CSETDA0014A: Plan assessment

Competency Descriptor: This unit describes the skills and knowledge required to plan assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and develop/select assessment tools relevant to a context.

Competency Field: Education and Training

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish evidence required for a specific context	1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance is established.
	1.2 Specified evidence requirements which: a) assured valid and reliable inferences of competency, b). authenticated the performance of the person being assessed and confirmed that competency is current.
	1.3 Sufficient evidence is specified to show consistent achievement of the specified standards.
	1.4 The estimated cost of gathering the required evidence is established.
2. Establish suitable assessment method(s)	2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required.
	2.2 Opportunities to consolidate evidence gathering activities are identified.
	2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed.

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3.	Develop/Select assessment tools appropriate to a specific assessment context	3.1 An assessment tool is developed/selected to gather valid, reliable and sufficient evidence for a specific assessment context.
		3.2 The designed/selected assessment tool mirror the language used to demonstrate the competency in a specific context.
		3.3 Clear instructions (spoken or written) are documented including any adjustments which may be made to address the characteristics of the person(s) being assessed.
		3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment.
4.	Pilot test assessment procedure	4.1 Assessment methods and tools are pilot tested with an appropriate sample of people to be assessed.
		4.2 Evaluation of the methods and tools used in the pilot test provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration.
		4.3 Appropriate adjustments are made to improve the assessment method based on pilot test.
		4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable.

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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:
The assessment plan should specify the following:

- the purpose of assessment
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards
- employee classification
- remuneration
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

The assessment plan may be developed by:

- the enterprise
- an accredited organization
- an assessor
- a combination

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to recognise prior learning/current competencies
  - to identify training needs or progress.
- location of the assessment such as:
  - on the job or off the job
  - combination of both
- Assessment Guidelines of NCTVET or the Accredited Training Organisation

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Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the competency.

The assessment procedure may be developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- the industry
- the enterprise
- the training organisation
- a combination of the above.

Assessment methods may include:

- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books/or and portfolios of evidence
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- a combination of the above

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production of projects and exercises
- sets of verbal/written/computer based
- questions to be asked
- performance checklists
- log books
- A number of these tools may be used in combination in order to provide enough evidence to make judgments

Appropriate Personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- Statutory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors team leaders
- technical specialists.

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed

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Assessment environment and resources to be considered include:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Allowable adjustments may include:

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

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:

Documentation in relation to:

- specific assessment context, including the purpose of assessment
- features of the assessment system
- characteristics of the person being assessed
- evidence of competency required
- plan of opportunities for gathering the evidence required
- assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- assessment tool(s) for the specific assessment context, which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
- assessment procedure for the specific context.

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Assessment requires evidence of the following processes to be provided:

- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel.

(2) Pre-requisite Relationship of Units

- CSETDA0004A Develop assessment procedures

(3) Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- knowledge of the Assessment Guidelines of NCTVET

Skills
The ability to:

- Skills in the application of various assessment methods, relevant to workplace context
- Planning of own work including predicting consequences and identifying improvements

Language, literacy and numeracy skills required to:

  - read and interpret relevant information to plan assessment
  - give clear and precise information / instructions in spoken or written form
  - adjust spoken and written language to suit target audience
  - write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
  - prepare required documentation using clear and comprehensible language and layout
  - calculate and estimate costs
- Communication skills appropriate to the culture of the workplace and the individual(s).

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(4) Resource Implications

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures, NCTVET's assessment guidelines
- Access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel.

(5) Method of Assessment

Review of a portfolio containing the following

- the specific assessment context, including the purpose of assessment.
- features of the assessment system.
- characteristics of the person being assessed.
- evidence of competency required.
- the assessment plan.
- the selected assessment methods including any allowable adjustments to meet characteristics of person(s) being assessed.
- the assessment tool(s) for the specific assessment context, which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
- the assessment procedure for the specific context.

Questioning – oral/written relating to:

- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel.

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.

(6) Context of Assessment

Assessment should occur on the job or in a simulated workplace environment. The candidate assessor should use competencies relevant to their area of technical expertise.

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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 2	
Use technology	Level 2	

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

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