'satisfactory' outcomes

Checklists are not being completed yet final outcomes are being recorded

Assessors' interim judgements are not equating to their final judgements

No evidence on 'how' an assessor came to an assessment judgement

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Source: 2020 ASQA Audit Finding

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Table 1.8.1: Principles of Assessment

Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO ensures the learner understands the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: - reflecting the learner's needs; - assessing competency held by the learner in either how or where they have been acquired; and - drawing from a range of assessment methods and using those that are appropriate to the effect, the unit of competency and associated assessment requirements, and the resource.
Validity	An assessment decision of the RTO is justified, based on the evidence of <u>achievement of the individual unit</u> . - validity consists: - of <u>assessing against the unit of competency and the applicable assessment requirements</u> in the relevant state or territory legislation for the unit of competency; - assessment of knowledge and skills in <u>appropriate contexts that require application</u>; - assessment of the level or evidence that demonstrates that a learner could demonstrate these skills and knowledge <u>under normal conditions</u>; and - judgment of evidence is based on evidence of learner performance that is <u>relevant to the unit of competency and applicable assessment requirements</u>.
Reliability	Evidence presented for assessment is consistently recorded and assessment results are comparable irrespective of the assessor conducting the assessment.

Standards for RTOs 2015
Clause 1.8

Table 1.8.2: Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

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The Validity Principle
Two Parts

Aligning assessment practice

"The assessment tools do not address all unit of competency requirements."

Source: 2020 ASQA Audit Finding

1. Mapping tool shows WHERE to locate the evidence

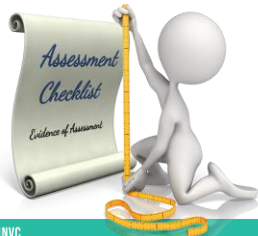
2. Ensure the assessment tools EXIST and ALIGN with the unit components as they claim to!

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Program Mapping: SIXXIND002 Certificate II in Sport and Recreation		Project 1				Project 2			
Purpose: This mapping of evidence gathering tools confirms both content validity and evidence gathering sufficiency for each unit down to performance criteria level.		Project 1				Project 2			
Instructions: Identify where each evidence gathering instrument gathers evidence that supports the unit requirements and enter the unique code of the evidence gathering tool against the appropriate unit component.		Project 1				Project 2			
Unit:	SIXXIND002 Maintain sport, fitness and recreation industry knowledge	Evidence Gathering Tool		Evidence Gathering Tool		Evidence Gathering Tool		Evidence Gathering Tool	
		Observation Checklist	Portfolio Task	Question Task	Practical Task	Practical Task	Question Task	Question Task	Portfolio Task
Unit components	1. Update and apply theoretical and practical knowledge	1.1 Identify current sources of information	2.3	PT	3.2	PT	3.2	PT	3.2
		1.2 Access and interpret specific and relevant industry information	2.3	PT	3.2	PT	3.2	PT	3.2
		1.3 Identify the economic and social significance of the relevant industry and its impact on individuals and the community	3.4	PT	PT	3.2	3.3	PT	3.3
		1.4 Identify the role of volunteers	3.4	PT	3.2	PT	3.2	PT	3.2
		1.5 Use industry information to day-to-day activities	3.4	PT	3.2	PT	3.2	PT	3.2
		1.6 Interpret information on legal issues that impact on work role	3.4	PT	3.2	PT	3.2	PT	3.2
		2.2 Conduct work tasks according to legal obligations and industry standards of ethical practice	3.4	PT	3.2	PT	3.2	PT	3.2
		2.3 Conduct work tasks using a client focused approach, according to community development philosophies and principles	3.4	PT	3.2	PT	3.2	PT	3.2
		3.1 Source and access information on current and emerging technologies	3.4	PT	3.2	PT	3.2	PT	3.2
		3.2 Identify the sectoral effects of different technologies	3.4	PT	3.2	PT	3.2	PT	3.2
Task components	2. Update and apply information	2.1 Identify the sectoral effects of different technologies	3.4	PT	3.2	PT	3.2	PT	3.2
		3.3 Use knowledge of current and emerging technology in day-to-day work activities	3.4	PT	3.2	PT	3.2	PT	3.2
		4.1 Identify and use a range of opportunities to update industry knowledge	3.4	PT	3.2	PT	3.2	PT	3.2
		4.2 Share gained information with colleagues and incorporate into day-to-day work activities	3.4	PT	3.2	PT	3.2	PT	3.2
		4.3 Share gained information with colleagues and incorporate into day-to-day work activities	3.4	PT	3.2	PT	3.2	PT	3.2
		4.4 Apply learning skills to interpret the content of plain English information documents about legislation, industry accreditation and regulatory schemes, working with relevant clients and other stakeholders	3.4	PT	3.2	PT	3.2	PT	3.2
		4.5 Apply learning skills to interpret the content of plain English information documents about legislation, industry accreditation and regulatory schemes, working with relevant clients and other stakeholders	3.4	PT	3.2	PT	3.2	PT	3.2
		4.6 Apply learning skills to interpret the content of plain English information documents about legislation, industry accreditation and regulatory schemes, working with relevant clients and other stakeholders	3.4	PT	3.2	PT	3.2	PT	3.2
		4.7 Apply learning skills to interpret the content of plain English information documents about legislation, industry accreditation and regulatory schemes, working with relevant clients and other stakeholders	3.4	PT	3.2	PT	3.2	PT	3.2
		4.8 Apply learning skills to interpret the content of plain English information documents about legislation, industry accreditation and regulatory schemes, working with relevant clients and other stakeholders	3.4	PT	3.2	PT	3.2	PT	3.2
R10: Suggest three new or improved workplace practices based on information obtained from the above sources		3.4	PT	3.2	PT	3.2	PT	3.2	PT

ALL evidence must be measured



Without the existence, and appropriate use, of documented assessment tools and instruments that meet the **Principles of Assessment**, the **validity, sufficiency, currency and authenticity (Rules of Evidence)** of the evidence performed and/or submitted by the student is directly impacted.

Assessment judgements, therefore, may be deemed **unjustified** and, ultimately, **not correct**.

Example Assessment Activities and Tools Overview

SIXXCAI002 Assist with activity sessions (Sport and Recreation)

Five activity sessions whereby the learner assists the supervisor (assessor) in conducting coaching sessions to participants.

Assessment Activities/Tasks (Student)	Assessment Outcomes (Student)	Evidence Gathering Technique (Assessor)	Evidence Gathering Tool(s) (Assessor)
1: Assist coaching session delivery	Partake in practical activity DO	Observe student behaviour/performance and/or third party reporting	Observation checklist (containing decision-making rules) Third party report (checklist) ★
2: Post session one-to-one interview with supervisor	Partake in a one-to-one interview DO	Verbal questioning and recording of responses	List of questions Response recording tool Acceptable benchmark criteria ★
3: Session reflection and evaluation	Write a reflective report SUBMIT	Assessment of submitted written work	Written work checklist Acceptable benchmark criteria ★

Instructions for Learners

Assist Participant Coaching Sessions (Top Level Assessment Instructions)

Note: Learners are required to have a **Blue Card** to coach participants who are under the age of 18. Ensure that this has been provided to your assessor prior to you undertaking any of the activities required for this task.

Learners are to assist in the preparation, conducting, monitoring and evaluation of **5 coaching sessions** across an assigned six-month period.

To complete the evidence for this project, learners are required to undertake three tasks for each of their planned coaching activity sessions:

- Task 1: Assist coaching session delivery
- Task 2: Post session one-to-one interview
- Task 3: Session reflection and evaluation

Tasks will have their own individual instructions pertaining specifically to the requirements of that task

The **5 coaching sessions** have been pre-arranged by your trainer and assessor, and you can access the **dates, locations** and details of the **assigned lead coaches** for these sessions by following this RTO system link:

G:/SIS20115/External/Assessment/Coaching_Schedule

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Task 1 – Observation

Each session has a **lead coach** based at the location listed within the schedule and whilst on site, your role is to perform the following:

- Review** provided session plan, confirming with the lead coach your understanding of the session aims and participants you will be assisting.
- Clarify** the duties assigned to you so that you understand what is required of you and from where you can seek support if and where needed.
- Make** suggestions to the lead coach where you feel the session plan can be improved to best suit and support the needs of the participants.
- Locate** necessary equipment, materials, and access to facilities and refreshments.
- Prepare** the coaching area and resources in readiness for the activity session, as directed by the lead coach, and communicate with the participants to ensure they understand the safety procedures required throughout the activity.
- Explain** correct use of equipment to participants, demonstrating techniques as required.
- Assist** participants with their warm-up activities at the start of the coaching session as directed by the lead coach.
- Assist** in conducting participants throughout the coaching session as directed by the lead coach providing support as/when arise.
- Where participant queries supersede your level of knowledge and skill, **seek** assistance from the lead coach.
- Monitor** participant performance as they progress making the lead coach aware of any incident as they arise.
- Assist** participants with their cool-down activities at the end of the coaching session as directed by the lead coach.
- Assist** the lead coach and participants with packing up equipment.
- Complete** a safety check of the physical resources and equipment.
- Submit** a completed safety check list to your lead coach on completion.
- After** the session discuss with participants how it went for them noting any feedback they provide.

Your RTO assessor will directly observe your performance for purposes of assessment across each coaching session and a third-party report will be provided to the lead coach to support assessment outcomes of sessions for strictly observed by your assessor.

Performance Instructions



At this point, can you think of anything else the learner would need to know?

Don't take your own word for it!

Ask your Buddy Reader!

Task 2 – One-to-one Interview (Questions Task)

Following each assisted session, you will engage in a 5-minute **one-to-one interview** with your assessor and provide **verbal responses** for purposes of assessment.

Preparation: questions will focus on the following areas: **What**

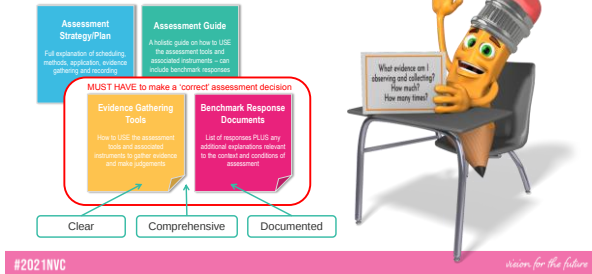
- your assigned duties and that of other members of staff including your supervisor.
- your intended aims/goals for this specific coaching session and what you wanted to achieve with these participants.
- whether you feel that you achieved your intended goals or not and why.
- the legislated safety aspects you took into consideration when preparing the activity environment prior to the coaching session.
- potential hazards identified at the location prior to the coaching session.
- any specific instances that occurred during the session whereby you needed to refer to your lead coach as per the reporting line of responsibility.
- any areas for improvement you feel you could apply at your next coaching session.

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Instructions for Assessors

What tools include instructions for assessors?



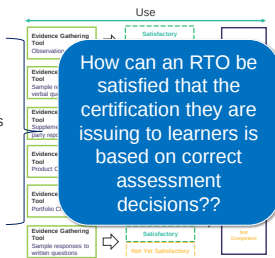
The screenshot shows the Assessment Strategy/Plan and Assessment Guide. It includes sections for 'Number of times Sufficiency', 'Assessor instructions', 'Decision making rules', 'Number of times', 'Judgement Outcome', 'Reasonable Adjustment', and 'Signed and Dated'. The 'Assessor instructions' section contains a table with columns for 'Assessor Name', 'Assessor Signature', 'Assessor Date', and 'Assessor Time'. The 'Decision making rules' section contains a table with columns for 'Decision Making Rule', 'Decision Making Rule', 'Decision Making Rule', and 'Decision Making Rule'. The 'Number of times' section contains a table with columns for 'Number of times', 'Number of times', 'Number of times', and 'Number of times'. The 'Judgement Outcome' section contains a table with columns for 'Judgement Outcome', 'Judgement Outcome', 'Judgement Outcome', and 'Judgement Outcome'. The 'Reasonable Adjustment' section contains a table with columns for 'Reasonable Adjustment', 'Reasonable Adjustment', 'Reasonable Adjustment', and 'Reasonable Adjustment'. The 'Signed and Dated' section contains a table with columns for 'Signed and Dated', 'Signed and Dated', 'Signed and Dated', and 'Signed and Dated'. The entire screenshot is set against a pink background with the text '#2021NVC' and 'vision for the future'.

The screenshot shows the Performance Benchmarks section. It includes a list of benchmarks and a table for recording observations. The benchmarks are: 'prepared the coaching area in readiness for the activity session', 'assisted participants with their warm-up activities at the start of the coaching session', 'sought assistance as queries arose', 'assisted participants with packing up equipment', 'conducted a safety check on physical resources and equipment', and 'submitted a report on current storage and condition of physical resources and equipment'. The table for recording observations has columns for 'Assessor Name', 'Assessor Signature', 'Assessor Date', and 'Assessor Time'. The entire screenshot is set against a pink background with the text '#2021NVC' and 'vision for the future'.

Using the Tools to Make 'Correct' Assessment Judgements

- Tools don't exist **X**
- Tools exist but are not being used by the assessor **X**
- Missing instrument components (benchmarks) **X**
- Instrument components are there but assessor is not using them to record outcomes **X**

Source: 2020 AQQA Audit Findings

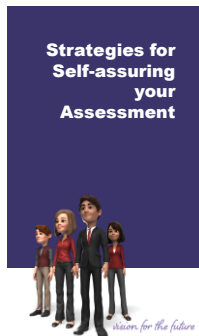


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1. RTO Assessment System Policy and Procedure
 - Accessible documents
 - Informative procedures
 - Transparent (covering all things)
 - Represents RTO practice
 - Assessor requirements and support
2. RTO Assessment Templates
 - Designed and developed 'in-house'
 - Externally developed
 - Purchased 'off-the-shelf'
 - Combination
 - Who is using what?

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The National Register of VET

- **Access Frequency** e.g.
 - daily, weekly, monthly, quarterly, annually, on notification only
 - responsibility
 - communication
- **Assessor interpretation and understanding** e.g.
 - use of the register (website)
 - interpreting the product information e.g.
 - how information is presented, what it means and requires
 - AQF level
 - packaging rules
 - transition information
 - credit
- **Aligning the requirements with assessment tool development and use** (including industry current skills and knowledge)



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Principles of Assessment and Rules of Evidence ¹

Understand what identified non-compliances mean in relation to the Principles of Assessment and Rules of Evidence, and how these stem from the RTO's assessment system and apply to **YOUR** assessment practices

- Principles**
- **Validity** – the RTO must ENSURE that:
 - the assessment tools **exist**
 - the assessment tools contain **instruments** that align to unit and industry requirements
 - a quality process for **mapping** this alignment is documented and instruments are effectively used by the assessors to make 'correct' judgements
 - **Reliability** – Assessment tools must include relevant and representative:
 - clear and consistent **instructions**
 - **benchmark** responses and decision-making rules
 - instruments that enable effective **evidence gathering** and 'correct' assessment judgements
 - **Flexibility and Fairness** – Assessment tools and instruments:
 - comprise **fair** and **flexible** assessment practices
 - ensure that all learners are **not unduly advantaged** or disadvantaged.



Principles of Assessment and Rules of Evidence ¹

Understand what identified non-compliances mean in relation to the Principles of Assessment and Rules of Evidence, and how these stem from the RTO's assessment system and apply to **YOUR** assessment practices

- Rules**
- **Validity** – the RTO must ENSURE that:
 - assessment tools and instruments **ENABLE** the gathering of valid evidence PLUS
 - assessment **SAMPLES** are a clear and aligned result of this evidence
 - **Authenticity and Currency**
 - assessment tools and instruments **ENABLE** verification of **authentic** evidence that is **current** to industry (current skills and knowledge as applied within industry)
 - **Sufficiency** – the RTO must ENSURE:
 - there is **ENOUGH** evidence
 - the following considerations are made:
 - how many times is the learner observed across a range of differing contexts and over a period of time?
 - how is this clearly recorded over that period of time?
 - is the way in which this is recorded clear to the assessors?
 - are all occasions directly observed or dependent upon third party reports?



Are you using validation and moderation practices to self-assure assessment judgements? ²

Validation (Tools, instruments and evidence)

You are:

- looking at **ALL** tools that align to the units of competency selected for validation
- reviewing those tools and embedded instruments to **ensure** they:
 - align to unit of competency requirements and are industry relevant, and
 - meet **Principles of Assessment** requirements, and
 - meet **Rules of Evidence** requirements.
- reviewing **student evidence** to ensure that it represents the assessment task expectations in line with the unit requirements.

Moderation (Assessment judgements)

You are looking at:

- **ALL** tools that align to the assessment judgement (interim or final) made by the assessor, and
 - student evidence samples of work related to those assessment judgements
- You are **looking for** assessment judgements that are fair, consistent and ultimately 'correct':
- irrespective of the learner, and
 - irrespective of the assessor.

Are you effectively applying outcomes from systematic and relevant engagement with industry to your assessment?

6

What do we want to know from our industry representatives?

ASSESSMENT:

Are the assessment projects I am getting my learners to undertake, **relevant to what you do today?**

- **Yes, absolutely**
- **No, not at all**
- **Yes, for the most part BUT**
- **Yes, BUT I can give you some better, even more relevant ideas**

What are you doing with this information?

1. **RECORD** it
2. **ACT** on it



Ensure consistent practice across assessment team

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Assessor Competence and Currency

7

Core TAE Assessment Units (TAE40116):

- **Plan** assessment activities and processes
- **Assess** competence
- Participate in assessment **validation**
- **Design and develop** assessment tools

TAES00011
Assessor Skill Set

Effective Professional Development planning

1. What have you been doing to maintain your current knowledge and skills in vocational training and learning that informs your **ASSESSMENT**?
2. What areas of competency-based **ASSESSMENT** can you identify today that either yourself, or your team, may need to professionally develop further, update or improve upon?



Reference: Adapted from clauses 3.120 and 3.130, Standards for RTOs, 2015

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Assessment Team

How much of a team player are you? 8



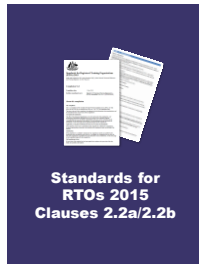
Why does my assessment need to be self-assured?

The RTO:

a) **systematically monitors** the RTO's training and **assessment** strategies and practices to ensure ongoing compliance with Standard 1, and



b) **systematically evaluates** and uses the outcomes of the evaluations to continually improve the RTO's training and **assessment** strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under clause 7.5, **validation** outcomes, client, trainer and assessor **feedback** and **complaints** and appeals.



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Self-assuring Your Assessment

Systematic Monitoring (Clause 2.2a) ¹⁰	Systematic Evaluation (Clause 2.2b) ¹¹
To ensure practices are being carried out by the right persons in the right way and at the right time	To review outcomes that inform the RTO's continuous improvement practices
- What is being monitored? - the USE of the tools and instruments - the ABILITY of the assessors (competence and currency) - the PRACTICE being applied - When is it being monitored? - regularity (policy and procedure) - calendar of events (RTO manager) - timetables and deadlines (assessors) - How is it being monitored? - dedicated monitoring days - team meetings - one-to-one meetings - ad-hoc file access (spot checks) - part of the data approval process - feedback (learners and assessors) - Communicating expectations - meetings, team or one-to-one - emails, phone - dedicated files (check point processes) - What is your role in this process? - RTO manager (leading the monitoring process) - assessor (follow process, provide evidence, etc.) - other e.g. data officer (data collection and reporting)	- What is reviewed? - training product e.g. qualification, unit - randomly selected assessment tools - assessor competency and currency - Leamer / assessor feedback - surveys, feedback and complaints - information gleaned from team meetings - scheduled learner experience/journey interviews - Performance Indicator outcomes? - process for recording being followed correctly - outcomes being passed through the correct approval and data reporting channels - statistical comparisons (e.g. year-on-year) - new impacting circumstances (e.g. pandemic, compliance, industry requirements, etc.) - Pre- and post-assessment validation outcomes - Training package requirements - Principles of Assessment - Rules of Evidence - Moderation outcomes - learner evidence (same assessor) - collective evidence (multiple assessors) - judgements are evident, fair, consistent and correct

Why does my assessment need to be self-assured?

"Providers that effectively **self-assure** their **practices** have **systems** and **processes** in place to critically **examine** their performance and student **outcomes** on an ongoing basis. This helps them ensure **ongoing compliance** and identify ways in which they can **continue to improve**."

"Self-assurance forms an important part of **managing risk** in your organisation. Providers employing effective self-assurance practices demonstrate a **commitment** and **capability** to delivering quality training."



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A provider who is applying effective self-assurance practices will:

- **identify** and **fix issues** as they arise
- **manage risks** to quality outcomes and, in doing so, ensure quality student outcomes
- **have confidence** that they meet regulatory requirements (including meeting the RTO's own quality practice standards) – now and into the future.

Self-assuring my assessment

Participant Resource: Strategies for self-assuring assessment checksheets
https://www.assess.gov.au/working/assessing/self-assurance

WHAT WE HAVE COVERED...

- What is and isn't compliant assessment
- How non-compliance impacts assessment practice and outcomes
- Conducting 'correct' assessment
- Strategies for self-assuring your assessment practices

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COMING UP NEXT:

3.10 - 4.10PM



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MANAGEMENT	COMPLIANCE	TRAINING & STUDENT ENGAGEMENT	DEEP DIVE	GOVERNMENT / REGULATOR
VET Reforms, COVID-19 and the Future of the RTO Peter Doukas OAM	Future Proofing Your RTO! Maciek Fibrich	Online Delivery for English Language Teaching Dr Patrick Pheasant	Using Brain Science to Guide Education Dr Dan Hill	Future Work, Future Jobs Joshua Rayner
