

# Competency Standard

<b>UNIT TITLE:</b> DEVELOP ASSESSMENT TOOLS AND PROCEDURES		<b>NOMINAL HOURS:</b> 50
<b>UNIT NUMBER:</b> D2.TRD.CL8.07		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to develop and produce assessment tools suitable for in-house use.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Determine the focus of the <i>assessment tools</i></b></p> <p><b>1.1</b> Identify and clarify the <i>target group of candidates, purpose and context of assessment</i></p> <p><b>1.2</b> Access and interpret the <i>benchmarks for assessment</i> to establish the <i>evidence</i> required to demonstrate competency</p> <p><b>1.3</b> Identify <i>related documentation</i> to inform the development of the assessment tools</p> <p><b>Element 2: Determine assessment tool needs</b></p> <p><b>2.1</b> Select <i>assessment methods</i> to meet identified context and <i>principles of assessment</i></p> <p><b>2.2</b> Select assessment <i>instruments</i> and options for assessment activities</p>	<p><b>Unit Variables</b></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 conduct in-house assessment of training provision within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Travel Agencies</li> <li>2. Tour Operation</li> </ol> <p><i>Assessment tools</i> contain the instruments to be used for gathering evidence, such as:</p> <ul style="list-style-type: none"> <li>• A profile of acceptable performance measures</li> <li>• Templates/pro-forma</li> <li>• Specific questions or activities</li> <li>• Evidence/observation checklists</li> <li>• Checklists for the evaluation of work samples</li> <li>• Candidate self-assessment materials</li> <li>• The procedures, information and instructions for the assessor and/or candidate relating to the use of assessment instruments and the conditions for assessment.</li> </ul>	

<p><b>Element 3: Design and produce assessment tools</b></p> <p>3.1 Develop identified assessment tools</p> <p>3.2 Ensure the <i>rules of evidence</i> are incorporated within assessment tools</p> <p>3.3 Describe the <i>assessment procedures</i> for candidates and assessors</p> <p>3.4 Comply with <i>assessment system policy and procedures</i></p> <p><b>Element 4: Review and trial assessment tools</b></p> <p>4.1 Check draft assessment tools against <i>evaluation criteria</i></p> <p>4.2 Amend draft assessment tools as necessary</p> <p>4.3 <i>Trial draft assessment tools</i></p> <p>4.4 Collect and document <i>feedback</i> from <i>relevant people</i></p> <p>4.5 Finalise <i>amendments to the assessment tools</i></p> <p>4.6 <i>File finalised assessment tools</i> for use</p>	<p><i>Target group of candidates</i> may be:</p> <ul style="list-style-type: none"> <li>• Broadly based or specifically targeted</li> <li>• Drawn from a range of backgrounds</li> <li>• From a defined industry or organisation</li> <li>• Trade or professionally based</li> <li>• Determined by training arrangement requirements including apprenticeships and traineeships</li> <li>• Defined by specific needs</li> <li>• Defined by a funding body, including government agency or head office.</li> </ul> <p><i>Purpose</i> will include:</p> <ul style="list-style-type: none"> <li>• Recognising current existing competence</li> <li>• Determining if competence has been achieved following learning activities</li> <li>• Determining language, literacy and innumeracy needs of candidate</li> <li>• Determining training gaps of candidate</li> <li>• Measuring work performance</li> <li>• Classifying candidate work position for the purposes of remuneration and promotion.</li> </ul> <p><i>Context of assessment</i> may be related to:</p> <ul style="list-style-type: none"> <li>• The environment in which the assessment will be carried out</li> <li>• Opportunities for collecting evidence in a number of situations</li> <li>• Identification of assessor(s)</li> <li>• Relationship between identified competency standards and work activities in candidate workplace</li> <li>• Assessment under partnership arrangements</li> </ul>
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- Timing of the assessment, including duration
- Quality assurance mechanisms
- Individual unit or integrated approaches to assessment.

*Benchmarks for assessment* should include:

- The criteria against which the candidate is assessed which may be:
  - A competency standard
  - Workplace and/or industry specific performance specifications
  - Product specifications.

*Evidence is:*

- Material collected which, when matched against the specifications in the competency standard or similar, provides proof of competency achievement.

*Related documentation* may include:

- Competency standards including resources required, assessment context and appropriate assessment methods
- Legislation, codes of practice, regulations and guidelines
- Internal organisational requirements relating to requirements for demonstration of work performance
- Product specifications.

*Assessment methods* must support the collection of evidence and may include:

- Direct observation of real and simulated workplace activities
- Structured activities including simulation exercises/role plays, projects, presentations, activity sheets
- Questioning including written questions, interviews, self-assessment, verbal questioning, questionnaires, oral and written examinations

- Portfolios of work produced by the candidate including collections of work samples, products with supporting documentation, historical evidence, journal/log book entries, information about life experience
- Review of products including products produced as a result of a project, work samples, or work
- Third party feedback including testimonials/reports from employees and supervisors, evidence of training, authenticated prior achievements, interviews with employer, peer, or supervisor.

*Principles of assessment* may include:

- Validity
- Reliability
- Flexibility
- Fairness.

*Instruments* are the documented questions/assessment activities developed to support the selected assessment method(s) used to collect the evidence of candidate competence and may include:

- Oral and written questions
- Observation/demonstration checklists
- Projects, case studies, scenarios
- Candidate self-assessment guides
- Workplace portfolios
- Simulation activities
- A profile of acceptable performance measures
- Templates/pro-forma.

*Rules of evidence* relate closely to the assessment principles and provide guidance on the collection of evidence to ensure it is:

- Valid
- Sufficient
- Authentic
- Current.

*Assessment procedures* guide the application of assessment instruments and may include:

- Instructions for candidates
- Instructions for administering the assessment tool, including:
  - Resources required
  - Context for the use of tools
- Guidance for the development or review of decision making processes regarding attainment of competence
- Specified variations or restrictions on the use of tools
- Rules for verifying assessment decisions
- Occupational health, safety and welfare requirements during assessment.

*Assessment system policy and procedures* may include:

- Assessment records, data management and information management
- Recognition of current competency, recognition of prior learning and credit transfer arrangements
- Assessors including needs, qualifications and the maintenance of currency
- Assessment reporting procedures including internal and external notification, as required
- Assessment appeals, grievances and complaints procedures

- Validation requirements
- Evaluation and internal audit of assessments
- Cost and re-sourcing considerations
- Partnership arrangements including consideration of externally imposed assessment requirements
- Links with human resources and/or industrial relations issues
- Links with enterprise quality management systems.

*Evaluation criteria* may include:

- Effectiveness and relevance to the competency standards
- Whether the assessment tool meets the principles of assessment
- Whether the assessment tool meets the rules of evidence
- Whether the assessment tool is appropriate to selected assessment methods
- Whether the assessment tool appropriate to the target group and/or the assessment context
- Whether the assessment tool provides guidance on reasonable adjustments
- Whether the assessment tool addresses organisational, legal and ethical requirements, including occupational health, safety and welfare
- Whether the assessment tool enables the candidate to demonstrate current competency
- Level of engagement and direct participation of candidates
- Appropriateness of language and literacy used for intended audience
- Clarity
- Simplicity, ease of use and practicality
- Inclusiveness and avoidance of bias
- Cost effectiveness.

*Trial draft assessment tools* may include:

- Undertaking expert review by individuals with expertise in assessment and the relevant competency standard(s)
- Conducting field or pilot tests with groups of assessors and candidates
- Undertaking peer review by other assessors in the relevant industry.

*Feedback* may relate to:

- Reliability, flexibility, validity and fairness
- Relevance to the workplace context
- Content accuracy
- Ease of use
- Cost and time effectiveness for assessors and candidates
- Language, literacy and numeracy requirements in terms of the relevant competencies.

*Relevant people* may include:

- Managers and supervisors
- Technical subject experts
- Literacy and numeracy specialists
- Occupational health, safety and welfare specialists
- Training and assessment coordinators
- Industry regulators
- Union and employer representatives
- Members of professional associations
- Registration and accreditation agencies.

*Amendments to the assessment tools* should include:

- Changes to the assessment tools to reflect feedback received
- Maintaining version control
- Replacing previous assessment tools with revised tools
- Notifying assessors in relation to the changes made.

*File finalised assessment tools* may include:

- Keeping of paper-based and/or electronic versions.

### **Assessment Guide**

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

- Enterprise policies and procedures in regard to training and assessment
- Principles of training and assessment
- Knowledge of quality assurance principles and practices
- Ability to identify relevant and appropriate assessment activities to determine competency in specific workplace roles, situations and applications
- Ability to use planning, research, communication, negotiation, evaluation and analytical skills
- Knowledge of the legislated and enterprise requirements in relation to privacy and confidentiality
- Knowledge of design and format options suitable for use in the development of assessment tools
- Knowledge of assessment practices being employed elsewhere within the relevant industry sector
- Knowledge of the requirements relating to assessment practices imposed by relevant external third party providers and/or agencies.



**Linkages To Other Units**

- Produce documents, reports and worksheets on a computer
- Maintain a paper-based filing and retrieval system
- Plan and establish systems and procedures
- Develop and implement operational policies
- Evaluate the effectiveness of an assessment system
- 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
- Manage contractual agreements/commitments
- Analyse competency requirements
- Implement, monitor and evaluate a training and development program
- Review training outcomes
- Prepare and monitor budgets
- Design and establish a training system.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of host enterprise policies and procedures in regard to training and assessment
- Demonstrated ability to develop assessment tools and procedures for a nominated real or simulated industry situation including:
  - Identification of the purpose and context of the assessment

- Identification of benchmarks for assessment
- Identification of evidence required to determine competency
- Identification of the competency standards (or similar) to be used as the basis for assessment
- Documentation used to assist in the development of the assessment tools
- Appropriate assessment methods
- How recognition of current competencies will be incorporated into the assessment process
- Presentation of at least two different, clear, effective and easy to use assessment tools appropriate to identified need that meet the rules of evidence requirements, embody the principles of assessment and provide comprehensive advice to assessors and candidates.

**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

- Analysis of a portfolio of documents produced by the candidate including plans, assessment tools, feedback received, evidence of research, amendments made to initial documents, collection of assessment evidence, review procedures
- Oral and written questions
- 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*

<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	3	Determine content and context for assessment tools
Communicating ideas and information	2	Inform assessors and candidates in relation to assessment requirements
Planning and organising activities	3	Schedule trials and pilots of assessment tools
Working with others and in teams	2	Liaise with key stakeholders to validate assessments
Using mathematical ideas and techniques	3	Manage costs relating to assessments
Solving problems	2	Revise assessment tools on the basis of feedback received
Using technology	2	Use software programs to manage the operation of the assessment system