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PP-31 Assessment Design Policy and Procedures

Contents

Policy

1. This Policy supports the Standards for RTOs 2015 - Standard 1-Clause 1.8 to ensure that assessment meets the principles of assessments and rules of evidence.
2. All the assessment tools designed must be three tasks or four if work placement required.
3. All the assessment tools designed must use AIST assessment tool templates.
4. Benchmark answers must be provided for all questions and tasks.
5. Clear instructions for both the student and the assessor are provided on what they need to provide / assess to prove competency.
6. There must be direct assessment once and at least one partial map task in another task.

Procedure

Task 1

- Must be open book conditions written questions with direct answers
- 1 direct question per P.C (Performance Criteria)
  - Each key word in the PC must have direct questions
  - i.e. key words would be social, physical and mental needs. There would need to be question 1a (social) 1b (physical) and 1c (mental)
  - questions to be written in the order of PCs
- Mapping to KEs (Knowledge Evidence) to be picked up where ever possible, as either a partial or direct map but additional questions should be added if the current question design does not address the KEs at all.
- Clear instructions on what student's answer needs be deemed competent. The questions must indicate:
  - How responses/ examples are required i.e. provide three examples, provide at least two sentences.
  - The level of detail or information that the student needs to provide i.e. List three explain, provide a description of at least 100 words

- Clear instructions on what the assessor needs to see in the student's answer to be deemed competent. The benchmark answers must indicate:
  - How closely does the student's answer provided need to match the benchmark example i.e. the student must list any three of the following, the student's answer must include information on how they would support the person and should reflect at least one of the examples below.

Task 2

- To be a Case Study or Project the writer is to choose:
  - Task design must have a primary focus to address the KEs, but should consider the key terms used in the elements of the unit
  - Projects are where the students are required to produce something, such as a poster and written report.
  - Case Studies are based on a theoretical and specific scenario with more open question style questions that require the student to provide an answer that may require multiple sentences to be deemed competent.
- Clear instructions on what student's answer needs be deemed competent. The questions/activities must indicate:
  - How responses/ examples are required i.e. provide three examples, provide at least two sentences.
  - The level of detail or information that the student needs to provide i.e. List three explain, provide a description of at least 100 words
- Clear instructions on what the assessor needs to see in the student's answer to be deemed competent. The benchmark answers must indicate:
  - How closely does the student's answer provided need to match the benchmark example i.e. the student must list any three of the following or the student's answer must include information on how they would support the person and should reflect at least one of the examples below.

Task 3

- Must be a practical task.
- Task design must be written around the job role and common tasks that student would perform in industry.
- The task design must cover:
  - The use of equipment during the practically based task. These are to be listed in the assessment conditions. This needs to outline the types of equipment and machinery needed for the task, it is not to be a direct copy of TGA. Think of it as the equipment list for AIST.
  - The use of documentation such as care plans during practically based tasks. This needs to outline the types of documents or procedures needed for the task, it is not to be a direct copy of TGA. Think of it as the equipment list for AIST.
  - The involvement of people in practically based tasks, as deemed necessary from PC, PE and KE.
  - Assessor's instructions must include information on:
    - Individuals who are be playing the client need to know how to interact with the student being assessed:
      - Guidelines on what to say and how to act with the student being assessed
      - Guidelines on queries or questions that they need to ask the student being assessed
    - The need and how to stage problems:
      - Guidelines on what types of problems exist in the staged environment
      - Guidelines on how difficult individuals should act when interacting with the client being assessed

- The assessor checklist must be written as a series of tasks within the activity.
  - Must focus on the key words mentioned in the PE and elements
  - How many people it must be involved
  - What actions that the student must perform
  - Designed to be performed using the simulated facilities
    - Workplace is not mentioned (task 4 must otherwise occur as an additional practically based task)
    - Hours of placement is not mentioned (task 4 must otherwise occur as an additional practically based task)
  - Mapping to PCs to be picked up where ever possible, as either a partial or direct, especially to the active verbs (doing words) such as use, communicate, discuss etc. as listed in the PCs.

Task 4

- Must be a practical task to occur in the workplace.
- To be used if the unit states work placement or hours as a part of the PEs or assessment conditions.
  - To be constructed using the same format as task 3, however assessment conditions will say must be completed in the workplace.