

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>Element 2: Undertake the evaluation of the assessment system</p> <p>2.1 <i>Trial the data gathering tools and techniques</i></p> <p>2.2 <i>Revise the data gathering tools and techniques on the basis of trials conducted</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> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production <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 • 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 	

2.3 *Collect the identified evidence* in accordance with the approved evaluation plan

2.4 *Store data*

2.5 *Analyse the data*

Element 3: Prepare an evaluation report

3.1 Produce a *written evaluation report*

3.2 *Distribute report* to stakeholders for comment

3.3 Make a *verbal presentation to support the report*

3.4 Gather *feedback on the report*

3.5 Revising draft recommendations on the basis of feedback received

3.6 Determine *action to be taken as a result of the evaluation*

- 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

Define the assessment system will include:

- identifying the assessment activities undertaken
- quantifying the assessment activities undertaken
- identifying the stakeholders in the assessment system
- 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

Resources to enable the evaluation should include:

- 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

Develop an evaluation plan should relate to:

- 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
- 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

Methods for capturing and analysing evaluation data may include:

- 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

Tools to capture identified evidence may include:

- survey instruments, including delphi, questionnaires, diaries, logs, attitude scales, diagnostics
- interview schedules and records

- observation sheets/checklists
- objective product analysis sheets
 - Identified evidence* may include:
 - 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
- 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
- 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

Written evaluation report may include:

- 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

Distribute report may include:

- 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

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:
 - trialling 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
- 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