

vision for the future



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.

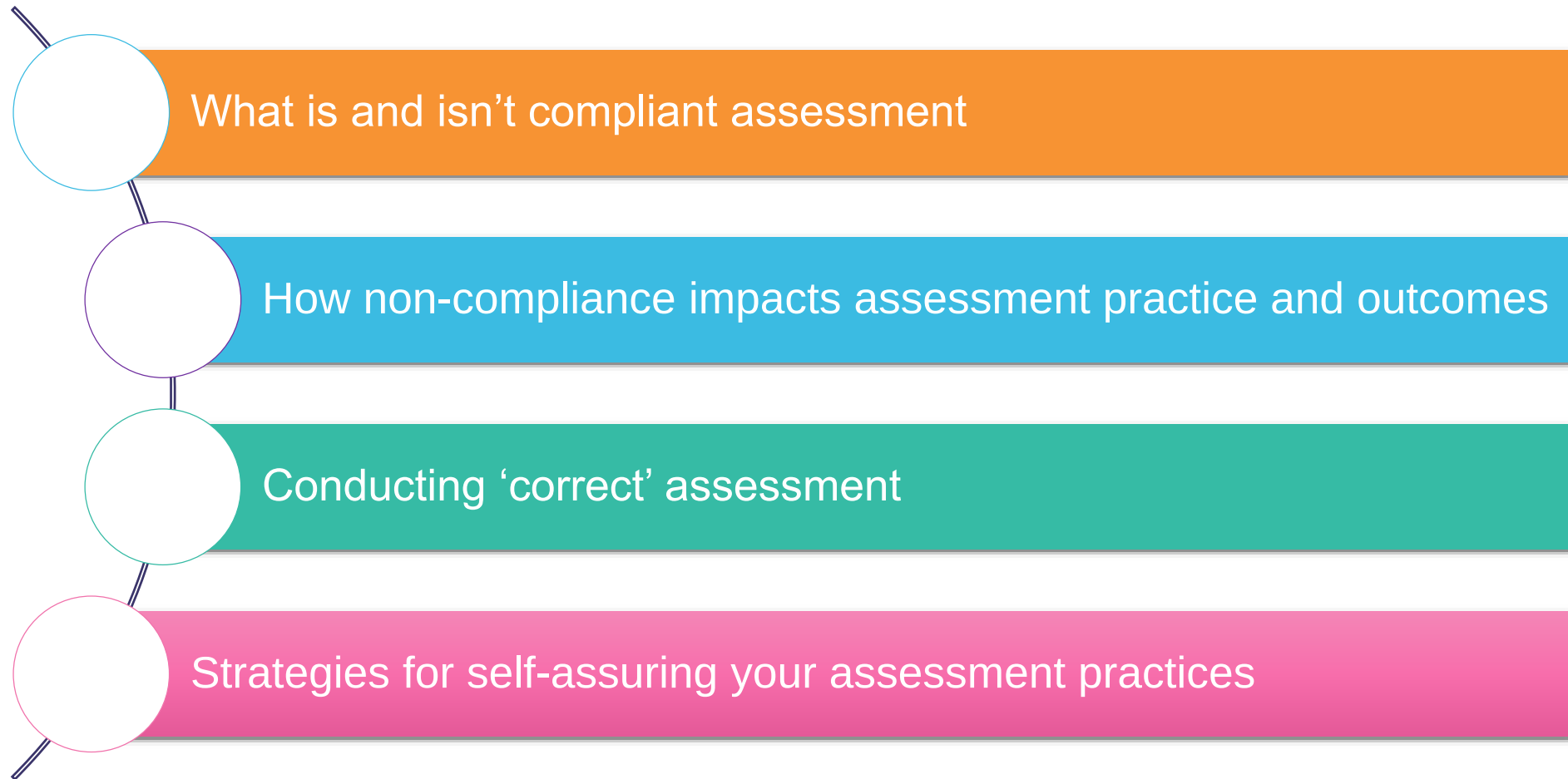
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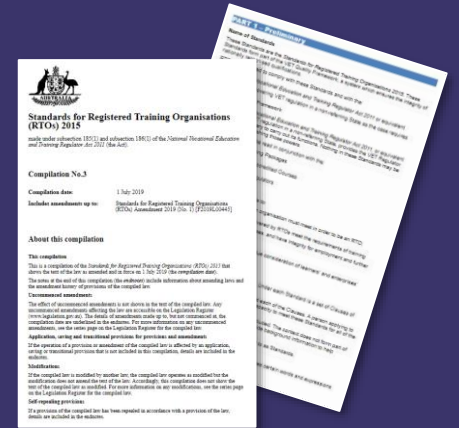
What we shall be covering in this session....



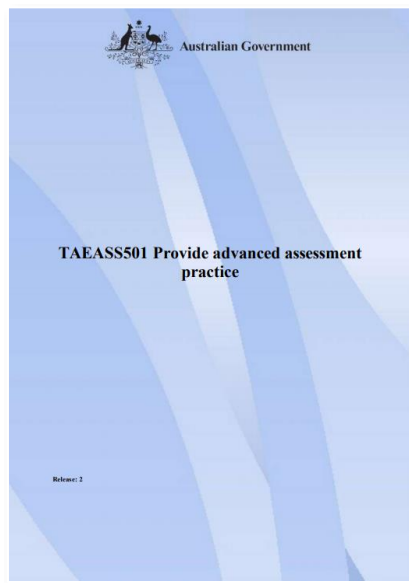
Let's look at what the Standards require

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

- a) complies with the **assessment requirements** of the relevant training package or VET accredited course; and
- b) 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.

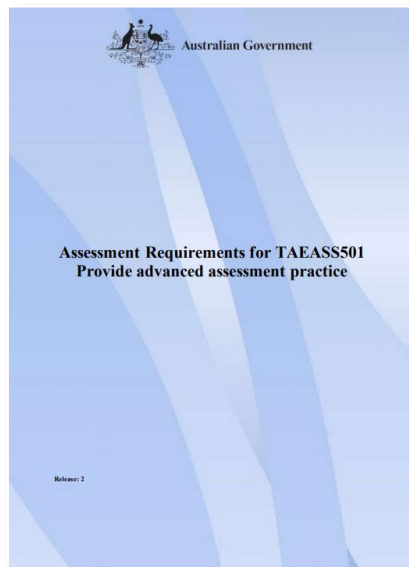


Standards for RTOs 2015 Clause 1.8



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

To which of these
components must I
align my
assessment tools?



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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 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; - assessing competencies 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 of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: - assessment against the unit/s 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 these skills and knowledge in other similar situations; and - judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted 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.
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.

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**

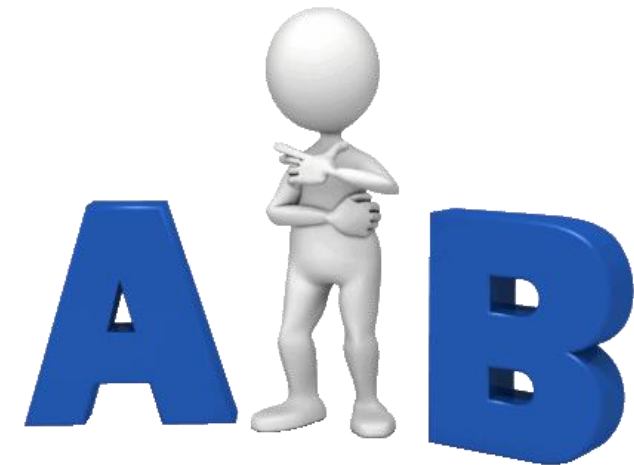
Instructions must be present, relevant, aligned, clear, consistent and current

- **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*)



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**

Assessment Activity Documents

Instruments that **ENABLE** the performance and submission of required assessment evidence

Documented instructions for learners and assessors must be **present**, **relevant**, **aligned**, **clear**, **consistent** and **current**

Learner



Assessor



Assessment Checklists
Marking Guides
Benchmark Responses
Third Party Report

Instruments that **ENABLE** valid assessment practices and that support **CORRECT** judgements to be made

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**

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 guides** for the practical assessment list 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

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 ensures 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.”

Performance
criteria/evidence
only

The Reliability Principle

3 “The **Observation/Demonstration Checklist** is **not** a valid assessment instrument as it is a **copy of the practical assessment tasks** 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

4 **Missing benchmarks** to support meeting of unit Standard (PC), e.g.
‘Contribute to a safe and supportive environment’, and *‘Use positive support techniques’*



Gaps in aligned
evidence

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 1 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.**”



Incomplete
benchmark criteria

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. “



Improper
application and
contextualisation
of purchased
resources

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

The collage displays five forms used in the assessment process:

- RTO Benchmarking Checklist:** A form for RTOs to benchmark their processes. It includes sections for RTO details (Representative, Consultation Date, Contact Details), Activity Details (Site of meeting, Date of meeting, Scope of benchmarking activity), and a Benchmarking Summary.
- Third Party Verification Checklist:** A form for third parties to verify the skills required to meet the competencies in a unit. It includes sections for Student name, Unit(s) of competency, Third party/observer's details, Criteria, and a table for recording verification results.
- Assessment Summary and Feedback Form:** A form for assessors to provide feedback on the assessment process. It includes sections for Student Name, Assessor Name, Assessor Signature, Date, Date Due, Date Received, Unit of Competency, Unit Code, Unit Title, Assessment Tool, Element(s) Covered, Feedback and Future Action, Feedback, Gaps in Performance, Strategies for Improvement, and Assessment Decision.
- Qualification Code and Title:** A form for recording the qualification code and title. It includes sections for Student Name, Assessor Name, Assessment Tool, Date of Assessment, Purpose of Assessment, Context of Assessment, Conditions of Assessment, Instructions to Student, and a table for recording the qualification code and title.
- Verbal Questioning Checklist:** A form for recording the results of verbal questioning. It includes sections for Student name, Unit(s) of competency, Workplace (if applicable), RTO, Conditions, Questions, and a table for recording the results of verbal questioning.

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

“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 correct by the assessor.**”

Evidence gathering and
assessment judgements

“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 (X)**. 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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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

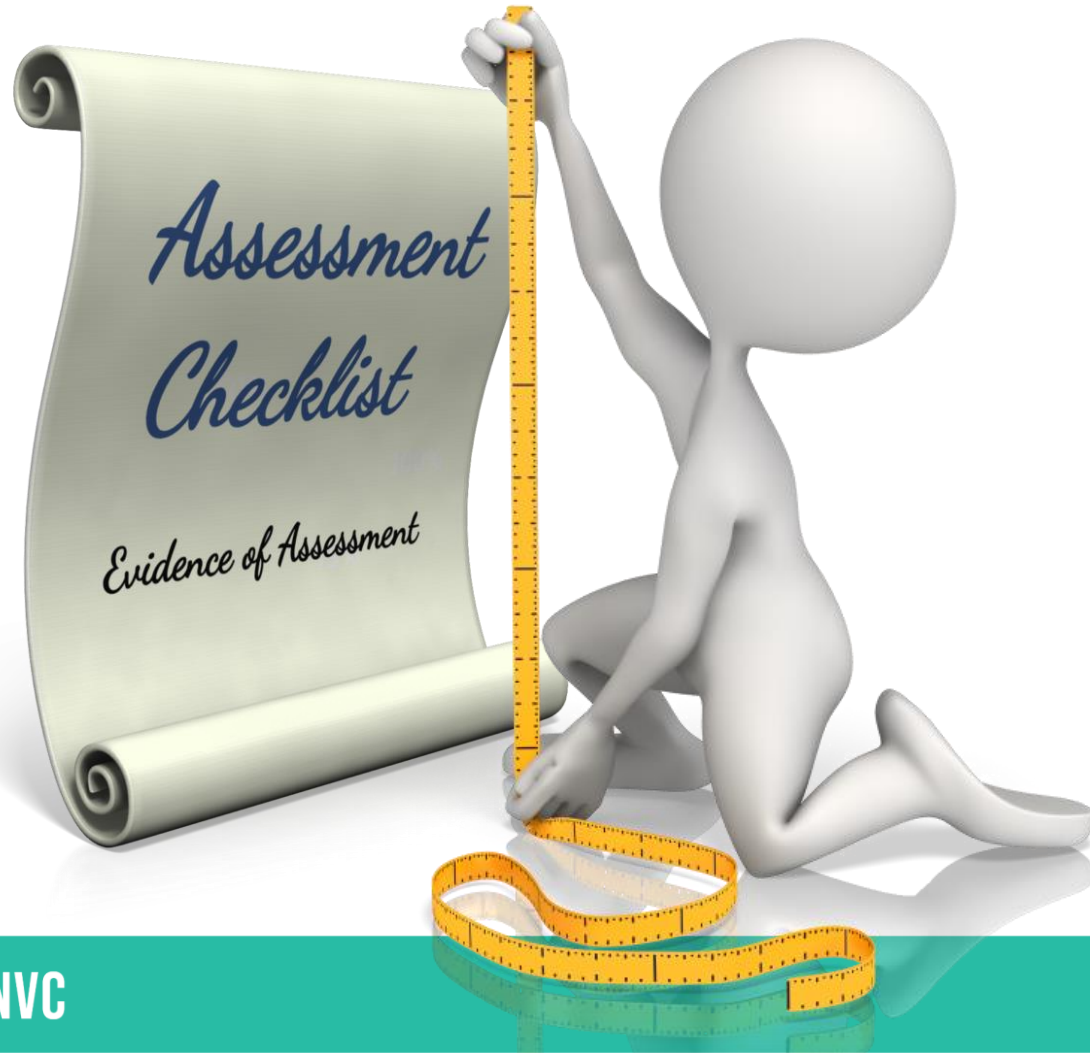
2. Ensure the assessment tools **EXIST** and **ALIGN** with the unit components as they claim to!

Program Mapping: SIS20115 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		Observation Task 1	Observation Task 2	Questions Task	Portfolio Task	3 rd Party Report	Observation Task 1	Observation Task 2	Questions Task	Portfolio Task
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										
Unit: SISXIND002 Maintain sport, fitness and recreation industry knowledge		SISP1obs1	SISP1ques	SISP1obs2	SISP1prod	SISP1tpr1	SISP2obs1	SISP2obs2	SISP2ques	SISP2prod
1. Update and apply structural and operational knowledge	1.1 Identify credible sources of information	2,3			P4		1,2		Q1	P2
	1.2 Access and interpret specific and relevant industry information	2,3			P7		1,2		Q2	P3
	1.3 Identify the economic and social significance of the relevant industry and its impact on individuals and the community	3,4	Q1	P2			1,3		Q3	P1
	1.4 Identify the role of volunteers	8,9			P1		4,5			P1
	1.5 Use industry information in day-to-day activities	8,9	2,4	Q3		T3	4,5	1,2	Q4	
2. Update and apply legal and ethical information	2.1 Source information on legal issues that impact own work role	4,5			P5		2,3			P4
	2.2 Conduct work tasks according to legal obligations and industry standards of ethical practice	7,8	2,3			T1, T3	3,4	1,2		
	2.3 Conduct work tasks using a client focused approach, according to community development philosophies and principles	6,7	3,4			T1, T4	3,5	1,2		
	3.1 Source and access information on current and emerging technologies	1,3					1,2			
	3.2 Identify the potential effects of different technologies	3,4		Q4			1,2		Q5	
3. Update and apply information on technology	3.3 Use knowledge of current and emerging technology in day-to-day work activities	1,5	1,4				3	1,2		
	4.1 Identify and use a range of opportunities to update industry knowledge	6,7	4,5	Q2			3,4	2,3	Q6	
	4.2 Share updated information with colleagues and incorporate into day-to-day work activities	4,5	1,5				2,3	2,3		
	FS1: Reading skills to interpret the content of plain English information documents about legal issues, industry accreditation and registration schemes, working with children checks and codes of conduct or behaviour	2,3			P3		1,2			P1
	FS2: Writing skills to summarise and record information in basic documents such as information sheets, portfolios and files	2,3			P3		1,2			P1
4. Update and apply knowledge	PE1: Participate in at least four of the following opportunities: ▪ Discussions with experienced industry personnel (0 to 4) ▪ Membership of professional industry associations or unions (0 to 4) ▪ Networking with colleagues and suppliers (0 to 4) ▪ Participating in industry (0 to 4)	8,9	1,2, 4,5			T2, T3	4,5			
	PE2: Suggest three new or improved workplace practices based on information obtained from the above sources	1,7	3,5		P6	T2, T3	3,4			

Program Mapping: SIS20115 Certificate II in Sport and Recreation		Project 1					Project 2			
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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		SISP1obs1	SISP1ques	SISP1obs2	SISP1prod	SISP1tpr1	SISP2obs1	SISP2obs2	SISP2ques	SISP2prod
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	1.3 Identify the economic and social significance of the relevant industry and its impact on individuals and the community	3,4		Q1	P2		1,3		Q3	P1
	1.4 Identify the role of volunteers	8,9			P1		4,5			P1
	1.5 Use industry information in day-to-day activities	8,9	2,4	Q3		T3	4,5	1,2	Q4	
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	3.3 Use knowledge of current and emerging technology in day-to-day work activities	1,5	1,4				3	1,2		
4. Update and apply knowledge	4.1 Identify and use a range of opportunities to update industry knowledge	6,7	4,5	Q2			3,4	2,3	Q6	
	4.2 Share updated information with colleagues and incorporate into day-to-day work activities	4,5	1,5				2,3	2,3		
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PE2: Suggest three new or improved workplace practices based on information obtained from the above sources		1,7	3,5		P6	T2, T3	3,4			



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

SISXCAI002 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

Clear

Comprehensive

Documented



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Task 1 – Observation

Who with

Information

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 whom 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 queries 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 issues 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.
- **Conduct** 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 by the lead coach to support assessment outcomes of sessions not directly observed by your assessor.

How

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!



Who with

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

How

Duration

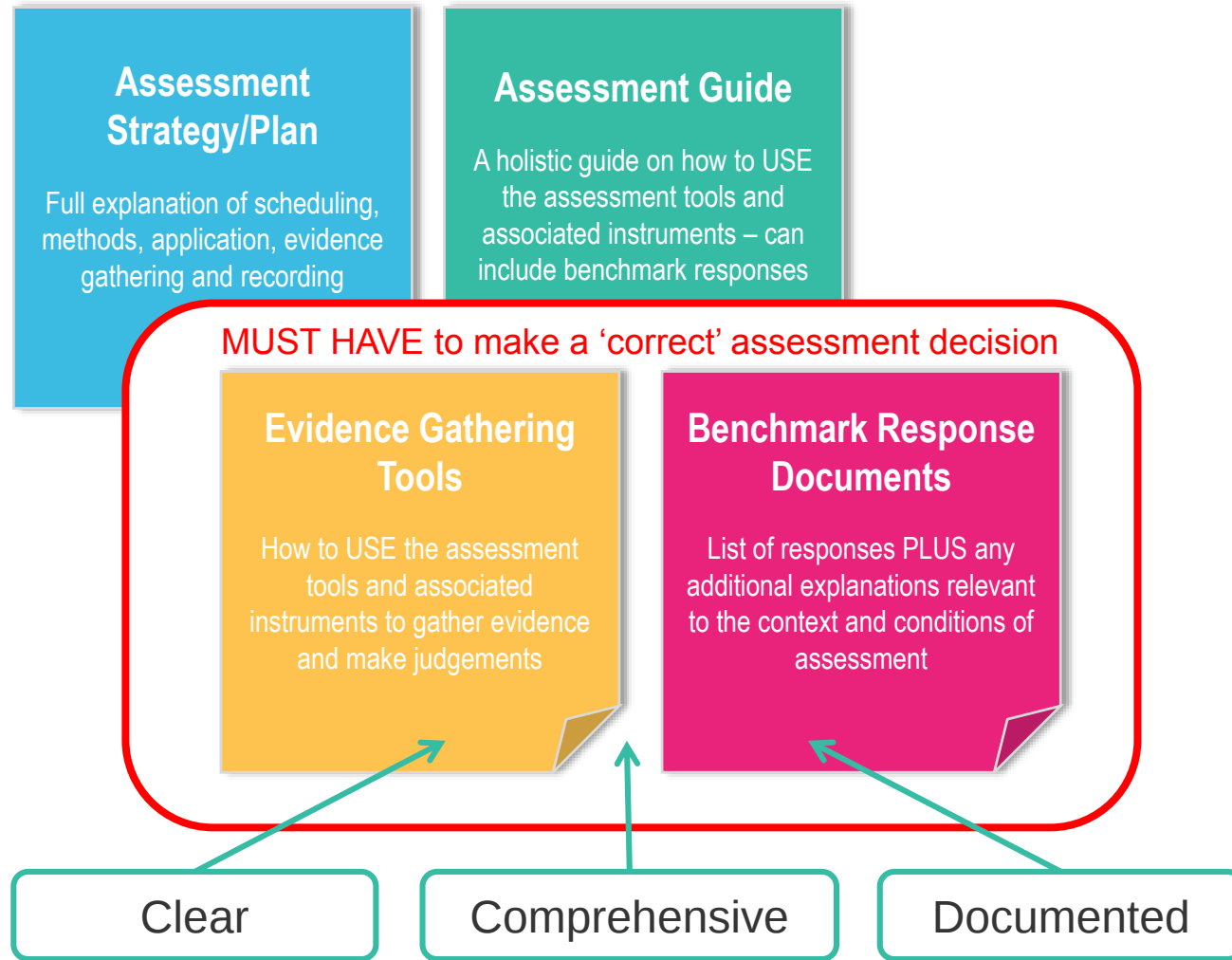
Following each assisted session, you will engage in a 5-minute one-to-one interview with your assessor and provide verbal responses for purposes of assessment.

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.

Instructions for Assessors

What tools include instructions for assessors?



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Number of
times

Sufficiency

Assessor
instructions

Reliability

Project: Assist coaching activities

SISXCAI002 Assist activity sessions

Task 1: Observation Checklist (P1T1Obs1)

Student Name:

Assessor Instructions:

The outcomes from this task contribute towards the final outcomes for the unit of competency SISXCAI002 Assist with activity sessions. For all evidence pertaining to this unit of competency, please see qualification mapping document which you can access via this link: [G:/SIS20115/Assessment/Mapping.xls](#). Decision making rules to assess the observable behaviours of the above named student are listed below.

The student will be given the opportunity to partake in at least 5 activity sessions across a 6-month period, please see KTO system drive [G:/SIS20115/External/Assessment/Coaching_Schedule.doc](#) for full details of sessions.

Please use this observation checklist to record the interim outcomes from 5 coaching sessions and provide details of the dates and locations attended at the bottom. The student must achieve all outcomes for at least 5 of the coaching sessions attended* and a third-party report to confirm expected level of performance and feedback from the designated third-party representative (e.g. lead coach) must be obtained to support the assessor's assessment decision in where required.

Note: the assessor MUST provide evidence of direct observation assessment decisions for at least 2 satisfactorily completed instances for each learner.

No	Decision Making Rules	S1	S2	S3	S4	S5	S6	S7
The student:								
1	reviewed the provided session plan							
2	confirmed understanding of assigned duties							
3	suggested improvements to support participants							
4	located equipment, materials, access to facilities and refreshments							
5	prepared the coaching area and resources in readiness for the activity session, as directed by the lead coach							
6	demonstrated correct use of equipment to participants							
7	assisted participants with their cool-down activities at the end of the coaching session as directed by the lead coach							

SIS20115 Certificate II in Sport and Recreation

pg. 1

Decision Making Rules		S1	S2	S3	S4	S5	S6	S7
Stored participant performance progression								
9	sought assistance from the lead coach where issues arose that superseded the learner's level of knowledge and skill							
10	Assisted participants with their cool-down activities at the end of the coaching session as directed by the lead coach							
11	assisted lead coach and participants with packing up equipment							
12	conducted a post-session check of physical resources / equipment							
13	submitted a completed safety check list to the lead coach							
14	post session, sought participant feedback on their session							

Activity Session Details:

Session	Session Date and Location	Third-Party Report ☒
1		
2		
3		
4		
5		

*Note that there will be additional opportunities to arrange further sessions should this student have either not been able to attend one of the pre-arranged sessions or where reasonable adjustment is determined, the student requires additional learning and/or assessment support.

Assessment Task Outcome

Satisfactory	Not Yet Satisfactory
--------------	----------------------

Decision
making
rules

Validity, Content
Currency and
Sufficiency

Number
of times

Sufficiency

Judgement
Outcome

Validity

Reasonable
Adjustment

Flexibility and
Fairness

Assessor Name:

Assessor Signed:

Assessment Completion Date:

Assessor Feedback:

Please provide feedback to your student on their assessment performance and outcomes. Thank you.

Student Feedback:

Please provide feedback to your assessor on your assessment experience highlighting any issues or concerns where necessary. Thank you.

Student Signed: Date:

Signed
and Dated

Authenticity and
Application
Currency

Assessment Project: Assist coaching activities

Unit: SISXCAI002 Assist activity sessions

Task 1: Observation Checklist (P1T1Obs1)

Student Name:

Assessor Instructions:

The outcomes from this task contribute towards the final outcomes for the unit of competency SISXCAI002 Assist with activity sessions. For all evidence pertaining to this unit of competency, please see qualification mapping document which you can access via this link: <G:/SIS20115/Assessment/Mapping.xls>. Decision making rules to assess the observable behaviours of the above named student are listed below.

The student will be given the opportunity to partake in at least 5 activity sessions across a 6-month period. please see RTO system drive G:/SIS20115/External/Assessment/Coaching_Schedule for full details of sessions.

Please use this observation checklist to record the interim outcomes from 5 coaching sessions and provide details of the dates and locations attended at the bottom. The student must achieve all outcomes for at least 5 of the coaching sessions attended* and a third-party report to confirm expected level of performance and feedback from the designated third-party representative (e.g. lead coach) must be obtained to support the assessor's assessment decision in where required.

Note: the assessor MUST provide evidence of direct observation assessment decisions for at least 2 satisfactorily completed instances for each learner.

No	Decision Making Rules	S1	S2	S3	S4	S5	S6	S7
The student:								
1	reviewed the provided session plan							
2	confirmed understanding of assigned duties							
3	suggested improvements to support participants							
4	located equipment, materials, access to facilities and refreshments							
5	prepared the coaching area and resources in readiness for the activity session, as directed by the lead coach							
6	demonstrated correct use of equipment to participants							
7	assisted participants with their cool-down activities at the end of the coaching session as directed by the lead coach							



Performance Benchmarks

Evidence Gathering Tool – Observable Behaviours

Clear, structured, measurable decision-making rule examples:

- 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
- submitted a report on current storage and condition of physical resources and equipment

Task Benchmarks

Evidence Gathering Tool: Verbal Questions and Benchmark Responses

'Acceptable Benchmark Response Examples'

Question 1:

Students will respond in their own words.

1. Successful session **timing**
2. Correct access to and use of **equipment**
3. Ensuring that the **environment** is safe and that hazards are effectively dealt with
4. Responding to participant's **queries**
5. Supporting participant **needs**
6. Understanding the boundaries of own **expertise**
7. Positive participant **feedback**

Acceptable

Appropriate

Aligned

Consistent

Measurable

Enabling

Questions Task Recording Tool

(Tool Code: P1VQ1)

Unit of Competency: SISCAI002 Assist with activity sessions

Assessment Project 1 – Task 2: Interview Questions

Questions	S/NYS
1. What did you achieve during this session with the participants?	
2. What supportive practices did you apply during this session?	
3. Describe the safety aspects you took into consideration when preparing for your activities with the participants?	
4. What hazards did you check for prior to the session?	
5. Did any hazards hinder the session activities?	
6. What situations arose whereby you had to seek assistance from your supervisor?	
Assessor Feedback:	
Student Feedback:	
Student Name:	Date:
Assessor Name:	Assessor Signature:

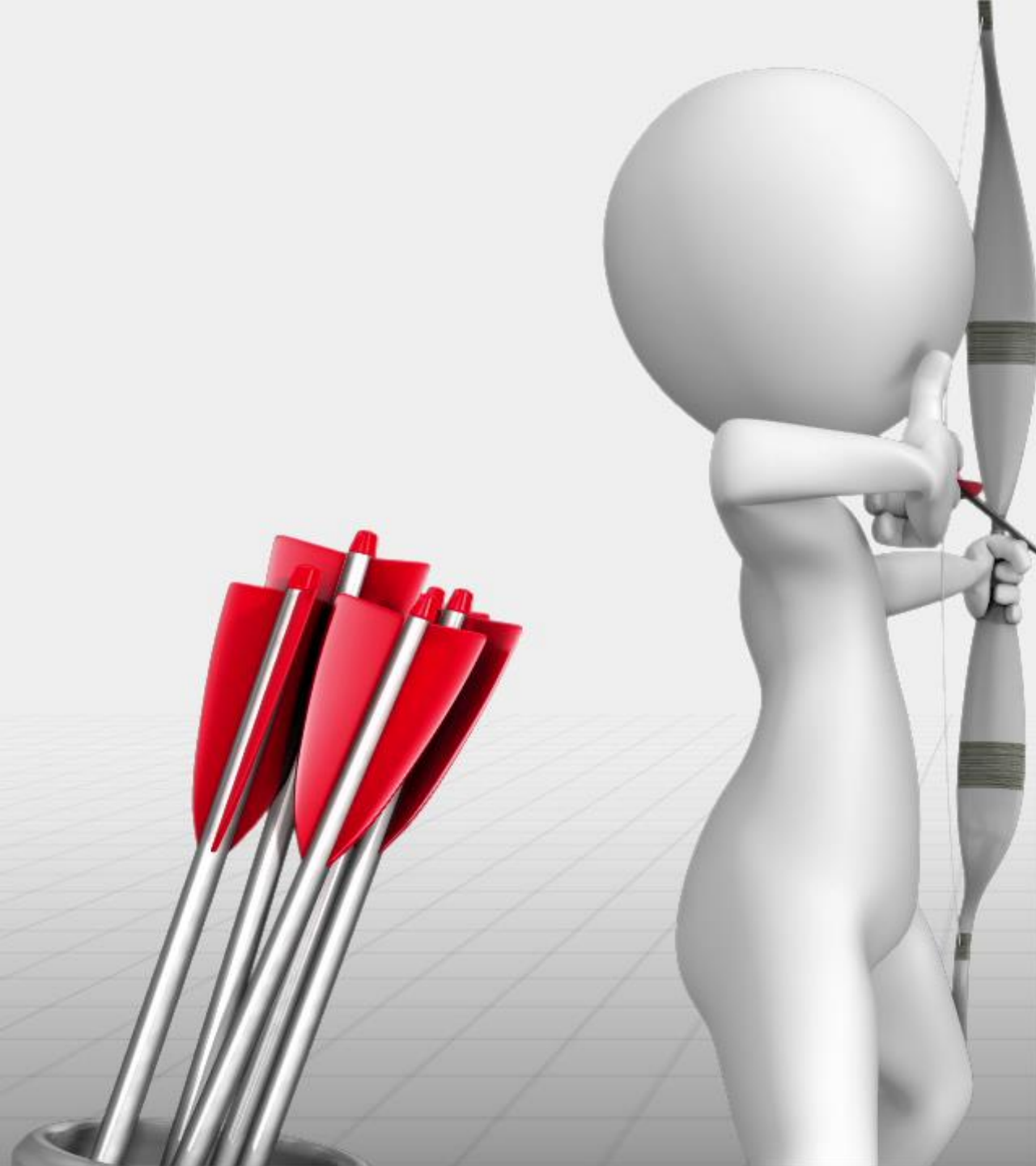
Using the Tools to Make 'Correct' Assessment Judgements

As the **Assessor**:

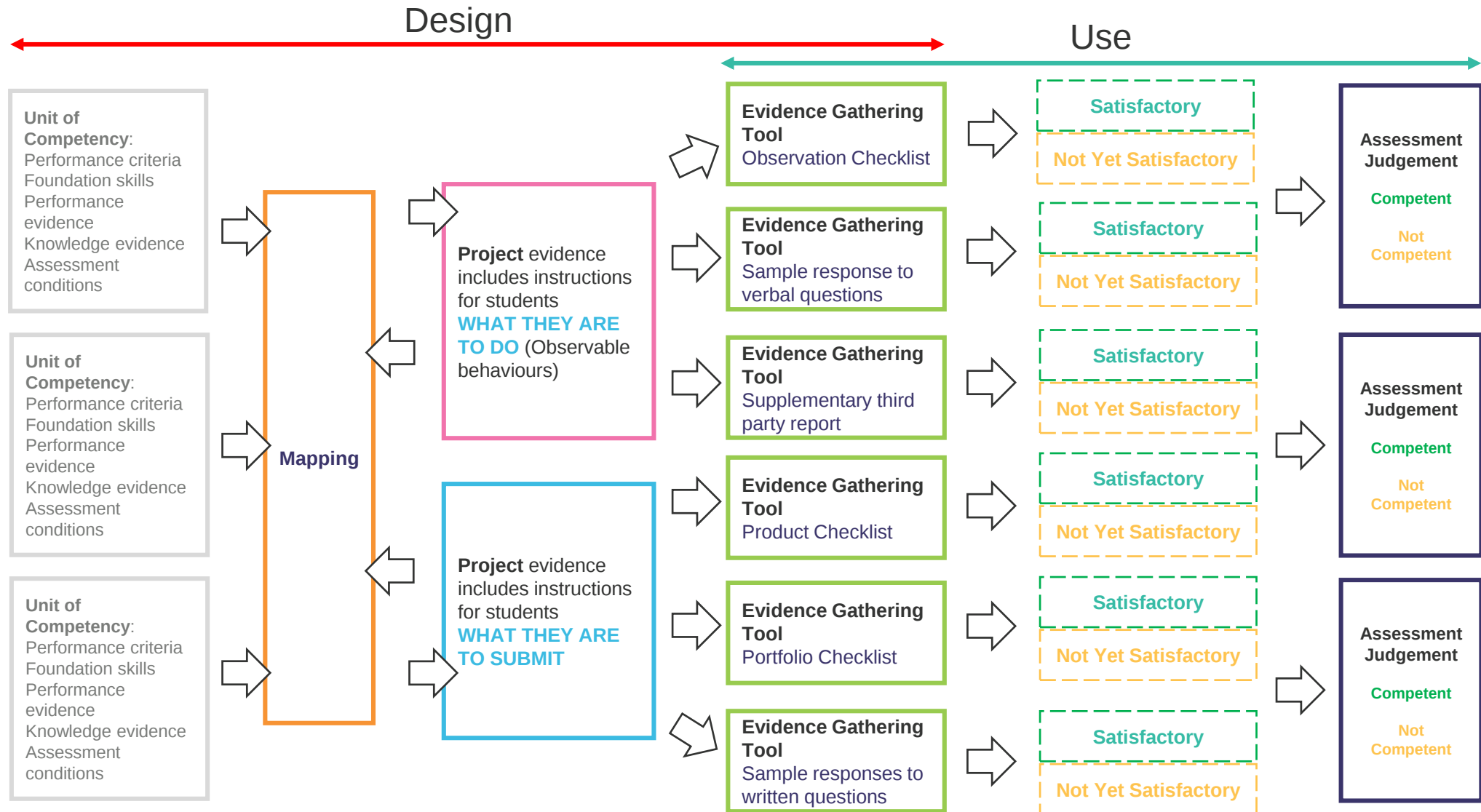
Have **you** been clearly and
sufficiently instructed on how
to use the tool and its
embedded instruments?

Do **you** understand exactly
what evidence it is you are
required to **gather** and how?

Are **you** clear on **how** and
where to effectively record your
findings?



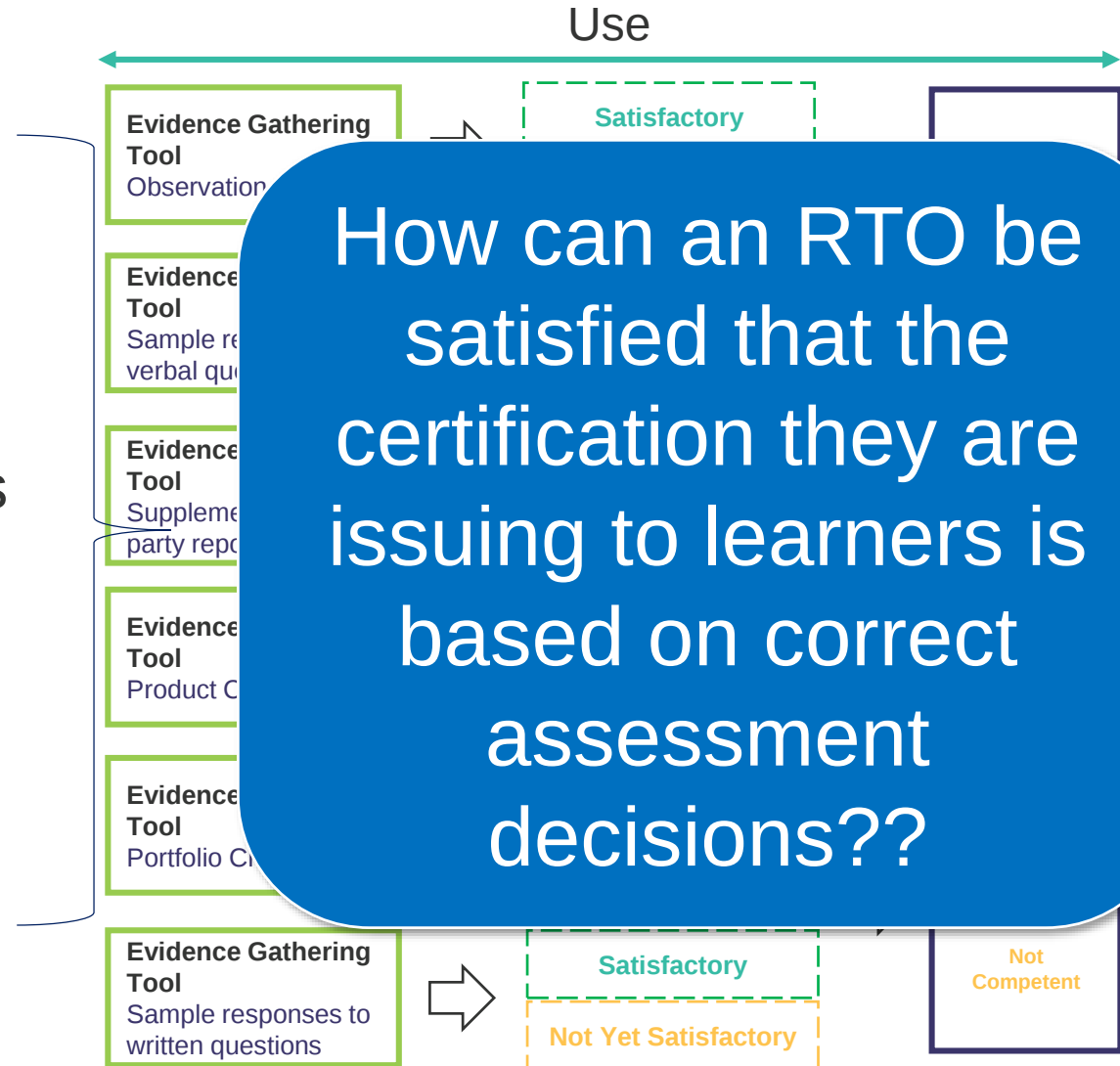
Using the Tools to Make ‘Correct’ Assessment Judgements



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 ASQA Audit Findings



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?

Strategies for Self-assuring your Assessment



vision for the future

The National Register of VET

3

- **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

4

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**.



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Principles of Assessment and Rules of Evidence

4

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?



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

5

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

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

TAESS00011
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 1.13c and 1.16, Standards for RTOs 2015



Assessment Team

How much of a team player are you? 8



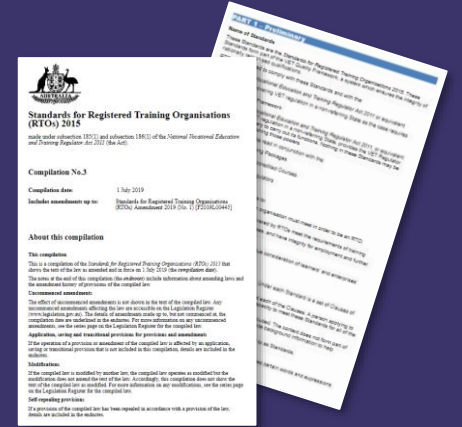
Why does my assessment need to be self-assured?

The RTO:

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

→ application

→ outcomes



Standards for RTOs 2015 Clauses 2.2a/2.2b

Systematic Monitoring (Clause 2.2a) ⁹

To ensure practices are being carried out by the right persons in the right way and at the right time

- 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)
 - timeframes 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)

Systematic Evaluation (Clause 2.2b) ¹⁰

To review outcomes that inform the RTO's continuous improvement practices

- What is reviewed?
 - training product e.g. qualification, unit
 - randomly selected assessment tools
 - assessor competency and currency
- Learner / 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.”



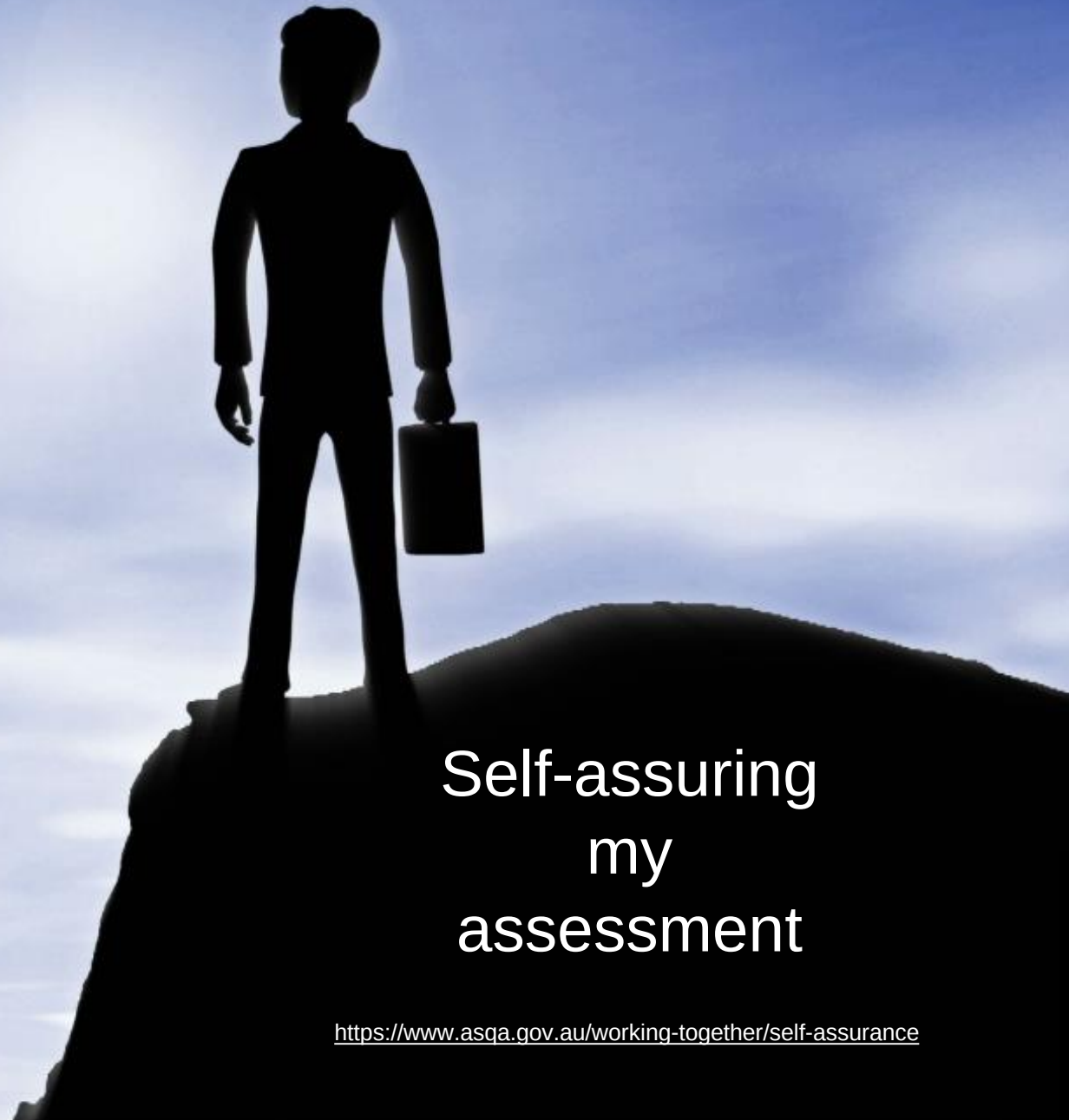
**Australian Skills
Quality Authority
'Self-assurance'**

<https://www.asqa.gov.au/working-together/self-assurance>

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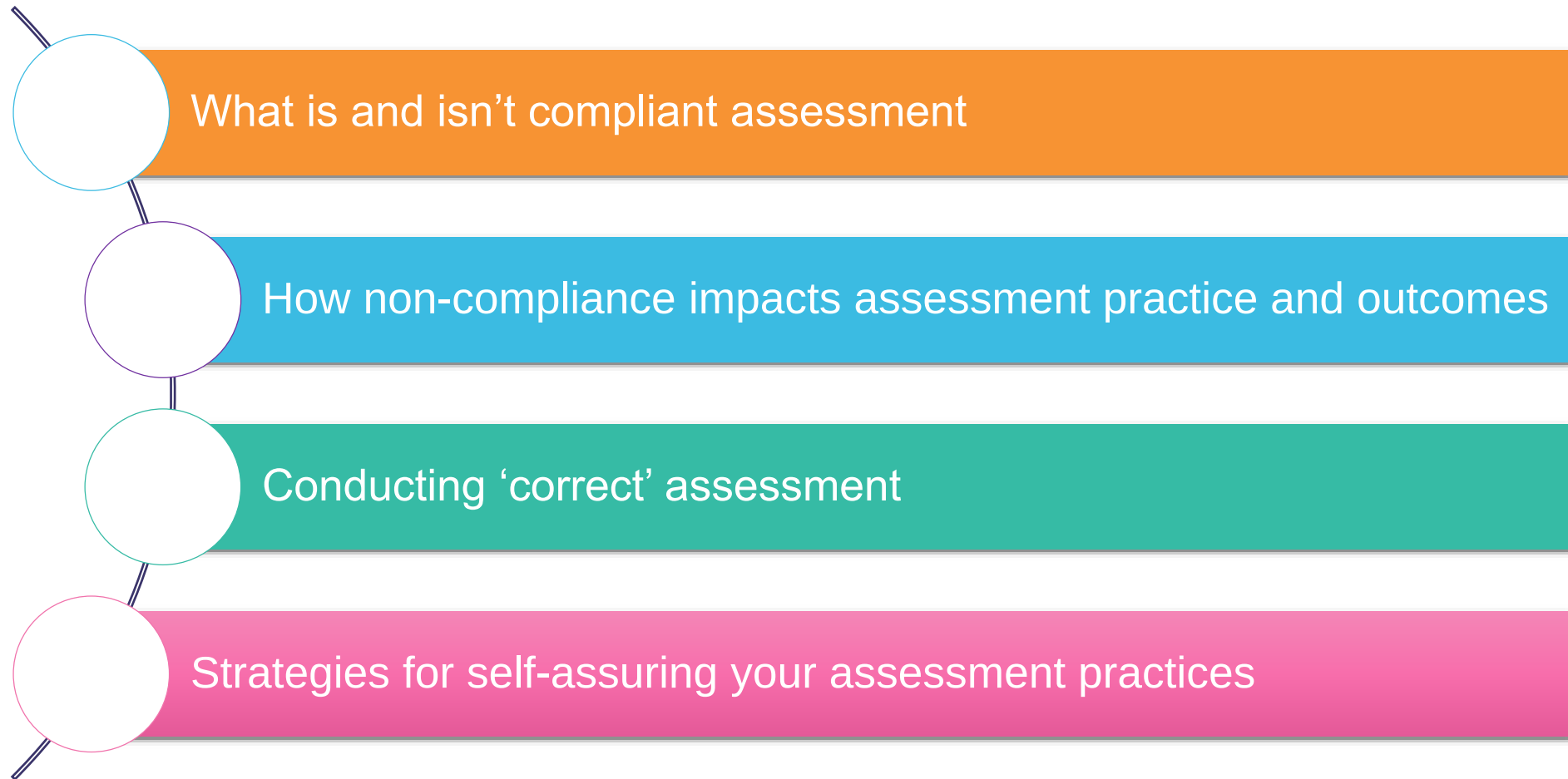
A provider who is applying effective self-assurance practices will:

- **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

WHAT WE HAVE COVERED...



CONTACT US

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COMING UP **NEXT:**

3.10 - 4.10PM



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MANAGEMENT

**VET Reforms, COVID-19
and the Future
of the RTO**

Peter Doukas OAM

COMPLIANCE

**Future Proofing
Your RTO!**

Maciek Fibrich

TRAINING & STUDENT ENGAGEMENT

**Online Delivery for
English Language
Teaching**

Dr Patrick Pheasant

DEEP DIVE

**Using Brain Science to
Guide Education**

Dr Dan Hill

GOVERNMENT / REGULATOR

**Future Work,
Future Jobs**

Joshua Rayner