

BLACKWATER
PROJECTS

Workplace Assessment

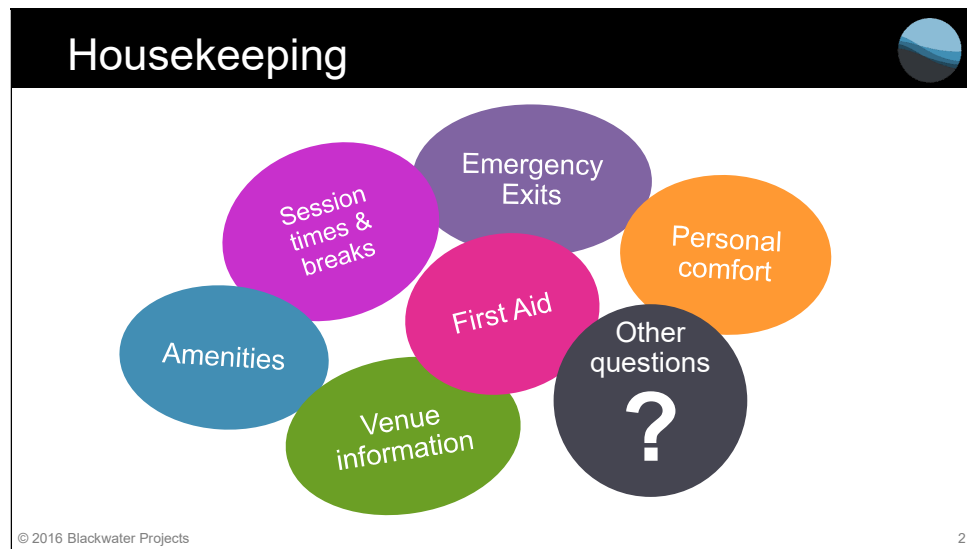
Day 1

Welcome!

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1

SAMPLE - Do not copy



- **Venue info as needed** (may include):
 - Toilets location
 - Refreshments (where to find)
 - Lunch (where it is)
- **Emergency evacuation**
- **Other safety issues:**
 - Where to go if first aid needed
 - Store bags safely on floor, under desks, or so that no one can trip on them
- **Schedule:**
 - Start and finish of day
 - Lunch time
 - Info about breaks as needed
- **Expectations:**
 - Mobiles off or silent
 - Ground rules—(optional) engaging activity to establish guidelines for participation/behaviour on this program.
- **Check for questions** before moving on.

Units covered

Field	Units
Design	TAEDES401 Design and develop learning programs TAEDES402 Use training packages and accredited courses to meet client needs
LLN	TAELLN411 Address adult language, literacy and numeracy skills
Delivery	TAEDEL401 Plan, organise and deliver group-based learning TAEDEL402 Plan, organise and facilitate learning in the workplace BSBCMM401 Make a presentation
Assessment	TAEASS401 Plan assessment activities and processes TAEASS402 Assess competence TAEASS403 Participate in assessment validation TAEASS502 Design and develop assessment tools


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Show slide. Explain that this cluster covers the units shown in grey shading.

Learning outcomes

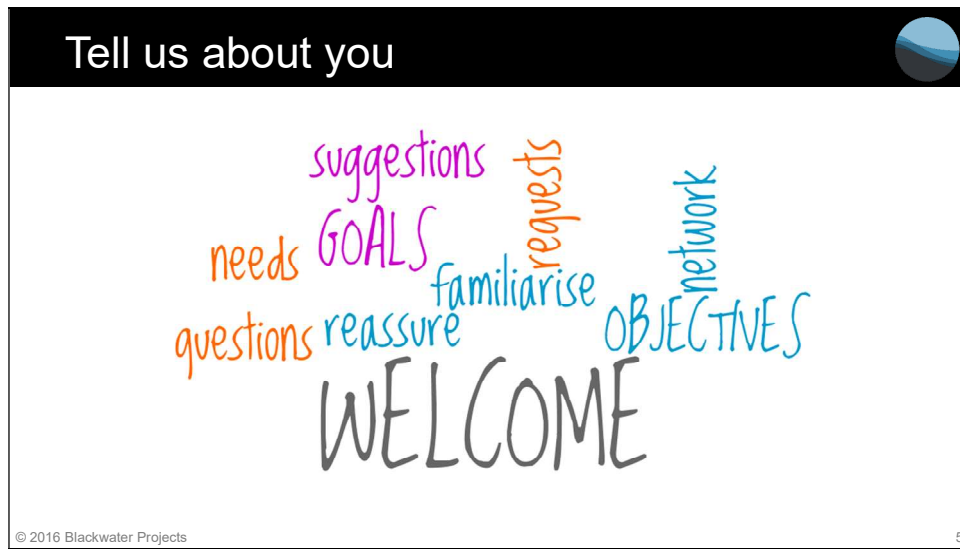
- explain competency-based assessment and describe how it works
- use training package competency standards as the basis for assessment
- plan assessments (RPL and training)
- design and develop assessment tools and instruments
- assess competence (RPL and training)
- prepare for and participate in assessment validation.

our target



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Discuss learning outcomes for this program. More detailed versions of these outcomes are in the participant manual.



Engaging introduction activity here if not already done.

Find out personal objectives. Make a note of these for later.

Assessment

Questions (9)

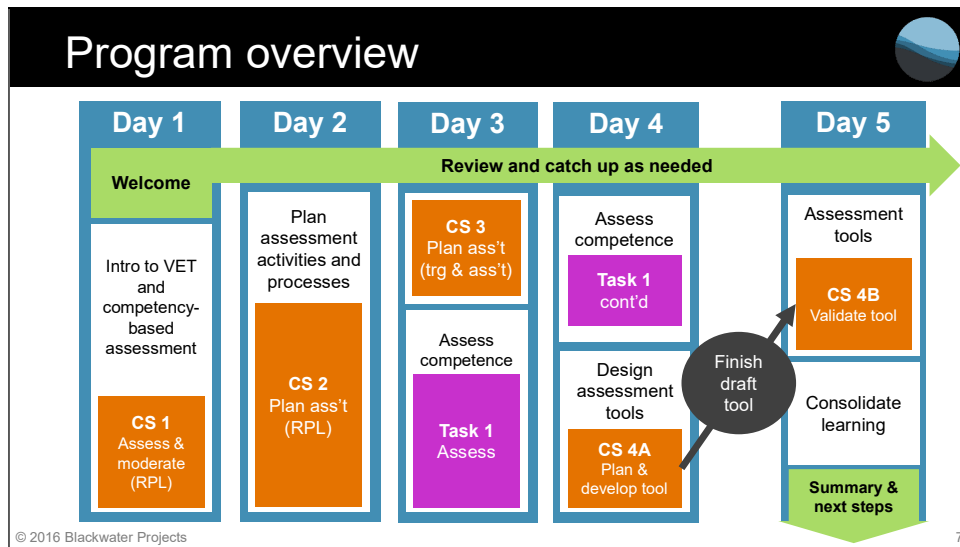
Tasks

- 1 Assess competence (x1)
- 2 Plan assessment activities and processes (x2)
- 3 Plan, design and develop three (3) assessment tools
- 4 Participate in validation of three (3) assessment tools
- 5 Assess competence (x4)


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Use this slide to introduce assessment requirements for this program.

Explain that we'll go into more detail about each task as we progress through the program.



Use this animated slide to give an overview of the program.



**BLACKWATER
PROJECTS**

Introduction to competency-based assessment

- What is assessment?
- What is quality assessment
- What does it mean to be 'competent'?
- Assessment pathways
- Key features of CBA
- Assessor roles and responsibilities

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8

Introduce this topic

Activity



What do we already know about VET and CBA?

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9

Activity: What do we already know about VET and competency-based assessment

Work in small groups to discuss questions posed (3 pages) and identify what participants do or don't already know about VET and competency-based assessment.

After taking responses from participants, use the next few slides as needed, to clarify ideas.

The here is for participants to understand:

- What CBA is
- How it works
- Difference between a qual, a skill set and an unit—so they understand what they are assessing
- What the AQF is and how we use it to ensure we pitch assessment at the right level
- What a training package is and how it's used in assessment
- Where to find training packages.

What is assessment?

- **Assessment is**
The process of reviewing, then forming a judgement about a person's **skills and/or knowledge**.
- **Competency-based assessment**
The process of reviewing, then forming a judgement about a person's **competence**—that is, their ability to consistently perform work activities as expected in the workplace.

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Show definition of assessment then of competency-based assessment.

Briefly discuss as needed.

What people can attain

We might assess a candidate in:

a unit of competence	➔	A single work activity e.g. BSBCMM401 Make a presentation
a skill set	➔	An area of specialisation within an industry e.g. AVISS00001 Aerobatic Pilot Skill Set— includes 3 units
a qualification	➔	Typical full time position within an industry e.g. SHB30115 Certificate III in Beauty Services— includes 15 units: 11 core and 4 electives

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Introduce this in context:

As an assessor, we can assess:

- A unit
- A skill set
- A qualification.


Make sure participants know what these mean. Ask first, then hit ENTER and show slide.

Australian Qualifications Framework			
	School	VET	Higher Education
10			Doctoral Degree
9			Masters' Degree
8		Graduate Certificate/Diploma	Graduate Certificate/Diploma
7			Bachelor Degree
6		Advanced Diploma	Advanced Diploma
5		Diploma	Diploma
4		Certificate IV	
3	HSC	Certificate III	
2		Certificate II	
1		Certificate I	

Based on information provided at aqf.edu.au

Use this slide to introduce the 10 qualification levels of the AQF.

Activity



Let's assess!

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13

Clapping assessment role play.

Role play should break all the rules of quality assessments!

Introduce and run activity:

See Implementation Guide


Debrief should include questioning /discussion around the specifics of what should constitute a quality assessment.

Lead into Principles of Assessment (definition of 'Quality Assessment')

Principles of Assessment

Quality assessments are

valid	→	very
flexible	→	fast
reliable	→	red
fair	→	Ferrari



Memory jogger courtesy of Philippa Furey

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Show this slide as a conclusion to the debrief of the clapping assessment.

ENTER #1: Four principles appear

- Show pages in manual that describe principles (for detailed reading later).
- Explain that this program is about getting participants to the point where they assess according to the principles.
- Relates to **Asst Q2**: Name, define, and give example of 4 Principles of Assessment, and explain how assessors apply them.

Briefly discuss meaning of each.

Introduce 'memory jogger' – very fast red Ferrari

(introduce one word at a time and see if participants can finish sentence)

ENTER #2: 'very'

ENTER #3: 'fast' (see if people can see pattern and complete phrase)

ENTER #4: 'red'

ENTER #5: Ferrari.

Summarise: We're aiming for the 'Ferrari' of assessments (i.e. highest quality).

What does it mean to be 'competent'?

'Competence' means...

... the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Standards for Registered Training Organisations (RTOs) 2015, Glossary

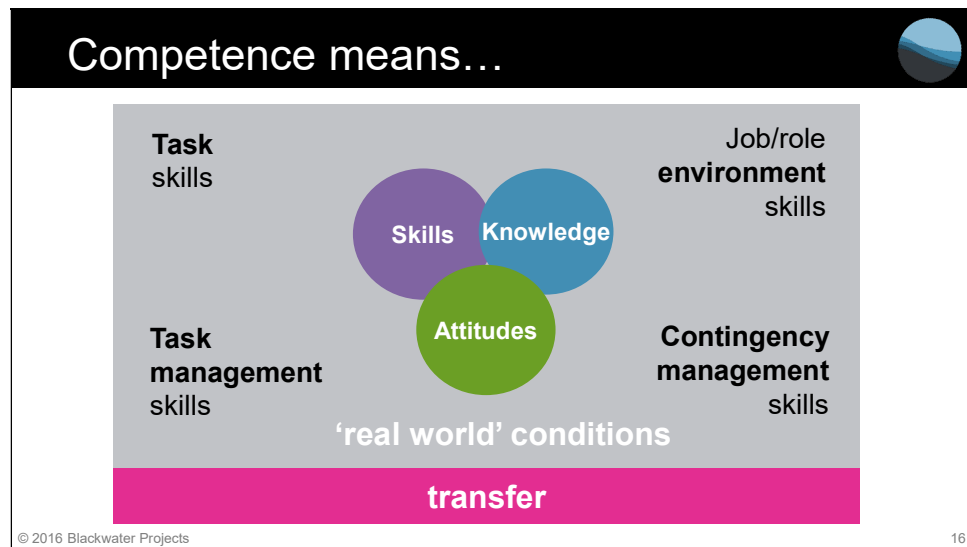
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Introduce definition of competent

Show definition then **break it down** as follows:

- "Consistent application of knowledge and skill..." (knowledge, skills, attitudes)
- "to the standard of performance required in the workplace" (dimensions of competence)
- "It embodies the ability to transfer and apply skills and knowledge to new situations and environments" (transfer skills).

Move to next slide to illustrate this...



Discuss meaning of skills, knowledge and attitudes.

Broadly discuss what being able to perform task at work might mean...

Introduce Dimensions of Competence:

Competence means skills knowledge attitudes **'to the standard of performance required in the workplace'** (i.e. in realistic working conditions).

The dimensions of competence help us consider the **requirements of being able to perform a task in a busy workplace.**

Discuss each dimension and give an example to help participants understand (Relates to **Asst Q3**: Name, define, & give example of 4 Dimensions, and explain how assessors apply them).

Task skills: Ability to perform steps of task to required standard, and to workplace expectations (e.g. cook pasta, step 1, step 2, etc)

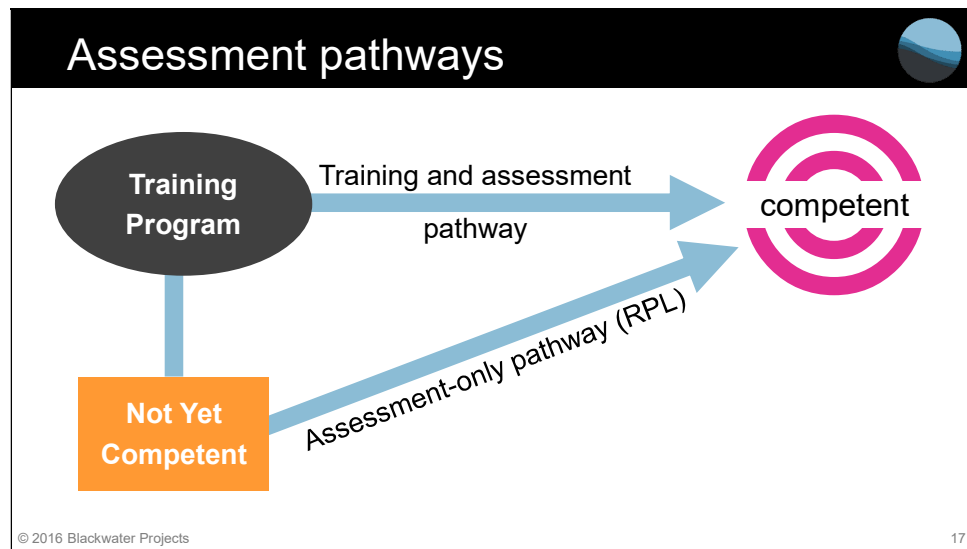
Task management skills: Ability to manage this task along with other job tasks (e.g. when cooking pasta, also may need to prepare sauce, etc)

Contingency management skills: Ability to manage the everyday 'hiccups' that occur from time to time when performing the task (e.g. when cooking pasta, what to do if we run out of pasta? What to do if there's a minor fire? Etc)

Environment skills: Ability to be perform the task according to workplace expectations, using the equipment in the workplace, working with others as needed.

TRANSFER SKILLS... also important. Discuss how we could asses this.

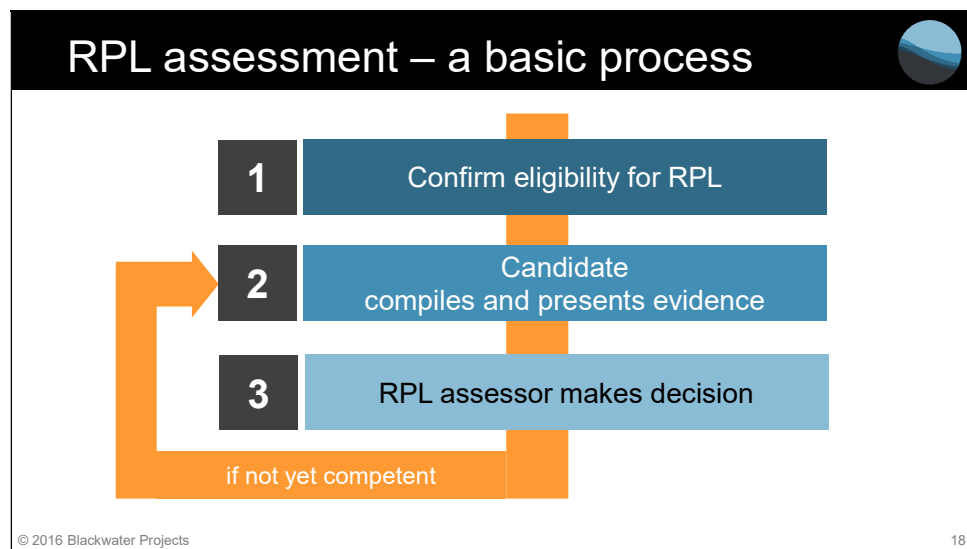
Now that we know what it means to be competent, let's focus on the CBA process and how it should work...



Use slide to discuss difference between assessment only and training and assessment pathways.

- Introduction: Assessment 'pathway' simply means the route we'll take to get to 'competent'
- **ENTER: RPL pathway appears**
Quickly go through differences between RPL and training and assessment pathways (refer to manual).
RPL is the 'freeway' directly to a competency-assessment (don't need to do training first).
- **ENTER: Training and Asst pathway appears**
Discuss types of assessment within training and assessment pathway (refer to manual):
 - Diagnostic
 - Formative
 - Summative

We'll practice conducting both types of pathways in case studies and assessment tasks



Use this slide to briefly discuss how RPL assessments work.
Asst Q5 RPL