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Making an Assessment Decision

Dr Russell Docking

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Introductions

- Facilitator
- Participants' objectives
- References and resources



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Topics for this workshop

Pre-Reading

- The need for high quality assessment practices
- Quality criteria for assessment

Workshop

- Making the assessment judgement
- Keeping assessment records
- Assessment appeals



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### Who can be assessors?

Only a qualified assessor can make assessment judgements.

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

Certificate IV in Training and Assessment  
or  
A diploma or higher level qualification in adult education  
or  
Assessor Skill Set

Vocationally Competent

Industry Skilled

VET skills & knowledge

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### The roles of assessors and evidence-gatherers

The Assessor

- Develops the assessment mapping
- Designs the assessment tools
- Manages the evidence gathering process

The Evidence-Gatherer

- Gathers the evidence
- Reports to the assessor
- Participates in assessment validation

The Assessor

- Collates the evidence
- Makes the assessment judgement
- Reports the assessment outcomes
- Participates in assessment validation

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### Assessment judgements

There are two judgements you must make as an assessor:

- 1 Is the evidence credible?
- 2 Is there sufficient credible evidence to convict the learner of being competent beyond reasonable doubt?



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### Is the evidence credible?

You must discard any evidence that does not meet all the Rules of Evidence:

- **Valid:** it does not truly reflect the unit requirement;
- **Current:** it is not a reflection of current skills or knowledge;
- **Authentic:** it is not certain it is the student's own work; and
- **Sufficient:** there is insufficient evidence to be confident of real, transferable and lasting competence.

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### Is there enough credible evidence?

When you have culled the doubtful evidence, you may find there are gaps that would prevent you from making the judgement of competence.

If there is time, you can look for more evidence by:

- Conducting targeted evidence-gathering;
- Looking at evidence from other units; and/or
- Deferring judgement and supplementing assessment in the next unit.

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### If the evidence is credible

Now that you have enough credible evidence you are ready to take the next step, to make the assessment judgement, to decide if the learner is competent.

How do you do that?

1. Activity 1 - we will look at the usual way to make the assessment judgement
2. Activity 2- we will look at another way to make the assessment judgement.

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### Activity 1

Unit of competency: TAEASS301 Contribute to assessment      Name of Candidate: *A. Rogers*

Note: Refer to the evidence-gathering tools for full details of each assessment.

Evidence-gathering tools: PA1: Performance assessment 1; PA2: Performance assessment 2; PA3: Performance assessment 3; KA: Knowledge assessment

Results:

Assessment	Result	Comment	Signature	Date
Performance assessment 1	Not Satisfactory	6/17 criteria met		
Performance assessment 2	Not Satisfactory	14/17 criteria met		
Performance assessment 3	Satisfactory	17/17 criteria met		
Knowledge assessment	Satisfactory	12/12 items correct		

Name of RTO assessor (1.13):      Signature:      Date:

Name of RTO assessor (1.14 & 1.15):      Signature:      Date:

Prerequisite units:    ☐ Competent    ☐ Not yet competent    ☐ Not required

Assessment outcome:    ☐ Competent    ☐ Not yet competent    Action required:      Date:

Outcome reported:      Date:

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### Activity 1

Unit of competency: TAEASS301 Contribute to assessment      Name of Candidate: *B. Rogers*

Note: Refer to the evidence-gathering tools for full details of each assessment.

Evidence-gathering tools: PA1: Performance assessment 1; PA2: Performance assessment 2; PA3: Performance assessment 3; KA: Knowledge assessment

Results:

Assessment	Result	Comment	Signature	Date
Performance assessment 1	Not Satisfactory	10/17 criteria met		
Performance assessment 2	Not Satisfactory	16/17 criteria met		
Performance assessment 3	Not Satisfactory	16/17 criteria met		
Knowledge assessment	Not Satisfactory	10/12 items correct		

Name of RTO assessor (1.13):      Signature:      Date:

Name of RTO assessor (1.14 & 1.15):      Signature:      Date:

Prerequisite units:    ☐ Competent    ☐ Not yet competent    ☐ Not required

Assessment outcome:    ☐ Competent    ☐ Not yet competent    Action required:      Date:

Outcome reported:      Date:

Outcome reported:      Date:

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OPTIONAL

### Taking to the task ...

How safe is the judgement made on the basis of the assessment tasks?

- If all tasks are successful, then all aspects of the competency must have been seen.
- If some tasks were unsuccessful, what aspect of the task was a problem? Was it something related to the unit, if so **X**, if not **✓**

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### Taking to the task ...

How useful is the judgement made on the basis of the assessment tasks?

- If an aspect of the task was a problem, should they repeat the whole task, or just that bit?
- Or could you look for new evidence of that aspect of competency somewhere or somehow else?
- If you see evidence of an aspect of competence elsewhere, how can you use it if you are using whole tasks to gather evidence?
- What we need is competency-based judgement, not task-based judgement.

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### Decisions, decisions, decisions ...

We set tasks to get evidence, but tasks are not the purpose of training or assessment ... competency is.

- Allow for unplanned evidence;
- Evaluate the quality of each item of evidence;
- Collate the credible accepted evidence;
- Map the evidence onto unit requirements;
- Gather any supplementary evidence; then
- Make the final assessment judgement.

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Activity 2:  
Making the assessment judgement

You have been given the partially completed "Assessment plan and record" sheet for A Bloggs and for B Bloggs.

Make the assessment decisions on the basis of the information provided and complete the Assessment plan and record provided.

Complete the activity and put your answers in the chat box for discussion

 10 Minutes

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Competency-based judgement

2. ensuring that each unit of competency is handled separately for validation and assessment judgement where units are clustered together (Clause 1.8b);

8. recording evidence gathered for a student across a number of assessments, including supplementary assessments and unprompted evidence (Clause 1.8b);

15. providing the student with competency-based feedback on the outcomes of assessment (Clause 1.8b);

18. recording supplementary assessment outcomes (Clause 1.8b);



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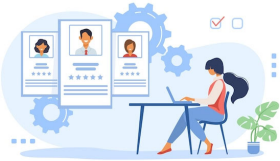
The purposes of assessment records

• Student outcomes

• Justification of judgements

- Appeals
- Audits
- Litigation

• Assessment validation



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### Records of student outcomes

Keep the following records secure:

- Signed and dated assessment plans and records for all students (5-7 years)
- Relevant assessment tools (one set per cohort, 5-7 years)
- Completed assessment tools (small sample per cohort, to next validation event)
- RPL processes (if used by cohort, 5-7 years)

TAC Fact Sheet: Records Management

[www.tac.wa.gov.au](http://www.tac.wa.gov.au)



A thumbnail image of a TAC Fact Sheet titled 'Records Management'. It contains sections for 'Records Management', 'Assessment', 'Assessment Tools', and 'Assessment Records'. The sheet is a purple and white document with text and icons.

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### Assessment appeals

- Creating a valid assessment plan
- Explaining Competency Based Assessment to students
- Securing each student's agreement with the assessment plan
- Sticking to the assessment plan
- Responding to individual assessment needs
- Responding promptly to learner complaints



An illustration showing three stylized figures (two adults and one child) standing on a series of three blue blocks of increasing height. They are holding hands, suggesting teamwork or support. There are some green plants in the background.

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### What are legitimate grounds for making an assessment appeal?

- Disagreement with the assessment plan
- Perceived variation from the agreed plan
- Disputed evidence
- Disputed judgement



An illustration showing three stylized figures (two adults and one child) standing on a series of three blue blocks of increasing height. They are holding hands, suggesting teamwork or support. There are some green plants in the background.

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### Appeal processes

**Standard 6** requires us to ensure that our complaints and appeals process:

- Is well publicised, prompt and accessible;
- Is transparent and evidence-based;
- Offers a hearing to all parties;
- Is impartial;
- Is documented;
- Can be externally reviewed; and
- Leads to timely and constructive outcomes.



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### Following the appeal process

- Appeal to an external party, such as TAC
- Re-shaping student expectations
- Re-assessment
- Quality assurance ... including assessment validation



TAC Fact Sheet: RTO Complaints & Appeals  
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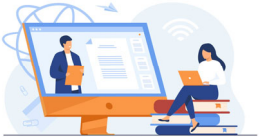
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### References and Resources

- The Standards for RTOs
- The TAC Users' Guide for the Standards
- TAC Fact Sheet: Assessment
- TAC Fact Sheet: Assessment Validation
- TAC Fact Sheet: Records Management
- TAC Fact Sheet: RTO Complaints and Appeals
- TAC Fact Sheet: Industry Engagement
- TAC Fact Sheet: Vocational Competence & Industry Currency TAC Fact Sheet
- TAC Fact Sheet: Identifying and Meeting Learner Needs
- TAC Fact Sheet: Amount of Training



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Assessment Workshop 4 of 4  
Assessment Validation



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Questions?



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