



Evaluate the effectiveness of an assessment system

D1.HRD.CL9.07
D1.HHR.CL8.08

Trainer Guide



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Competency Based Training (CBT) and assessment – An introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of Competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a 'unit'.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational safety and health requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of Competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an 'element'.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning Approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant's competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in Learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for Participant Diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant Centred Learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning

- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning
- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active Learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training Strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of Training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/Tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group Discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic. It is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role Play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorize and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energizing and it helps the reserved and less literate to express their feelings.

Simulation Games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /Group Exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case Study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalize the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field Visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group Presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice Sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)

Principle of Competency Based Assessment

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in Assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment Objectives

The assessment tools used for subjects are designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of Assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative Assessment Tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals: slides, audio tapes
- Case studies
- Log books
- Projects
- Role plays
- Group projects
- Group discussions
- Examinations.

Recognition of Prior Learning

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Assessing competency

As mentioned, assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- Pass Competent (PC)
- Not Yet Competent (NYC)
- Pass Competent (PC).

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Competency standard

UNIT TITLE: EVALUATE THE EFFECTIVENESS OF AN ASSESSMENT SYSTEM		NOMINAL HOURS: 40
UNIT NUMBER: D1.HRD.CL9.07 D1.HHR.CL8.08		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to evaluate the effective of an internal training assessment system operated by the organisation		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Plan the evaluation of the assessment system</p> <p>1.1 <i>Identify the purpose and role of the evaluation</i></p> <p>1.2 <i>Define the assessment system</i></p> <p>1.3 <i>Identify the needs of the stakeholders</i></p> <p>1.4 <i>Identify and obtain resources to enable the evaluation</i></p> <p>1.5 <i>Develop an evaluation plan</i></p> <p>1.6 <i>Determine the evidence that needs to be captured during the evaluation</i></p> <p>1.7 <i>Define the criteria for determining the effectiveness of the assessment system</i></p> <p>1.8 <i>Identify cost-effective methods for capturing and analysing evaluation data</i></p> <p>1.9 <i>Develop tools to capture identified evidence regarding the effectiveness of the assessment system</i></p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to all industry sectors that operate their own internal assessment system within the labour divisions of the hotel and travel industries and may include:</p> <p>Front Office</p> <p>Housekeeping</p> <p>Food and Beverage Service</p> <p>Food Production</p> <p><i>Identify the purpose and role of the evaluation</i> will address specific organisational needs and may be related to:</p> <ul style="list-style-type: none"> • Quantifying the number of staff who have participated in assessment, including separation of candidates into 'Competent' and 'Not Yet Competent' categories • Describing the purposes of assessment in the eyes of the organisation, including diagnosing performance, evaluating employee skill levels, evaluating educational levels, awarding statements of attainment, confirming the progress of training, deciding extra duties allocations, deciding individual levels of authority and responsibility 	

<p>Element 2: Undertake the evaluation of the assessment system</p> <p>2.1 Trial the data gathering tools and techniques</p> <p>2.2 Revise the data gathering tools and techniques on the basis of trials conducted</p> <p>2.3 <i>Collect the identified evidence</i> in accordance with the approved evaluation plan</p> <p>2.4 <i>Store data</i></p> <p>2.5 <i>Analyse the data</i></p> <p>Element 3: Prepare an evaluation report</p> <p>3.1 Produce a <i>written evaluation report</i></p> <p>3.2 <i>Distribute report</i> to stakeholders for comment</p> <p>3.3 Make a <i>verbal presentation to support the report</i></p> <p>3.4 Gather <i>feedback on the report</i></p> <p>3.5 Revising draft recommendations on the basis of feedback received</p> <p>3.6 Determine <i>action to be taken as a result of the evaluation</i></p>	<ul style="list-style-type: none"> • Identifying the training topics, courses, programs, areas in which learners were subject to assessment for the period in question • Identifying the qualifications and/or experience and suitability of assessors who were engaged as part of the assessment process • Determining what use will be made of the final evaluation, findings • Determining satisfaction levels of learners with the assessment process, including consideration of factors such as timing of assessment, style and type of assessment, alignment of assessment with the content delivered during the training sessions, the extent to which the actual assessment conditions matched the stated assessment conditions • Identifying the frequency of assessments, including the suitability of such frequency • Identifying the locations for assessment activities, including satisfaction levels and suitability • Determining cost associated with assessment in terms of money and time, interruptions to workplace activity, impact on customer service • Identifying the value for money that the current assessment system provides for the organisation • Confirming the acceptability of existing arrangements with internal and external assessors • Identifying feedback from trainers and assessors regarding the implementation of assessment procedures in relation to the learners from the organisation • Identifying potential alternative assessment systems that are suitable for the specific assessment needs of the organisation • Determining whether or not the assessment activities used are appropriate to the content being assessed • Determining whether or not assessment occurs in a timely manner to support workplace needs • Determining whether or not the results of learner assessments are reflected in the workplace practice of candidates. <p>Define the assessment system will include:</p> <ul style="list-style-type: none"> • Identifying the assessment activities undertaken • Quantifying the assessment activities undertaken • Identifying the stakeholders in the assessment system
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- Describing the parameters that apply to the assessment system, such as allowable adjustments that can be made during assessment for nominated candidates
- Recording the policies and procedures that apply to the implementation of the assessment system, including grievances, appeals, attendance requirements at assessment, re-testing, criteria for determining competency
- Identifying the venues and assessors involved in the assessment process
- Describing the integration of assessment with training delivery.

Needs of the stakeholders may be related to:

- Integrity and reliability of the outcomes of assessments
- Compliance with legislated and other obligations
- Cost-effectiveness of assessments
- Availability of, and ease of access to, assessment
- Availability of supplementary assessments to facilitate attainment of competency
- Record keeping requirements, such as detailing candidates and competencies achieved or attempted by candidates
- Feedback provided by assessors in relation to individual worker performance, attitude, capability, potential
- Specific workplace needs, such as improved profit, better productivity, enhanced safety, multi-skilling of staff, improved products/services.

Stakeholders may include:

- Learners
- Trainers and assessors
- Supervisors, managers and business owners
- Government agencies
- Co-workers
- Customers.

	<p>Resources to enable the evaluation should include:</p> <ul style="list-style-type: none">• Financial resources, including money to fund staff involved in the evaluation, to purchase necessary materials , to pay for travel, to support data gathering, analysis and interpretation• Physical resources, including equipment, materials, transportation, computer access, venue/office space• Time, including allocation of hours to nominated persons• Human resources, including internal staff and external personnel, as appropriate. <p>Develop an evaluation plan should relate to:</p> <ul style="list-style-type: none">• Preparing a plan that meets identified need/s for the evaluation• Preparing a plan that can be implemented within the resource constraints that apply• Allocating responsibilities for action within the plan• Identifying timelines that apply to implementation of all stages of the plan• Identifying training needs of staff who are involved in evaluating the assessment system• Allocating resources to activities within the plan• Including evaluation criteria within relevant parts of the plan• Defining the security arrangements that will ensure protection of individual data within the evaluation process• Determining the activities that will be undertaken as part of the practical data gathering process• Defining how collected data will be stored• Describing the evaluation models to be applied to the evaluation exercise• Confirming the criteria to be used as part of the evaluation process• Liaising with relevant people to advise them of the evaluation and to solicit their input and co-operation in the evidence gathering processes• Reducing the evaluation to writing
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- Distributing the draft evaluation plan for feedback
- Revising the draft plan, as required, on the basis of feedback received.

Evidence that needs to be captured may include:

- Rolls and other attendance forms that record participation in assessment
- Samples of assessment evidence used by assessors to determine competency
- Reports relating to assessment-related meetings held by trainers, assessors and learners/candidates
- Information provided to learners regarding their assessment
- Sample assessment items, such as tests, requirements for demonstrations, third party reports, observation checklists, portfolios of work
- Criteria used for judging competency
- Proof of expenditure relating to the cost of assessments
- Evidence of learner progress.

Criteria for determining the effectiveness of the assessment system may include:

- Ratio of learners attempting assessment to the numbers who achieve competency
- Numbers of candidates who have achieved competency
- Ratio of candidates who have re-tested prior to achieving competency
- Alignment of assessment activities with curriculum/competency requirements
- Internal statistics relating to expectations regarding achievement of competency
- Cost
- Workplace benefits achieved as a result of competency being achieved
- The amount of time learners spend involved in assessment, including preparation for assessment: this should address workplace time and time contributed out-of-hours by candidates and address ancillary issues such as waiting time, travelling.

	<p>Methods for capturing and analysing evaluation data may include:</p> <ul style="list-style-type: none">• Matching actions and models to identified need• Interviews with group and/or one-on-one• Surveys• Questionnaires• Stake model• Stufflebeam model• Scriven model• Ethnographic model• Action research model• The portrayal approach. <p>Tools to capture identified evidence may include:</p> <ul style="list-style-type: none">• Survey instruments, including delphi, questionnaires, diaries, logs, attitude scales, diagnostics• Interview schedules and records• Observation sheets/checklists• Objective product analysis sheets. <p>Identified evidence may include:</p> <ul style="list-style-type: none">• Affective evidence, i.e. Satisfaction with the program• Cognitive evidence, i.e. Relating to knowledge and/or skills gained• Performance or behaviour, i.e. Relating to quality of work performed after training/assessment, productivity.
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Collect the identified evidence may include:

- Applying the data gathering tools and techniques as planned
- Ensuring a reliable and representative sample size of assessments is researched
- Ensuring privacy and confidentiality of data captured
- Checking accuracy and comprehensiveness of data
- Engaging in supplementary activities where original data captured is deemed unreliable or insufficient
- Talking with stakeholders
- Ignoring irrelevant data
- Following-up on relevant issues that are identified as part of the actual research/evaluation process
- Ensuring all relevant data is captured.

Store data may include:

- Using hard-copy and electronic storage methods
- Protecting the integrity and privacy of data by restricting access and distribution
- Backing-up electronic data.

Analyse the data may include:

- Classifying data against identified categories, including identified qualitative and quantitative categories
- Quantifying data
- Testing the validity of data
- Manipulating statistics
- Interpreting data
- Drawing conclusions

	<ul style="list-style-type: none">• Seeking extra data to address identified deficiencies• Seeking explanation of data from the providers of data• Seeking qualitative input from data providers regarding statistical information• Creating charts, tables• Comparing analysis and interpretations to expectations• Comparing analysis and interpretations to previous periods. <p>Written evaluation report may include:</p> <ul style="list-style-type: none">• Description of the evaluation process, including identification of those involved in the process• Charts and tables to explain the evaluation• Timelines to which the evaluation applies• An executive summary• Sample raw data• Examples of research/evaluation tools used• Recommendations for action, which must be based on the findings of the evaluation. <p>Distribute report may include:</p> <ul style="list-style-type: none">• Disseminating printed copies of the report to a nominated and restricted list of stakeholders• Using electronic distribution• Marking the report as 'commercial-in-confidence' and 'not for public release'• Requiring recipients of reports to acknowledge receipt of the report• Tracking and monitoring the movement of reports amongst stakeholders and within the organisation.
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Verbal presentation to support the report should occur after stakeholders have had sufficient time to read and digest the report and may include:

- Detailed explanations of findings
- Evidence and explanation that findings were based on evidence captured
- Rationale for the draft recommendations made in the report
- Coverage of any issues identified as being inadmissible in a written report, which may cover commercial-in-confidence matters, matters deemed to be politically sensitive, matters which may be legally actionable if presented in written form
- Actively seeking feedback and comment on the findings and recommendations.

Feedback on the report may include:

- Verbal feedback
- Written, printed or electronic feedback
- Structured feedback
- Obtaining management approval to proceed.

Action to be taken as a result of the evaluation may include:

- Continuing with existing assessment arrangements
- Modifying assessment arrangements with existing internal and/or external assessment providers
- Discontinuing the existing assessment arrangements
- Moving internal assessment to an external provider and/or moving external assessments to an internal system
- Changing external assessment providers
- Communicating satisfaction and/or dissatisfaction with assessment service providers
- Placing additional specific service requirements on assessment service providers

- Altering the internal assessors used, or providing existing assessors with identified training to address identified deficiencies in their practice
- Intervening in existing assessment arrangements to modify them in accordance with findings and recommendations of the evaluation, including the potential to initiate change to assessment methods, venues, notification, timing, assessment tools.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the enterprise's policies and procedures in regard to assessment of internal and/or external training delivery
- Ability to apply the principles of conducting competency-based assessment and training
- Ability to use research and statistical analysis techniques appropriate to the level and complexity of evaluation conducted by the organisation into assessment practices and the effectiveness of assessment
- Knowledge of data gathering, storage, classification, manipulation and interpretation techniques
- Ability to manage research into a nominated assessment system
- Ability to communicate, negotiate, research, question, analyse and interpret
- Ability to apply and validate evaluation procedures for a range of evaluation techniques
- Ability to produce findings and recommendations from a given body of evidence/research data.

Linkages To Other Units

- Maintain a paper-based filing and retrieval system
- Manage and implement small projects
- Implement, monitor and evaluate a training and development program
- Manage an assessment system for training outcomes
- Monitor and evaluate the effectiveness of training outcomes
- Plan and implement a series of training events

- Prepare and deliver training sessions
- Analyse competency requirements
- Develop assessment tools and procedures
- Plan and promote training courses
- Review training outcomes Prepare and monitor budgets
- Design and establish a training system
- Prepare and deliver a presentation
- Design, prepare and present various types of reports.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of host enterprise policies and procedures in regard to assessment of training delivery
- Demonstrated ability to plan an evaluation for a nominated assessment system, including:
 - Identification of the purpose and role of the evaluation
 - Definition and description of the nominated assessment system
 - Identification and quantification of all the resources necessary to undertake implementation of the identified evaluation plan
 - Production of a comprehensive, detailed and workable evaluation plan
 - Identification of the evidence that needs to be captured during the evaluation
 - Definition of the criteria to be used for judging the effectiveness of the nominated assessment system
 - Identification and description of cost-effective methods that can be used to produce a reliable evaluation
 - Production of at least two tools that can be used to capture required data for the evaluation process

- Demonstrated ability to undertake an actual evaluation of a nominated assessment system; the assessment system used for this assessment activity may be the same system used in the above assessment activity, and the evaluation plan to be implemented may be the evaluation plan submitted by the candidate in partial fulfilment of the requirements of that activity. The actual evaluation of a nominated assessment system must include:
 - Trialing identified data gathering tools and techniques
 - Revising identified data gathering tools and techniques, if required
 - Collecting evidence in accordance with a nominated evaluation plan
 - Demonstrated ability to store, retrieve and manipulate research/evaluation data
 - Production of conclusions regarding the effectiveness of the nominated assessment system
 - Production of a written report that reflects the evaluation process and sets out the findings and draft recommendations
 - A verbal presentation in support of the written report which must include a question and answer session.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Oral and written questions

	<ul style="list-style-type: none"> Portfolio evidence including evaluation plans, data gathering forms, reports, examples of raw data collected, recommendations made Third party reports completed by a supervisor 		
	Project and assignment work.		
	Key Competencies in this Unit		
	Level 1 = competence to undertake tasks effectively		
	Level 2 = competence to manage tasks		
	Level 3 = competence to use concepts for evaluating		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	3	Manipulate and interpret data captured during the evaluation process
	Communicating ideas and information	3	Follow-up with providers of information to clarify and explore data
Planning and organising activities	2	Schedule evaluation procedures and methodologies	
Working with others and in teams	2	Liaise with others to gather identified information	
Using mathematical ideas and techniques	3	Apply evaluation methodologies	
Solving problems	2	Gather supplementary information to fill gaps in evidence collected	
Using technology	2	Use software programs to store and manipulate data; use email to distribute evaluation reports	

Notes and PowerPoint slides

Slide

EVALUATE THE EFFECTIVENESS OF AN ASSESSMENT SYSTEM



D1.HRD.CL9.07
D1.HHR.CL8.08

Slide 1

Slide No	Trainer Notes
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1.	Trainer to introduce himself/herself, trainees and the program.
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