



Assessment Essentials

What is 'competency'?

- Competency requires the consistent application of **knowledge and skill** to the standard of performance required in the workplace.
- It requires the ability to **transfer and apply** skills and knowledge to new situations and environments.
- **Assessment** is the process of collecting evidence and making judgements on whether competency has been achieved.



Types of assessment

- **Formative**

- This type of assessment is used during the learning process to determine if the session has been effective and provide the learner with an opportunity to **practice** skills

- **Summative**

- This type of assessment is used to **make judgement** of competence



Competency based assessment

- Competency based assessment is the gathering and judging of evidence to determine if a candidate has achieved a standard of competence.
- The main assessment methods used for competency based assessment are:
 - **Questioning:** Where the candidate answers questions (written or verbal) to demonstrate their knowledge
 - **Observation:** Where the assessor can witness the performance of the candidate
 - **Products:** Items that a candidate may produce as part of the assessment process



Competency based assessment

- Other assessment methods used for competency based assessment are:
 - **Third-party evidence:** A party, other than the assessor, observes the candidate undertaking tasks
 - This is supplementary evidence, as it is not directly observed by the assessor
 - **Portfolio:** A range of documents provided by the candidate, as evidence of their own work



Assessment tools

- Assessment tools are made up of a range of components, including:
 - Context and conditions of assessment
 - Tasks to be administered to the candidate
 - Outline of the evidence to be gathered from the candidate
 - Evidence criteria used to judge the quality of performance
 - For example, benchmark answers and marking guides
 - Administration, recording and reporting requirements



Decision making rules

- These are used to make judgements about whether competency has been achieved
 - Checking the quality of evidence (i.e. the Rules of Evidence)
 - Judging how well the learner performed according to the standard expected
 - Collating evidence from multiple sources to make an overall judgment



Principles of Assessment

- Assessment tools must consider the Principles of Assessment:
 - **Fair:**
 - An individual candidate's needs are considered in the assessment process, and reasonable adjustments made, as necessary (e.g. for those with a disability).
 - The candidate must be informed about the assessment process and provided with an opportunity to challenge the result of the assessment and be reassessed if necessary.
 - **Flexible:**
 - Assessments must reflect the candidate's needs.
 - Competency of the candidate is to be assessed regardless of how it was acquired (e.g. no preference for those undertaking training, vs RPL)
 - Drawing from a range of assessment methods, using those that are appropriate to the context, the unit of competency, the associated requirements and the candidate.



Principles of Assessment

- Assessment tools must consider the Principles of Assessment:
 - **Valid:**
 - Any assessment decision of the RTO is justified, based on the evidence
 - Assessment must cover all the knowledge and skills as outlined in the unit of competency
 - **Reliable:**
 - Evidence presented for assessment is consistently interpreted
 - Assessment results are comparable irrespective of the assessor conducting the assessment



RPL process

- Recognition of Prior Learning (RPL) is an **assessment process** that assesses the competency of the candidate that may have been acquired through formal, non-formal and informal learning to determine the extent to which the candidate meets the requirements specified in the training package
- RPL is to be undertaken with the same rigour as any other assessment process
 - The only difference with a standard pathway is that the learning process has already occurred



Retaining assessment records

- The following must be stored as part of the completed student assessment:
 - The actual piece(s) of work completed by a candidate or evidence of work (including evidence collected for an RPL process)
 - Assessor's completed marking guide and observation checklists
- The retained evidence must have enough detail to demonstrate the assessor's judgement of the candidate's performance against the standard required
- ASQA requires these records to be kept for at least six (6) months of the completion of the assessment
- Funding bodies may require records to be kept for much longer



Retaining assessment records

- Assessment records must be retained in a manner that safeguards them against unauthorized access, fire, flood, termites or any other pests
- Records must be able to be produced if the originals are destroyed or are inaccessible
- Records may be in hard copy or electronic format



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