CSETDA0034A: Develop assessment tools

Competency Descriptor: This unit describes the skills and knowledge required to select, develop, validate and document new assessment tools.

Competency Field: Education and Training

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify the context for the assessment tool	1.1 The purpose of the assessment, the target group and the competency or other standard of performance to be assessed is identified.
	1.2 Evidence required to infer competency is identified.
	1.3 Assessment methods are evaluated to establish requirements of assessment tools, particularly: - resources – human, materials and equipment - assessment location and context - administration ease - the characteristics of the target group
	1.4 Requirements of the assessment system in relation to the assessment tools are identified: • storage and security of documentation • appropriate personnel and differing needs for receiving information about the assessment tools • evaluation and review process • quality assurance mechanisms
	1.5 Develop, implement and review costs of the assessment tools.
	1.6 A plan for the development of the assessment tools is prepared.

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2.	Draft assessment tools in accordance with plan	2.1	Assessment tools are designed to assess the relevant competencies using appropriate format for: • language, numeracy requirements • visual representation and where appropriate sound • question and activity types • media • sequence of activities • choice in activities
		2.2	Assessment tools require that the person being assessed demonstrates the components of competency.
		2.3	The assessment tools are checked for the following characteristics: • reliability • validity • fairness • relevance to the workplace context • content accuracy • ease of use • cost effectiveness • avoidance of bias • testing the required scope of the competencies
		2.4	Adjustments to the tools and procedures are made as required.
3.	Develop instructions for assessment tools	3.1	The instructions for the persons to be assessed are drafted.
		3.2	The instructions for administering each assessment tool are drafted to include the resources needed to conduct the assessment and the context for the use of the tools.
		3.3	Evidence of competency to be demonstrated is documented and incorporated in the assessment tools.
		3.4	Allowable adjustments identified in the assessment procedures are noted and included in the instructions.

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		3.5	The rules for verifying assessment decisions are identified and any limits, variations or restrictions on the assessment tools are specified.
4.	Pilot the assessment tools	4.1	The tools are pilot tested with a small sample selected across the range of the target group.
		4.2	Feed back from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools.
		4.2	Improvements and changes to the assessment tools are made where necessary.
5.	Validate assessment tools	5.1	An adequate sample of the target group to be assessed is selected.
		5.2	Assessors are trained (if required), to administer the assessment tools in a consistent manner.
		5.3	The assessment tools are administered to the target sample, responses compiled and analysed assessment tools are modified according to the findings.
		5.4	Any influences that may affect (bias) the assessment decision are identified and documented.
6.	Finalise assessment tools	6.1	Validated and appropriately amended tools are incorporated in assessment procedure(s).
		6.2	Documentation in paper and/or electronic form is filed in appropriate secure, accessible locations.

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RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- a trade
- a community organisation
- a government organisation.

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification
- providing a statement of attainment
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies

Evidence for assessment may include:

Type of evidence may include*:*

- direct
- indirect
- supplementary
- combination of the above

Evidence might be interpreted using a range of reference frames including:

- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance

Appropriateness of evidence types includes:

- cost effectiveness
- practicability
- communication skills of person(s) being assessed
- assessment experience and special needs of person(s) being assessed

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts

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The assessment system may be developed (and endorsed) by:

- the industry
- the enterprise
- the Accredited Training Organisation
- a combination of the above

Assessment instruments may be amended to ensure:

- ease of use
- language and other literacy/numeracy requirements are met in terms of the relevant competencies
- appropriateness for the assessment context and competencies
- costs/time effectiveness for candidates and assessors

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which are to be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Allowable adjustment to assessment tools include:

- provision of support services (e.g., reader, interpreter, attendant caregiver, scribe)
- use of special equipment (e.g. word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers

Assessment methods may include:

- direct observation of performance or product
- practical tasks
- projects
- written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements

Operational constraints may include:

- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the vocational area to be assessed
- costs/time effectiveness for candidates and assessors
- availability of person(s) being assessed because of matters such as rosters, shift work
- geographical location of person(s) being assessed

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EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

(1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed.
- A report on the piloting of the assessment tools including any changes proposed and made.

Assessment requires evidence of the following processes to be provided:

- How the target group was identified.
- How the plan for the development of the assessment tools was prepared.
- How the assessment tools meet the components of competency for the target group.
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

(2) Pre-requisite Relationship of Units

- CSETDA0004A – Develop assessment procedures.

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- relevant training packages, competency or other standards of performance
- different methodology for developing assessment tools
- compliance with requirements for copyright and other regulatory requirements
- language and literacy skills to collect and interpret relevant information
- communicate with stakeholders and appropriate personnel

Skills
The ability to:

- apply evaluation methodology particularly in relation to pilot testing assessment tools
- plan own work including predicting consequences and identifying improvements
- apply relevant workplace policies and procedures and any related legislation or regulatory requirements
- apply communication skills appropriate to the culture of the workplace.

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(4) Resource Implications

- Access to a target group, information and resources to meet the required skills and knowledge to development of assessment tools.

(5) Method of Assessment

Review of a portfolio containing the following:

- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed
- A report on the pilot test of the assessment tools including any changes proposed and made.

Questioning – oral/written relating to:

- How the target group was identified
- How the plan for the development of the assessment tools was prepared
- How the assessment tools meet the components of competency for the target group
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

(6) Context of Assessment

Assessment may occur off the job.

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CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

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