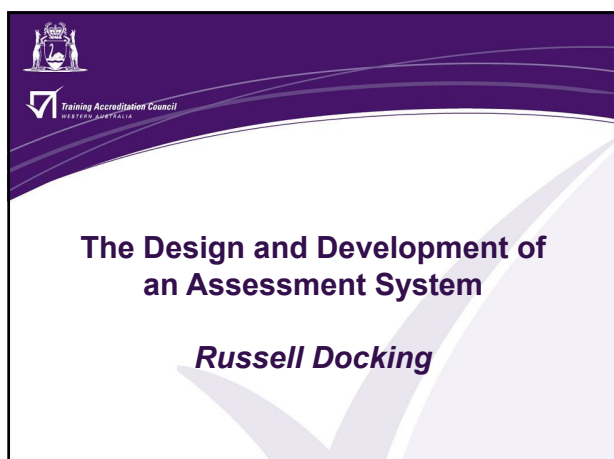


# TAC Education Workshop – Design and Development of an Assessment System



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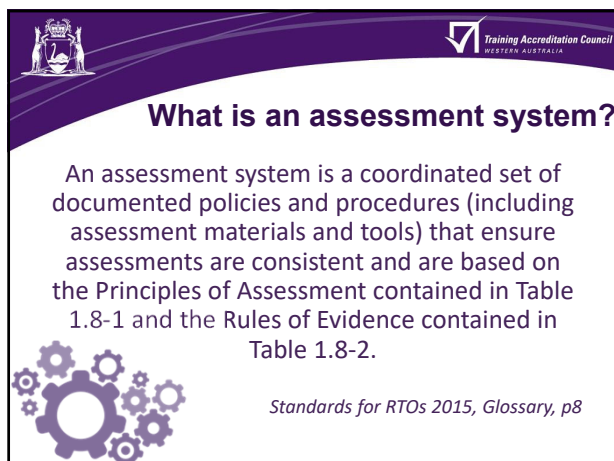
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### Why do we need an assessment system?

The core business of an RTO is the certification of the industry-relevant **competencies** of individual candidates

This certification must be based upon a judgement of competency made by a **qualified assessor**

This **judgement** must be **valid, reliable, fair and flexible**

This judgement must be based upon **evidence** that is **valid, sufficient, current and authentic**

The RTO and the assessor are accountable for the accuracy of these judgements

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### Topics for this workshop

- **Mandatory requirements for assessment (Pre-reading)**
- Influences on assessment choices
- Planning assessment systems and strategies
- Documenting the assessment system
- Validating the assessment system



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### A quick review of the mandatory requirements for assessment

**Non-negotiable and set in stone**

- Units of competency
- Competency-based assessment
- Standards for RTOs



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Clause 1.8: Assessment

The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- a) complies with the assessment requirements of the relevant Training Package or VET accredited course; and
- b) is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

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Our assessment system must ensure that our judgements are ...

Fair

Flexible

Valid  
Mandatory unit requirements

Reliable

(The Principles of Assessment in Clause 1.8b)

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Our assessment system must ensure that evidence is ...

Valid

Sufficient

Authentic

Current

(The Rules of Evidence in Clause 1.8b)

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### Who can be assessors?

The *Standards for RTOs* are quite precise about who can (and cannot) be an assessor.

(Clauses 1.13 – 1.20)

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### Assessor requirements

<b>Assessor skills</b> TAEASS401 Plan assessment activities and processes; TAEASS402 Assess competence; TAEASS403 Participate in assessment validation; and TAEASS502 Design and develop assessment tools.	Vocationally Competent
	Industry Skilled
	VET skills & knowledge

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### The roles of assessors and evidence-gatherers

The Assessor	The Evidence-Gatherer	The Assessor
<ul style="list-style-type: none"><li>Develops the assessment mapping</li><li>Designs the assessment tools</li><li>Manages the evidence gathering process</li></ul>	<ul style="list-style-type: none"><li>Gathers the evidence</li><li>Reports to the assessor</li><li>Participates in assessment validation</li></ul>	<ul style="list-style-type: none"><li>Collates the evidence</li><li>Makes the assessment judgement</li><li>Reports the assessment outcomes</li><li>Participates in assessment validation</li></ul>

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### Influences on assessment choices

Aspects of your assessment system that can be tailored to fit

- Industry relevance
- RTO resources
- Candidate characteristics



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### Activity 1

For one of the influences (industry, RTO or candidate) indicate for each dot point:

1. How you would find out about it;
2. How it could impact on assessments;
3. How you could evaluate its impact; and
4. How you could design your assessment system to promote quality.

Be prepared to share your completed table to [tacpd@dtwd.wa.gov.au](mailto:tacpd@dtwd.wa.gov.au)

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### Break



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From Unit to Certificate	
Unit of Competency	The focus is on the mandatory requirements: the elements of competency and their performance criteria, knowledge evidence, and performance evidence.
↓	
Mapping of unit and evidence-gathering tools	This is a critical step as it is the means to ensure that all unit requirements are identified and are sufficiently and validly addressed through the evidence-gathering tools. Typically there would be one knowledge test (Q/A) and two observation tools based on practical tasks.
↓	
Evidence-gathering tools	Designing these tools requires vocational competence and current industry skills. These tools may relate to more than one unit of competency if delivered through a cluster.
↓	
Evidence	The evidence-gathering tools trigger the production of evidence of individual performance that needs to be recorded and collated. Evidence must meet the rules of evidence.
↓	
Mapping of evidence onto unit requirements	This is also a critical step as it is the point of interpretation of the evidence in the context of the requirements of the unit, converting tasks into competencies.
↓	
Assessment judgement	The assessment judgement is a straightforward process of verifying that all unit requirements have (or have not) been demonstrated. Judgement must meet the principles of assessment.
↓	
Certification	Certification on the Record of Achievement for a qualification or a Statement of Attainment is safe as the process of judgement is safe.

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### Documents that reflect your assessment system

- Qualification Training and Assessment Strategies
- Unit Delivery and Assessment Plans
- Evidence gathering tools & mappings
- Judgement tools & reporting processes
- Information for candidates
- Information for evidence-gatherers
- Appeals processes
- Validation processes
- Assessor credentials
- Assessment policies and procedures



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### Activity 2

What would you include in an assessment system policy document?

Draft a list of headings and sub-headings that would provide a comprehensive overview of an RTO's assessment system policies and procedures.

Please copy your list into the chat box.

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### Activity 3

Review the Framework Handout

How does this framework compare with your ideas about what could be included in assessment system policy and procedure documents.

1. What would you remove from the framework provided
2. What would you add to the framework provided.

Please include your comments in the chat box.

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### Validating your Assessment System



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### Validation of assessments and the assessment system

- ✓ Reflecting the unit requirements
- ✓ Meeting the Rules of Evidence
- ✓ Meeting the Principles of Assessment
- ✓ Complying with the *Standards for RTOs*
- ✓ Meeting the expectations of industry
- ✓ Meeting the needs of candidates
- ✓ Making best use of RTO resources



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### Safeguards for quality assessment in VET

VET assessment stands upon the four pillars of quality:

<b>Registered Training Organisations</b> <ul style="list-style-type: none"><li>• Standards for RTOs</li></ul>	<b>National Certification</b> <ul style="list-style-type: none"><li>• Australian Qualifications Framework (AQF)</li></ul>
<b>Professional Assessors</b> <ul style="list-style-type: none"><li>• TAE Assessor Skill Set,</li><li>• Vocational Competency</li><li>• Industry Skills</li></ul>	<b>Industry standards</b> <ul style="list-style-type: none"><li>• Units of Competency in Training Packages &amp; Accredited Courses</li></ul>

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TAC Education Workshop – Design and Development of an Assessment System



## Next TAC assessment workshop

TAC Assessment Workshop Series  
Part 2

### Designing and Using Assessment Tools



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## Questions

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Contact us

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Acknowledgement: Some icons designed by Freepik

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