CSETDA0054A: Review assessment

Competency Descriptor: This unit describes the skills and knowledge required to review assessment procedures in a specific context.

Competency Field: Education and Training

<table>
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<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1 Review the assessment procedure(s) | 1.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria.  
1.2 The review process established by the enterprise, industry or registered training organisation is followed.  
1.3 The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation. eg NCTVET  
1.4 Review activities are documented, findings are substantiated and the review approach evaluated. |
| 2. Check consistency of assessment decision | 2.1 Evidence from a range of assessments is checked for consistency across the dimensions of competency.  
2.2 Evidence is checked against the key competencies.  
2.3 Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon. |
| 3. Report review findings | 3.1 Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes.  
3.2 Records are evaluated to determine whether the needs of appropriate personnel have been met.  
3.3 Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed. |
RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Assessment system may be developed by:

- the industry
- the enterprise
- the Accredited Training Organisation
- a combination of the above

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies
- location of the assessment such as
  - on the job or off the job
  - combination of both
- Assessment Guidelines of NCTVET
- or the Accredited Training Organisation
- features of assessment system

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- training qualifications/awards, employee classification, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process

- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
Evaluation criteria in review process should include:

- frequency of assessment procedure
- budgetary constraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- other training institutions, HEART/NTA, NCTVET
- training and assessment coordinators
- relevant managers/supervisor/team leaders
- technical specialists

Assessment procedure:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed
Assessment methods may include a combination of:

- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of logbooks and portfolios
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relations to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance
- A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:

- provision of personal support services (eg, reader, interpreter, attendant caregiver, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers

Assessment environment and resources to be considered:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Evidence Guide

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

(1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.
Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
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<tbody>
<tr>
<td>Knowledge of:</td>
<td>The ability to:</td>
</tr>
<tr>
<td>- the review process established by the industry, enterprise or training organisation</td>
<td>- Planning own work including predicting consequences and identifying improvements</td>
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<tr>
<td>- evaluation methodologies relevant to the assessment context</td>
<td>- Language, literacy and numeracy skills required to:</td>
</tr>
<tr>
<td>- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines</td>
<td>- read and interpret review procedures</td>
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<tr>
<td>- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements</td>
<td>- participate in discussions and listen strategically to evaluate information critically</td>
</tr>
<tr>
<td>- relevant organisational policies and procedures of the workplace and/or job role</td>
<td>- gather, select and organise findings from a number of sources document findings in summary form, graphs or tables</td>
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<tr>
<td>- the understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency</td>
<td>- present findings in a short report to relevant personnel</td>
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<td></td>
<td>- make recommendations based on findings</td>
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<td>- determine cost effectiveness</td>
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<td>- Communication skills appropriate to the culture of the workplace and the individual(s)</td>
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(4) Resource Implications

- access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms
- access to assessment decisions, relevant workplace equipment, appropriate personnel
(5) **Method of Assessment**

Review of a portfolio containing the following:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Questioning – oral/written relating to:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

(6) **Context of Assessment**

Assessment may occur on the job or a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

<table>
<thead>
<tr>
<th>Levels of Competency</th>
<th>Level 1.</th>
<th>Level 2.</th>
<th>Level 3.</th>
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<tbody>
<tr>
<td></td>
<td>• Carries out established processes</td>
<td>• Manages process</td>
<td>• Establishes principles and procedures</td>
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<tr>
<td></td>
<td>• Makes judgement of quality using given</td>
<td>• Selects the criteria for the evaluation</td>
<td>• Evaluates and reshapes process</td>
</tr>
<tr>
<td></td>
<td>criteria</td>
<td>process</td>
<td>• Establishes criteria for evaluation</td>
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<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Collect, organise, and organise information</td>
<td>Level 3</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>Level 3</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>Level 3</td>
</tr>
<tr>
<td>Work with others and in team</td>
<td>Level 2</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>Level 2</td>
</tr>
<tr>
<td>Solve problems</td>
<td>Level 2</td>
</tr>
<tr>
<td>Use technology</td>
<td>Level 2</td>
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Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.