

DESIGNING ASSESSMENT RESOURCES



Assessment resources are prepared materials that assessors can use to assist with the process of collecting evidence about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, whereas in other cases, they may develop their own assessment materials.

Prepared Materials

These assessment materials may be developed by a range of bodies, including: the Australian National Training Authority, a national Industry Training Advisory Board, a State Training Authority or a commercial publisher. Users should check to see whether the National Training Quality Council of ANTA has endorsed the materials. If they have been endorsed by ANTA, they will be listed on the National Training Information Service and will carry the Authority's endorsement logo. If using prepared materials assessors should ensure that the materials are benchmarked against the current version of the relevant unit[s] of competency.

Assessor Developed Materials

Many assessors prefer to develop their own assessment materials. This helps to ensure that the materials address the needs of clients, reflect the learning / assessment context and take into account the candidate's access to resources. When developing assessment materials, assessors must ensure that:

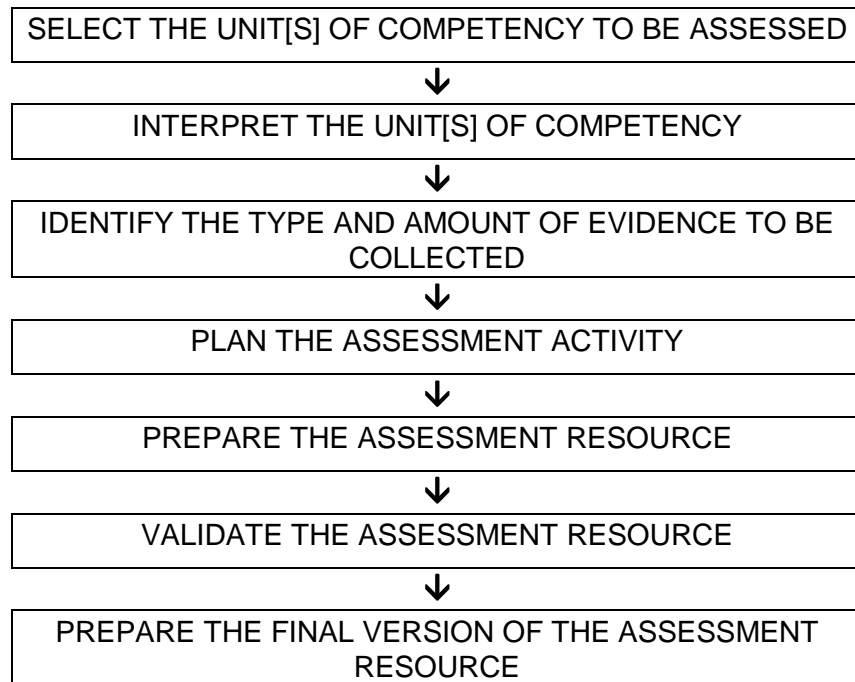
- the materials are benchmarked against the selected unit[s] of competency
- the assessment materials and processes conform with the Australian Recognition

Framework including the National Assessment Principles

- the assessment materials are validated to ensure that assessors can gather sufficient, valid and reliable information to make assessment decisions against the competency standards.

A key reference for assessors engaged in developing assessment materials is the Training Package for Assessment and Workplace Training [BSZ98] and particularly the unit of competency titled, Develop Assessment Tools [BSZ507A]. There is no set format or process for the design, production or development of assessment materials. However the following seven-step process, that is based on the unit of competency Develop Assessment Tools [BSZ507A], provides a general approach to the design and development of such materials.

DESIGNING ASSESSMENT RESOURCES



As illustrated in the preceding diagram, the process of developing assessment materials involves seven key steps. These are:

1. Select the unit[s] of competency to be assessed

Identify the unit of competency that is to be assessed. The assessment resource may focus on a single unit of competency or a cluster or group of related units of competency.

2. Interpret the unit of competency

The unit of competency describes the work and the required standards of performance. Read the full unit of competency carefully and familiarise yourself with the:

- *Unit Description* – this outlines the aspect of work to be assessed.
- *Elements and Performance Criteria* – these describe the nature of the task to be

assessed and the standard of performance that is expected of the candidate.

- *Range of Variables* – this describes the conditions under which the task must be performed.
- *Evidence Guide* – this provides information on the key things which a candidate must be able to do [*critical aspects of competency*], the underpinning knowledge and skills required to perform the task [*underpinning knowledge and skill*] and units of competency that may be grouped for assessment purposes [*interdependent assessment of unit*].

Identify the key skills that the candidate will require to perform the work activity described in the unit of competency. These are:

- *Task Skills* – these involve performing the task to the required standard as described in the unit of competency

DESIGNING ASSESSMENT RESOURCES

- *Task Management Skills* – these involve managing a number of different tasks within the job
 - *Contingency Management Skills* – these involve responding to problems, breakdowns and changes in routine
 - *Job/Role Environment Skills* – these involve fulfilling the responsibilities and expectations of the workplace.
 - Questioning - oral questioning, written tests, interviews
 - Supplementary Evidence – supervisor reports, employer references, documentation about past or prior achievements, portfolios.
- The assessor must determine the type and amount of evidence that is required and how this will be collected.

3. Identify the type and amount of evidence to be collected

Prepare a list of the evidence that might be collected to show that the candidate is able to perform the work activity described in the unit of competency. There are three broad categories of assessment evidence that may be used in conducting competency assessments. These are:

- Product – this refers to something that is made or a service that is delivered
- Process – this refers to the way in which a product is produced or achieved.
- Knowledge – this refers to the information that is required to perform the aspect of work described in the unit[s] of competency. This may include knowledge of specific information, knowledge of specific laws, regulations and Codes of Practice and knowledge of principles, processes and procedures.

This evidence may be collected through a variety of methods. These include:

- Observation – observation of workplace activities, demonstration of specific tasks, observation of activities under simulated workplace conditions, observation of a role play.

4. Plan the assessment activity

Prepare a brief written description of the assessment activity that will be used to collect the required evidence. For example, this may be an observation of workplace activity, a simulation, a test or some other form of evidence gathering technique. The description does not have to be detailed but should at least describe, in broad terms, the nature of the activity to be undertaken. The description should detail the:

- type of evidence gathering e.g.: observation, questioning, supplementary evidence
- tasks which the candidate is required to do
- location of the assessment activity i.e.: on or the off the job
- time allocated to the activity.

In planning the activity consideration should be given to using evidence gathering methods that:

- are appropriate to the industry context
- are gender and culturally inclusive

DESIGNING ASSESSMENT RESOURCES

- take into account the language, literacy and numeracy skills of both the assessor and the candidate
- minimise the cost of assessment
- involve the collection of a variety of forms of evidence
- may be customised to take into account local conditions, site requirements and enterprise specific practices
- utilise industry and enterprise reference materials, such as standard operating procedures and Material Safety Data Sheets
- allow for updating of evidence requirements and work practices in line with changes to legislation, regulations and Codes of Practice
- take account of safety considerations and the assessment environment, especially for New Apprenticeship pathways, which are likely to have first time workers and for assessment of high-risk operations or in high-risk industries.

5. Prepare the assessment resource

The assessment resource is developed in accordance with the plan for the assessment activity. The assessment resource should:

- address the relevant unit[s] of competency
- require the candidate to demonstrate the four key components of competency
- identify the evidence requirements and evidence collection methods

- include the resources needed to conduct the assessment activity
- include instructions for candidates and those involved in administering the assessment activity
- be checked for ease of use, validity, reliability, fairness and flexibility
- incorporate allowable adjustments to the assessment procedure.

6. Validate the assessment resource

The assessment resource should be piloted with a small sample of assessors. Information gathered through this process should be analysed to establish any amendments that may be required. The assessment resources are redrafted incorporating suggested amendments as appropriate.

7. Prepare the final version of the assessment resource

The assessment resource is published in an appropriate format, either print or electronic, and made available to assessors within the relevant organisation. Arrangements are put in place for the ongoing maintenance and cyclic review of the assessment resource.

Further Information:

- Business Service Training Australia, *Training Package for Assessment and Workplace Training*
- Australian National Training Authority, *Training Package Development Handbook*, ANTA, Melbourne