

vision for the future



EXPLORATION

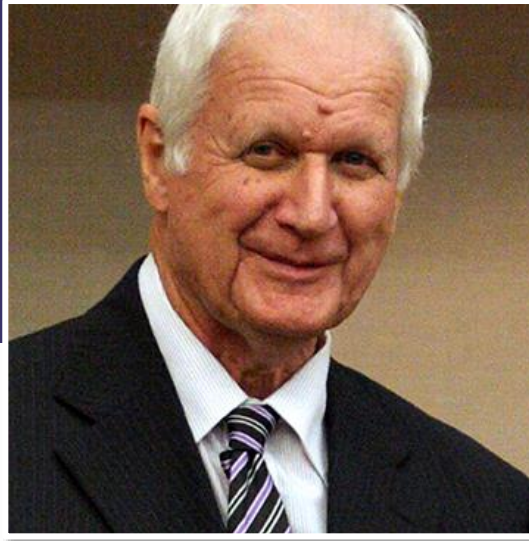
Some Observations on Observation

John Dwyer



NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC



ABOUT: JOHN DWYER

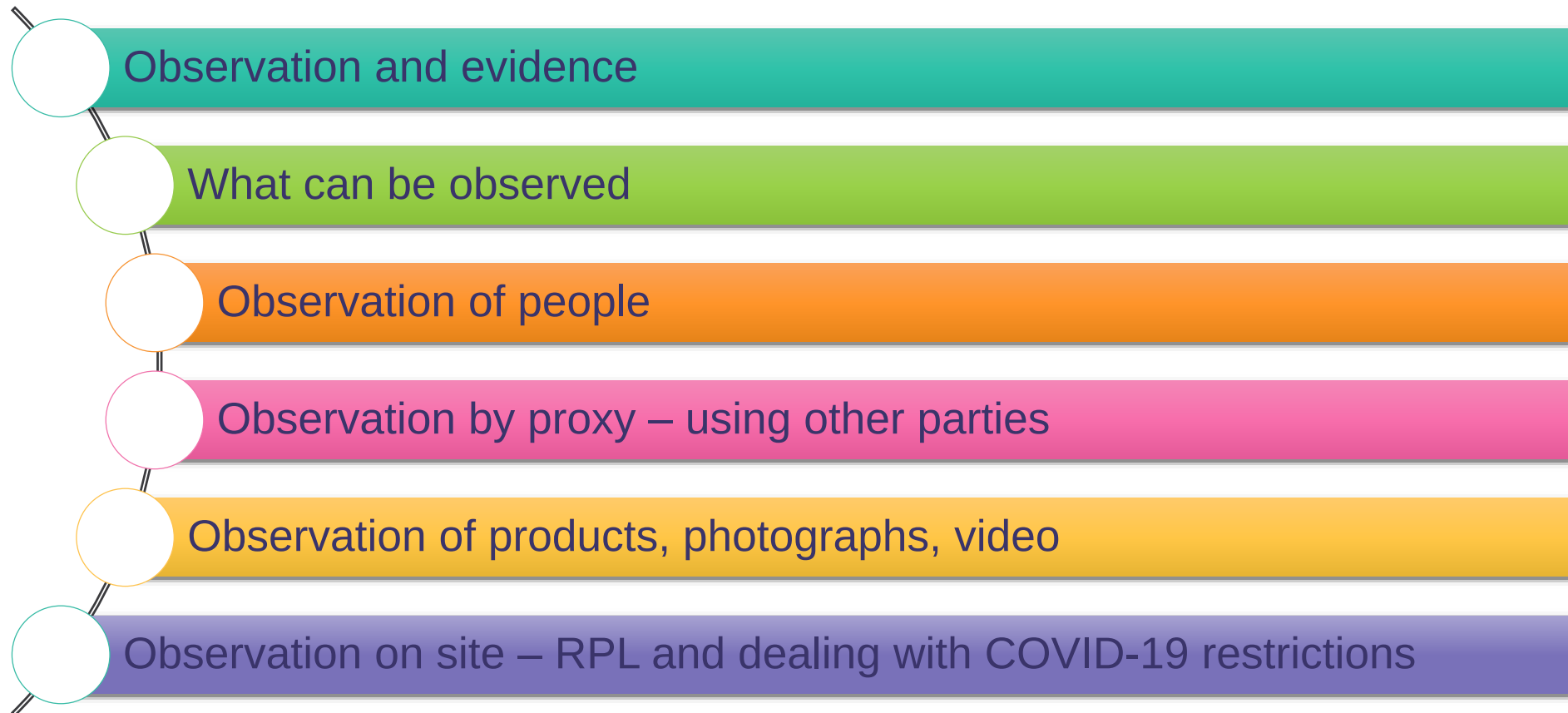
John Dwyer is a trainer and consultant with experience in education spanning more than 60 years. He brings extensive RTO experience to Velg Training. He has a comprehensive history in developing and delivering a range of workshops on assessment, compliance, recognition of prior learning (RPL), moderation and validation processes.

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WHAT WE WILL COVER...



OBSERVATION

Observation is a powerful method of gathering direct evidence



BUT



It has some issues.

WHAT IS DIRECT EVIDENCE?

Here are my definitions

DIRECT

What I do
OR
What I'm seen to do

INDIRECT

What I say I do
OR
What someone else says I do

SUPPLEMENTARY

EVIDENCE that supplements

BUT, CONSIDER THE STATUS OF AN OBSERVATION CHECKLIST

1. Explain what you are doing while doing it
2. Explain how you would do something (while not doing it)
3. (During observation) “Why did you do that?”

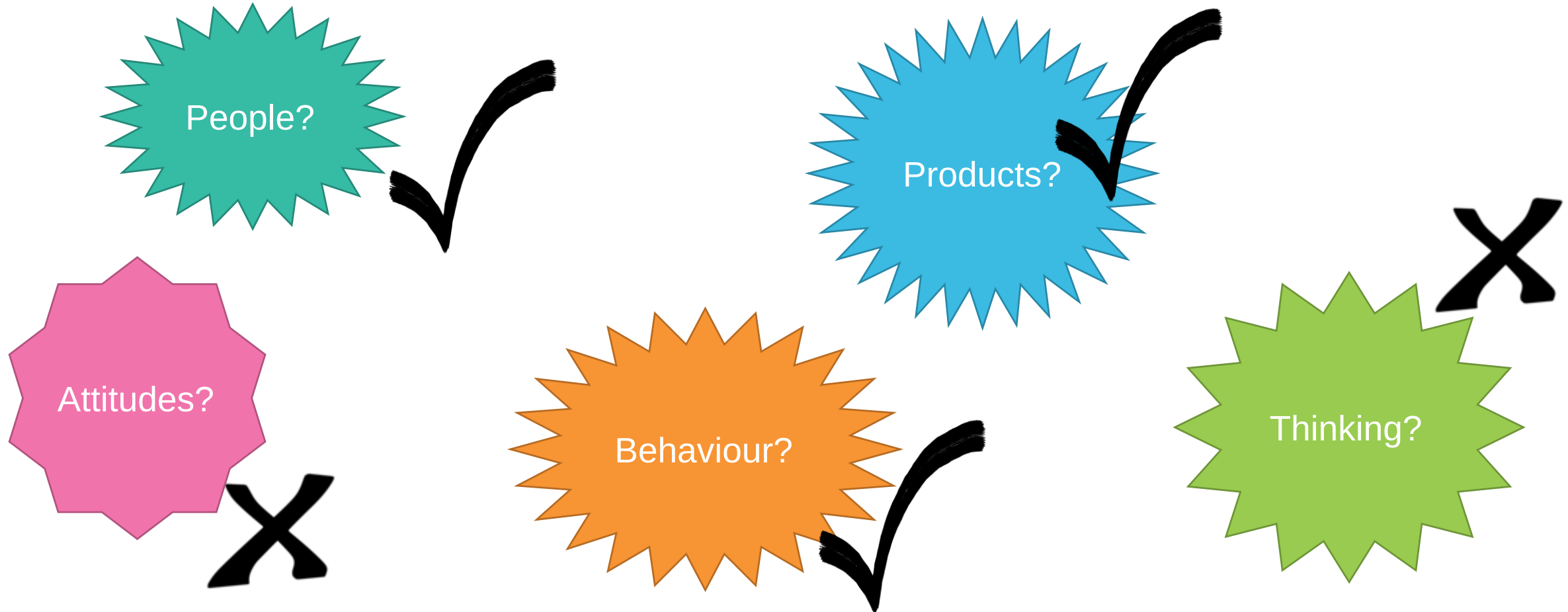
We may need to focus on the concepts rather than on examples



Person
being
observed

Another
assessor

WHAT CAN BE OBSERVED?



OBSERVATION OF PEOPLE - ISSUES

If well done:

- satisfies valid, reliable, flexible, and fair **principles of assessment**
- yields valid, authentic, and current **evidence**

BUT

Issues:

- time consuming
- you can observe only one person at a time
- potential for systemic and/or personal bias

Need well-developed assessment instruments

OBSERVATION OF PEOPLE - ISSUES

What to look for
in a well-
developed
observation
assessment tool

(Example only -
Adapted from an
actual RTO
document)

Observation Report – Assessor

Unit code and Title

This report involves the LEARNER and ASSESSOR

Report booklet - Contents

Instructions to the Learner:

- Overview
- Performance Evidence
- Competency in this unit
- Learner in conjunction with the Assessor

Instructions to the Assessor:

- Overview
- How to complete this form
- What is a suitable observation area?
- What equipment is required in the observation area?

ASSESSOR TO COMPLETE

Observation Environment:

Details of Tasks to be observed (**Observation instruments**)

Physical Resources required

Assessor Declaration and Sign Off details

OBSERVATION CHECKLIST – PROBLEMS?

PUATEA001B – WORK IN A TEAM

Did the course participant:	Comments	S	NS
1. CONTRIBUTE TO TEAM ACTIVITIES 1.1 roles and responsibilities of team members are recognised 1.2 contribution is made to identifying team goals and objectives 1.3 activities are completed to required standard within timeframe and in accordance with organisation's policies and procedures 1.4 assistance in the completion of tasks is requested from other team members where appropriate 1.5 team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation's policies and procedures 1.6 participation by team members is encouraged and acknowledged 1.7 changes in allocated role and responsibilities are implemented 1.8 team meetings are attended regularly and punctually		☐	☐



What are the problems?

OBSERVATION CHECKLIST – BETTER

DUTIES TO BE PERFORMED			
4 Create a healthy and safe supporting environment	Date – Obs (1)	Date – Obs (2)	Date – Obs (3)
1. Greeted parents upon pick up, discussed the children's activities for the day and the children's intake and experiences with food and drink	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS
2. Provided suitable and safe areas were provided for babies practising rolling over, sitting crawling and walking whilst giving positive encouragement	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS
3. Supervised closely when babies and toddlers were in situations that present a higher risk of injury	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS
4. Provided a safe environment for babies and toddlers to explore their environment with their hands, mouths and bodies	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS
5. Regularly checked children's immunisation status and recommended immunisation schedule	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS



USING OTHER PARTIES TO COLLECT ASSESSMENT EVIDENCE

In some cases, an assessor cannot directly gather all the required evidence that supports a competency judgement. In these cases, the evidence may be gathered or reported by other parties

When and why might an assessor use other parties to collect evidence?

Where it is not possible for the assessor to directly observe the learner at work

Where the presence of an observer may compromise workplace safety

Where work activities involve issues of patient confidentiality and privacy

The use of other parties in collecting evidence is also a valuable strategy for collecting evidence of 'everyday performance' rather than performance carried out as part of the formal assessment process

OBSERVATION BY PROXY – USING OTHER PARTIES TO COLLECT EVIDENCE



Increasingly
common
[COVID-19]

Benefits and
risks

Compliance
issues

The other party is NOT a qualified assessor so does not make judgements about competence against a unit of competency

Need well-developed observation documentation and processes

OBSERVATION BY PROXY – WHAT TO LOOK FOR IN A GOOD REPORT

**What to look for
in a well-
developed other
party
observation
report**

**(Example only -
Adapted from an
actual RTO
document)**

Other Party Report

Unit code and Title

This report involves the LEARNER and OBSERVER [other party]

Report booklet - Instructions to the Learner

Overview

Performance Evidence

Competency in this unit

Observer [other party] Criteria – Who can I nominate to be my observer?

Instructions to the Observer [other party]

Overview

Do I qualify to be an Observer?

How to complete this form

What is a suitable observation area?

What equipment is required in the observation area?

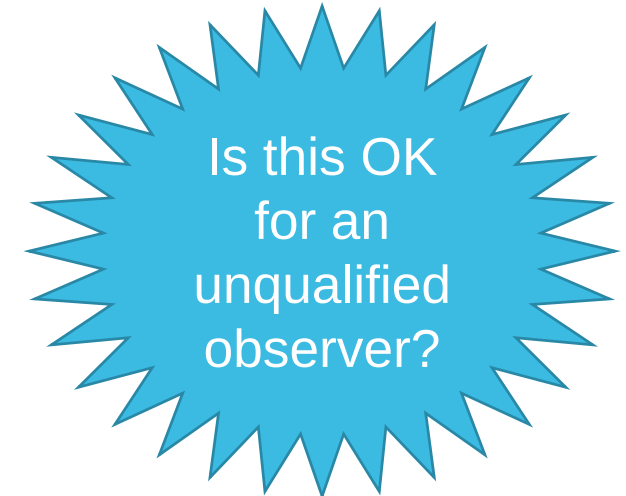
Observation Tasks and Checklists (As per unit requirements)

Observer [other party] declaration

Final instructions to Observer (Deal with report and liaise with assessor)

OBSERVATION CHECKLIST – OTHER PARTY

DUTIES TO BE PERFORMED			
4 Create a healthy and safe supporting environment	Date – Obs (1)	Date – Obs (2)	Date – Obs (3)
1. Greeted parents upon pickup, discussed the children's activities for the day and the children's intake and experiences with food and drink	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS
2. Provided suitable and safe areas were provided for babies practising rolling over, sitting crawling and walking whilst giving positive encouragement	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS
3. Supervised closely when babies and toddlers were in situations that present a higher risk of injury	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS
4. Provided a safe environment for babies and toddlers to explore their environment with their hands, mouths and bodies	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS
5. Regularly checked children's immunisation status and recommended immunisation schedule	☐ ☐ S NS	☐ ☐ S NS	☐ ☐ S NS



OBSERVATION BY PROXY – WHAT TO LOOK FOR IN A GOOD PROCESS

RTO RESPONSIBILITY

The RTO must provide sufficient guidance for assessors and the other party



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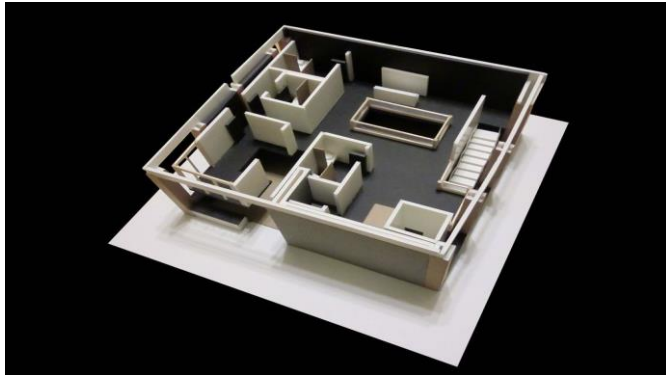
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- Provide assessors with comprehensive guidance about selecting the best person/s to collect evidence
- Provide quality materials for collecting evidence
- Set requirements for assessors in confirming the authenticity of candidate evidence gathered by the other party
- Provide the other party with comprehensive information about their role in the evidence-gathering process
- Obtain confirmation that the other party understands their role in the process
- ‘Interpret’ training package and accredited course information to be relevant to the other party: describing how a competent worker would perform the task described by the unit.

OBSERVATION OF PRODUCTS

Are products of work direct or indirect evidence?

- Need well developed assessment instrument
- Ticking off a list of completed tasks/activities is not observation
- Ticking off a list of task/activity attributes may be



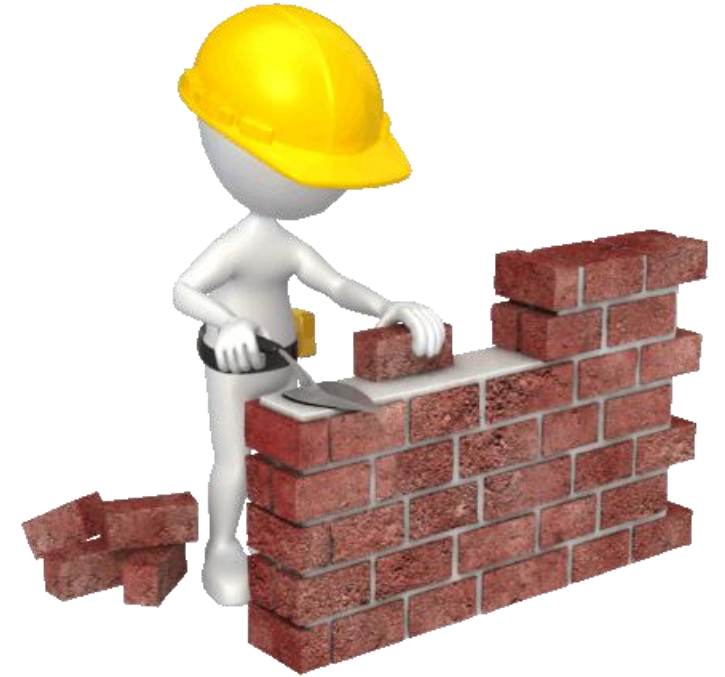
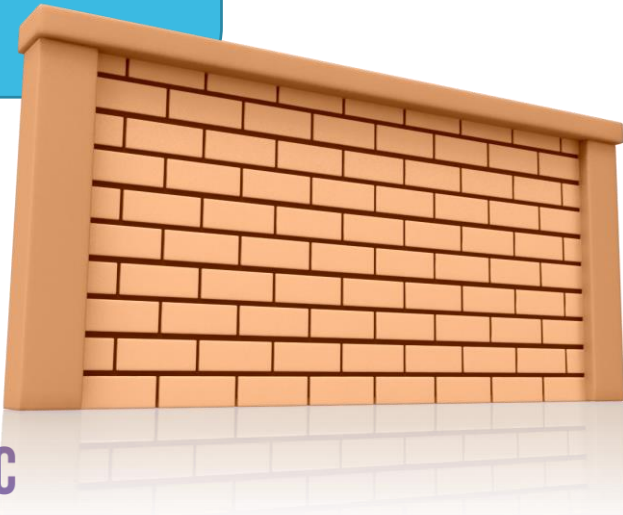
What are these evidence of?

OBSERVATION USING PHOTOGRAPHS, VIDEO

We need a well-developed assessment instrument, based on unit requirements, but applicable to various possible work contexts.

Issues

Authenticity
Content
Frequency
Consistency



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OBSERVATION ON SITE (RPL)

What can we learn just by looking around?

We need to have a good understanding of:

the unit
requirements

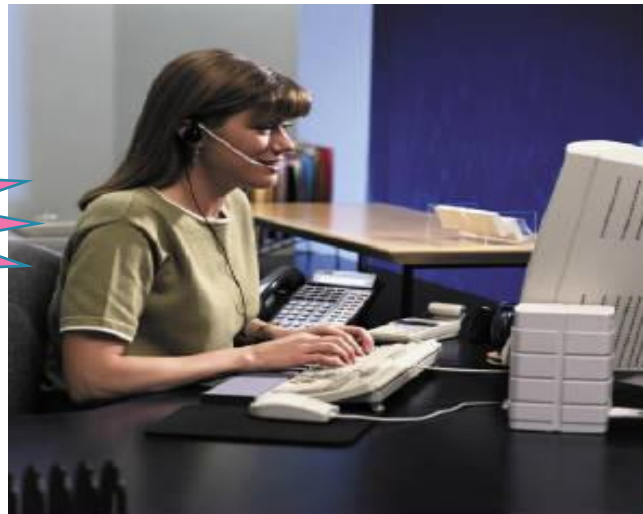
the job and
work involved

industry /
workplace
requirements



We need to have a good observation
instruments

Provision for contextualised comment -
beyond just tick and flick



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OBSERVATIONS IN THE WORKPLACE DURING COVID-19 RESTRICTIONS

Where a provider is unable to attend a workplace to conduct training or assessment, consideration could be given to remote observation via other media

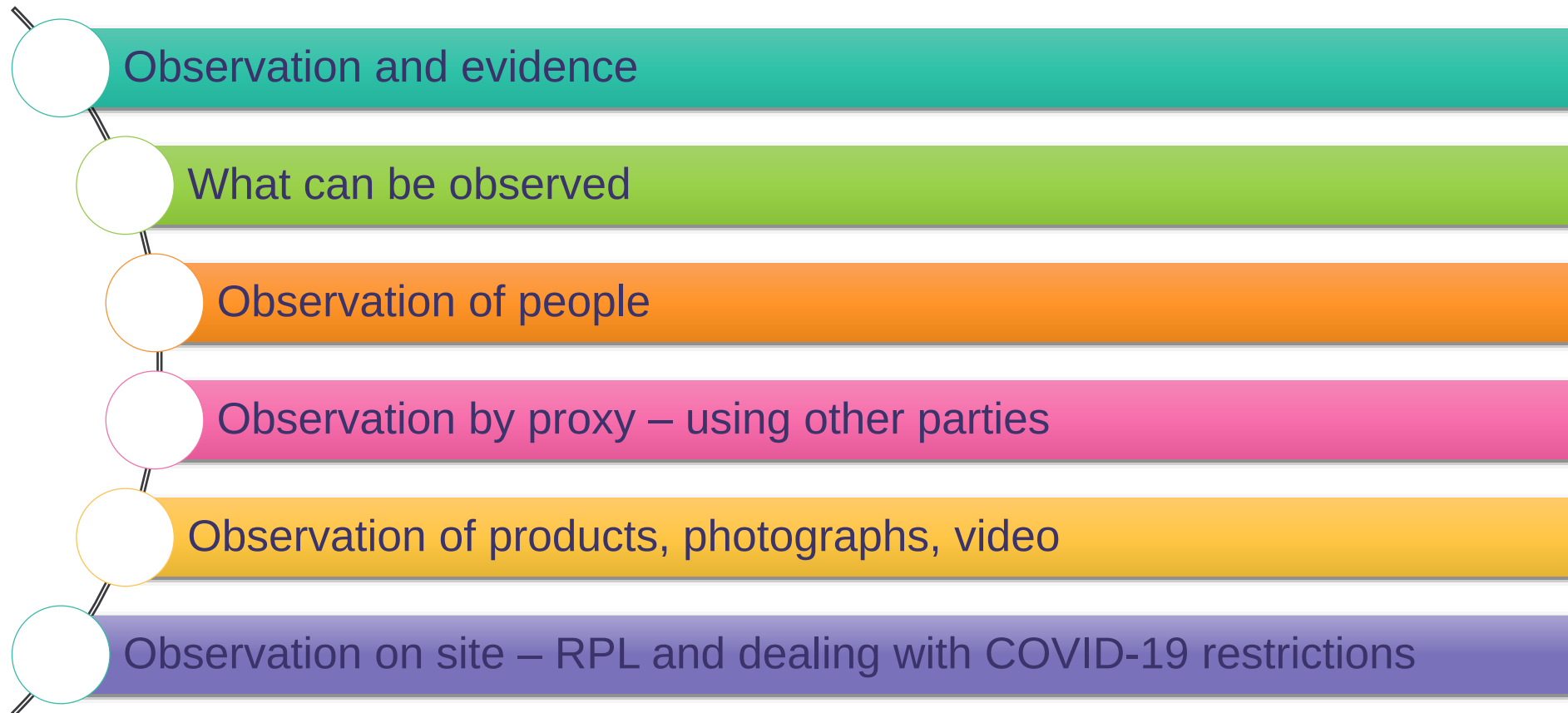
- i. use video recordings (from recording on a phone to more complex technologies)
- ii. use video conferencing software (such as Zoom or Skype) for real-time observation and engagement

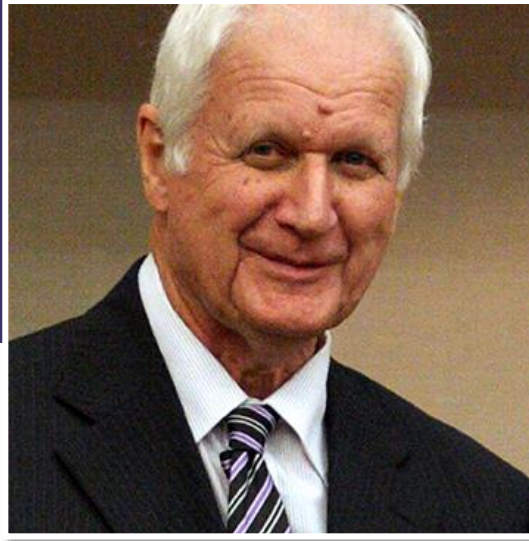
If a student is working at their normal place of work, assessors can view that student's participation in activities remotely, using the same observation checklists they have when on site to make sufficient judgements



(Source: Adapted from ASQA FAQ)

WHAT WE HAVE COVERED...





THANK YOU FOR WATCHING

We really hope you enjoyed this presentation by **John Dwyer**.

If you have any queries or feedback relating to today's topic, or any general questions regarding your role within the VET sector, do not hesitate to contact the team at Velg Training.

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COMING UP **NEXT:**

11.50AM - 12.50PM



vision for the future

MANAGEMENT

**Glimpsing the Future:
Why supply chain
careers just
became cool.**

Paul Walsh

DEEP DIVE

**Analyzing Learning
Effectiveness**

John Blake

TRAINING & STUDENT ENGAGEMENT

**Training the Learning
Magician...It's a skill and
incredibly enjoyable**

Laurie Kelly

RTO ADMINISTRATION

**The Keys to RTO
Administration Success!**

Angela McGregor

GOVERNMENT / REGULATOR

**VET Student Loans –
Past, present
and future**

Kathy Dennis