DUNN-PIERRE
BARNETT
& ASSOCIATES

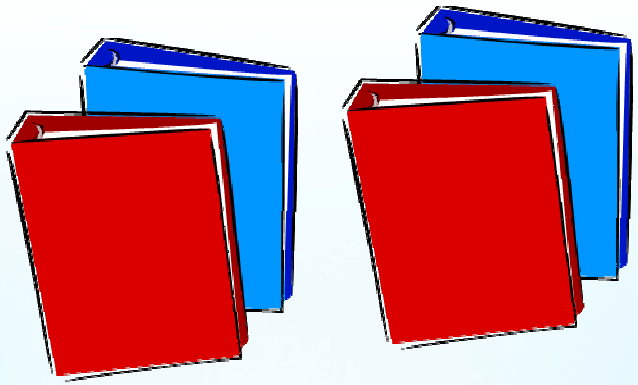
DEVELOPING
A
PORTFOLIO

Overview

- Definitions
- Types of Portfolios
- Evidence to be included
- Role of the Assessor

What is a portfolio?

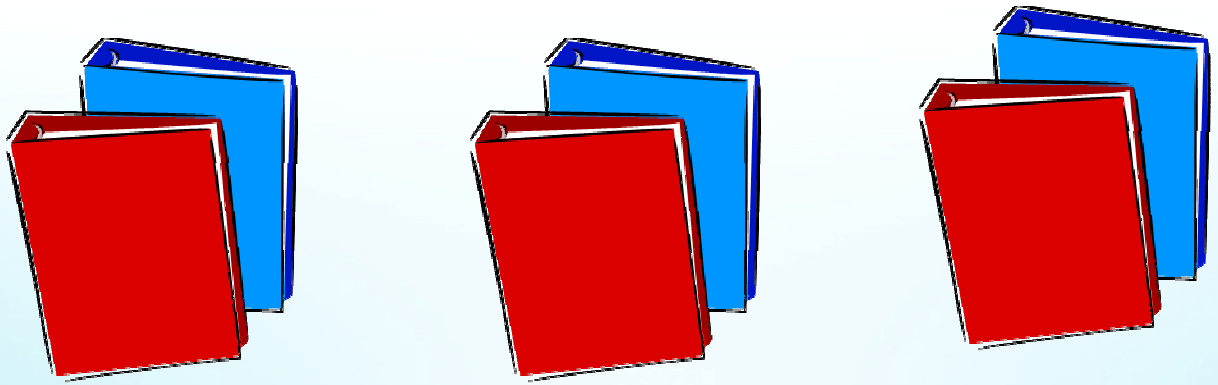
- A portfolio contains individual pieces of evidence demonstrating work outputs that have been collected by the candidate.
- The items are usually produced over a period of time and come from different sources



A well-constructed portfolio

- Incorporates a **selection of evidence** that is clearly benchmarked against the relevant unit(s) of competency and indicates **consistent performance** of work activities in accordance with workplace **standards**

TYPES OF PORTFOLIOS



A Design Portfolio

- A graphic designer put together a portfolio including a range of materials to illustrate design processes and technical skills developed over a period of time.
- It comprises completed work samples e.g. brochures, invitations, logos, letter heads

A Recognition Portfolio

- A candidate seeking recognition as a frontline manager:
  - Presents a portfolio of documents relating to management, such as:
    - » Reports
    - » Letters and policies
    - » Meeting agendas and minutes
    - » Copies of qualifications and references

A Learning Activity Portfolio

- A New Learner / Apprentice keeps a portfolio of learning activities which includes examples of work completed on-the-job e.g.:
    - Copies of Work Activity Sheets
    - Completed Assigned Tasks or Job Work
    - Job Appraisal or Job Performance Forms

Portfolio evidence

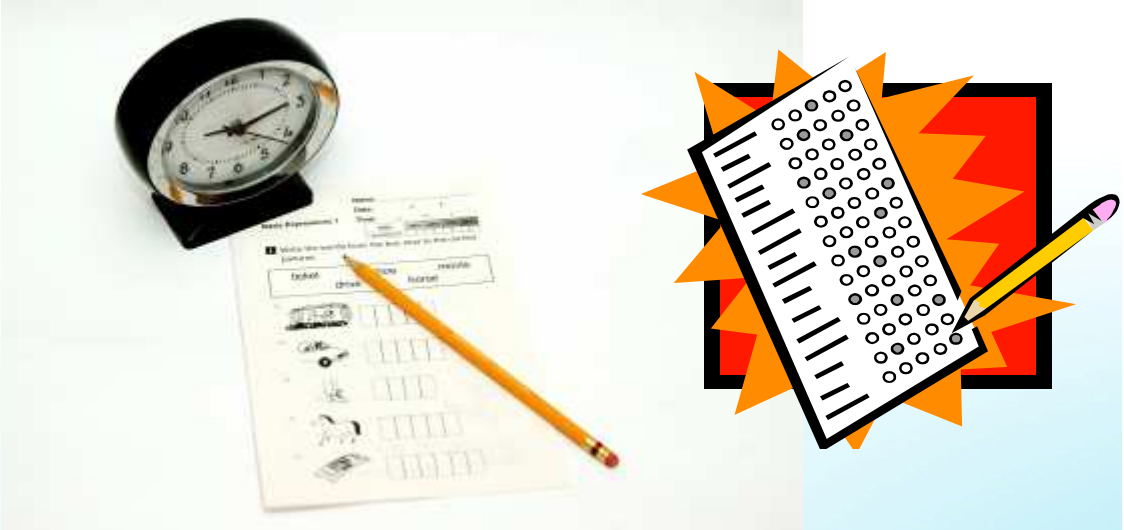
- Portfolios can include a wide variety of evidence.
- In many cases evidence will come from the candidate's day to day work.
- Portfolios can also include evidence from other work situations:
  - Previously certified learning
  - Recreational activities
- The evidence can be either current performance or past achievements or a combination

Validity

- The evidence presented in a portfolio must be **valid**.
- It must relate to the:
  - Elements
  - Performance criteria
  - Range statement and
  - Evidence guide of the relevant unit(s) of competency
- It must be **sufficient** and **current**
- It must demonstrate that the candidate is competent across the **full range of activities** described in the relevant unit(s).

Other Evidence

- Oral evidence (*likely to contribute to the assessment process*)
- The assessor's records of assessment results from:
  - Tests
  - Observations
  - Interviews



Form of Evidence	Application
Self-assessment schedule	Allows the candidate to rate own performance against the requirements of the relevant unit(s) of competency.
Official transcripts, qualifications, Statements of Attainment, certificates	Provides evidence of prior education or training completed on or off-the-job.
Assessment feedback or completed checklists	Provides evidence of on-the-job performance, observers' comments and future action as a result of assessment.
Written statements or references	Provides evidence of the candidate's job performance, responsibilities, achievements and skills levels.
Job descriptions	Provides evidence of prior work experience.

Work journals	Provides evidence of tasks, activities or other achievements accomplished by the candidate in the course of days or weeks at the workplace or in a community/volunteer role.
Work samples, e.g. reports, letters, designs	Provides evidence of the candidate's ability to do part or whole of work tasks or processes
Finished products e.g. dress completed, tools or caked made	Provides evidence of candidate's ability to produce a product or service.
Product descriptions or specifications	Provides evidence that the candidate is aware of the inputs, outputs or standards required to produce a product or provide a service
Authentic work	Provides evidence that work samples are the candidate's own work.

Portfolios may contain both direct and indirect evidence

- A portfolio may include **work samples** produced by the candidate, performance evidence such as photographs and video tapes and reports describing what the candidate has been observed doing in the past.
- It may also contain **written evidence** describing what the candidate would do in response to emergencies, breakdowns or other contingencies (supplied by the candidate).

How much?

- There are no set rules about the proportion of direct evidence to indirect evidence in a portfolio.
- The importance attached to any given item of evidence varies according to its:
  - Context
  - Age
- Whether or not it is supported by other evidence.

4 Stages

1. The candidate reviews prior learning and experience in relation to the unit (s) of competency, decides which aspects of that learning or experience matches the outcomes of the unit(s)

2. The candidate establishes a plan for collating existing evidence and the generation of new evidence

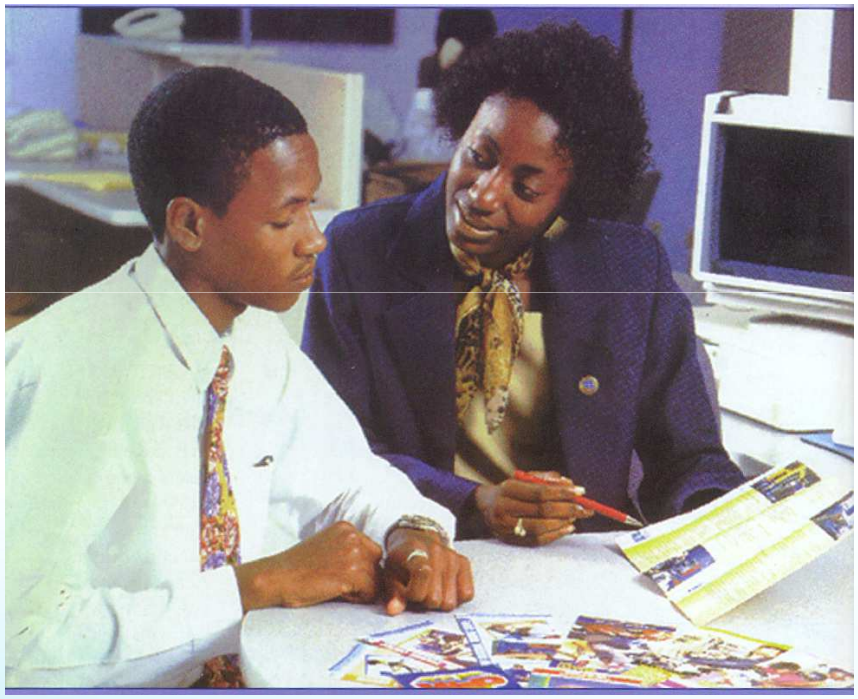
Stages

3. The candidate collates the evidence, taking into account the requirements of the relevant unit(s) of competency (*the elements and performance criteria, range statement and evidence guide)*

4. The candidate submits the portfolio for assessment in line with any requirements set by the assessor.



Role as Assessor



Assessors should always provide candidates with guidelines for assembling portfolios.

Give advice

- How portfolio evidence is used in assessing competence the criteria against which the portfolio will be assessed
- The kinds of evidence to be included in the portfolio
- How to present the portfolio (so it is easy to navigate)
- How to cross-reference portfolio items against the relevant units of competency.

Format of the portfolio (example)

- Cover sheet
- Candidate information
- Information about those who contributed or can verify evidence
- The referencing system used in the portfolio
- The glossary of terms and abbreviations
- The candidate’s statement
- The index of evidence
- Evidence

The cover sheet should identify:

- Candidate's name and job title
- Name and address of the candidate's workplace
- Qualification title
- Unit(s) of competency for which evidence is submitted
- Assessor
- Date of Submission

Information about the candidate might include:

- Current employment role and status
- Previous work experience
- Previous training
- Relevant qualifications

Conclusion

- Time-consuming but has other advantages
- Need to evidence to be current
- Evidence must be in alignment with the competency unit (s)
- Assessor must check on authenticity of evidence
- Evaluate using a holistic approach

THE END

THANK YOU FOR LISTENING