Designing and validating assessment tools

Sharon Fitzgerald, MINTRAC
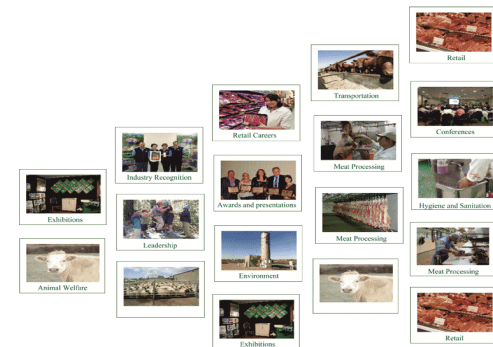
Topics to be covered

- Refresher - principles of assessment and rules of evidence

- Assessment tools vs assessment instruments

- Assessment tool design
  - planning
  - assessment methods

- Customisation and contextualisation

- Reasonable adjustment

- Validation and moderation

- Workshop activity and discussion

New trainer and assessor credential requirements – just a reminder!

- TAE40116; or
- TAE40110 is still valid, but you must hold both:
    - TAELLN411
    - TAEASS502
- Deadline is 1 April 2019 Now 1 July
- TAEASS502 is the unit for designing and developing assessment tools

Refresher - principles of assessment and rules of evidence

- Principles of assessment (four):

- Rules of evidence (four):

Refresher - principles of assessment and rules of evidence

- Principles of assessment (four):

1. Fair
2. Reliable
3. Valid
4. Flexible

- Rules of evidence (four):

1. Authentic
2. Valid
3. Sufficient
4. Current

Assessment tools vs assessment instruments

- Assessment tool - the set of documentation used to assess one or more units of competency

- Assessment instrument – assessment events, tasks, assessment methods that make up the assessment tool

Assessment tool design - planning

- Planning – things to consider
  - What are you assessing? Unit/s of competency
  - Who are you assessing? Learner cohort
  - Consultation with industry/employers
  - Methods of assessment, instruments
  - Where will assessment occur?
    - Will specialised equipment or machinery be required?

Assessment tool design - planning

- Planning – things to consider
  - How will evidence be collected and by who?
  - Storage of evidence?
  - What materials already exist that can be used/modified/adapted?
  - How will you review the tool?
  - Who else should you involve?

Assessment tool design - planning

Component	Description
Elements	• The essential actions or outcomes which are demonstrable and assessable.
Performance criteria	• The required performance in relevant tasks, roles and skills to demonstrate achievement of the element.
Performance evidence	• Specifies the skills to be demonstrated relevant to the product and process. • The frequency or volume of the product or process.
Knowledge evidence	• Specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency. • The type and depth of knowledge required to meet the demands of the unit of competency.
Assessment conditions	• Stipulates any mandatory conditions for assessment. • Specifies the conditions under which evidence for assessment must be gathered, including any details of required equipment and materials; contingencies; specifications; physical conditions; relationships with team members and supervisor; relationship with client/customer; and timeframe. • Specific assessor requirements, including any details related to qualifications, experience and industry currency.

Source: *Guide to developing assessment tools,* ASQA

Assessment methods

- Assessment methods/instruments used in the meat industry
  - Three forms of assessment – in almost all AMP units
  - Quiz
  - Workplace referee report
  - Observation
  - Exams – especially for meat safety
  - Projects – higher level qualifications
  - Portfolios – especially for RPL

Other considerations

- Instructions for assessors and learners
- Assessment conditions
  - Equipment/materials
  - Contingencies
  - Specifications
  - Physical conditions
  - Relationships
  - Timeframes
- Evidence criteria
  - How does the assessor know the learner is competent?
  - Marking guides
- Recording outcomes
- Version control

Customisation and contextualisation

- Sample tools are just that – SAMPLES!
- Customisation – making it your 'brand'
  - Logos
  - Style guides
  - Language modification
  - 'Fact checking'
- Contextualisation – putting a **context** to the tool
  - Work instructions and SOPs
  - Re-writing observable requirements to suit the workplace, job role and student
  - Workplace specific marking guides
- Don't forget to re-map!

Reasonable adjustment

- Are there any learners with disabilities?
  - Learning difficulties
  - Physical disabilities

- LLN considerations

- Don't forget to re-map!

Validation and moderation

- Validation: QA for assessment – confirms the assessment consistently provides valid assessment judgements
  - Not just mapping!

- Moderation: Independent checking of assessment decisions to ensure consistency
  - Would the person next to you make the same decision with the same evidence?

Validation

- From the Standards for RTOs:
  - *Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met.*
  - *It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.*

Validation

- Standard 1. *The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses*
  - 1.9 – systematic validation plan
  - 1.10 – five year validation cycle, 50% completed in first three years, risk based approach
  - 1.11 – who can validate – competency, credentials, independent *(don't forget, 1 July brings a change!)*
  - 1.25 – independent validation requirements for RTOs delivering TAE products *(not going there!)*

Validation process

- Identify people who can validate and their credentials
- Identify validation leader/s
- Schedule validations
- Trial assessment instruments and tools
- Checklists
- Meetings and discussions with validation team members
- Consider using confidentiality statements and codes of conduct, especially where assessment judgements are being validated
- Document all your activities and their outcomes!
- Don't forget to re-map!

Validation pitfalls

- Validating 'easy' products first
- Thinking it's just about mapping
- Lack of objectivity/biases/horns-halo effect/group-think
- Taking feedback personally
- Inappropriate validators
- Samples for assessment judgements not statistically valid
- Not acting on identified issues
- Poor record keeping

Validation workshop

- Activity: Validate some sample materials
  - What are the outcomes?
  - What should change?

Conducting moderation

- Activity: sample assessment decisions.

Useful resources

- ***Companion Guides for trainers and assessors,* MINTRAC (sector specific)**

- ***Guide to developing assessment tools,* ASQA** https://www.asqa.gov.au/sites/default/files/Guide_to_developing_assessment_tools.pdf?v=1508135481

- **ASQA Fact Sheet – Conducting Validation** *https://www.asqa*.gov.au/sites/default/files/FACT_SHEET_Conducting_validation.pdf?v=1532658700

- **Sample learning guides for TAEASS502** (Google search)

- **Sample assessment tools** (Google search)

Where else can you find help/information?

- VET organisations, for example:
  - VELG (In April they are having a focus week of webinars of assessment and assessment tools)
  - VDC – run lots of webinars
- Industry organisations, for example:
  - AMIC
  - Kangaroos Industry Association of Australia
  - Australian Poultry Federation
  - Llama Association of Australasia
  - Hastings Ostrich Australia
  - Deer Industry Association of Australia
  - Australian Camel Industry Association
  - Poultry Hub (also covers ratites)

- State Departments of Primary Industry/ Food Authorities

Where else? (cont)

- **<u>CRCs</u>**
  - <u>CRC for High Integrity Australian Pork</u>
  - [CRC for Sheep Industry Innovation](#)
- **Rural RDCs (there are 15)**
  - AMPC
  - APL
  - MLA
  - AgriFutures Australia (used to be RIRDC) (includes chicken meat, kangaroos, buffalo, deer)
- **Other**
  - CSIRO
  - University research departments
  - Beef CRC legacy website
  - Google daily subject searches
  - Electronic newsletter subscriptions – Beef/Sheep Central, etc

Where else? (cont)

Me! I'm happy to answer questions, look at drafts, provide advice, help with mapping.

Sharon Fitzgerald – 0408 612 883,
sfitzgerald@mintrac.com.au

Find me also on LinkedIn (another great resource)

Discussion questions

- What do you find the most challenging aspects of validation and moderation?

- Would you be interested in longer validation sessions organised by MINTRAC?
  - Locations?
  - Time frames? (1/2 day, full day?)
  - Cost?
  - Requirements for confidentiality?

Providing highly-valued education and training products and services to the Australian meat industry