

PIRTAA4.01C – Plan assessment activities and processes

Functional area **PIRFO Trainer & Assessor**

Prerequisites

Completion of the PIRFO Training competencies PIRTAA3.01A, PIRTAA3.02A and PIRTAA3.03A

Descriptor

This unit covers the performance outcomes, skills and knowledge to plan assessment activities and processes for participants in PIRFO training and assessment programs

Elements

Performance criteria

1. Determine assessment approach

1.1 Identify the candidate/s and confirm purposes and context of assessment/RPL with relevant people according to PIRFO requirements

1.2 Identify and access benchmarks for assessment/RPL and any specific assessment guidelines

2. Prepare the assessment plan

2.1 Determine evidence and types of evidence needed to demonstrate competence, according to the evidence criteria

2.2 Select assessment methods which will support the collection of defined evidence, taking into account the context in which the assessment will take place

2.3 Document all aspects of the assessment plan and confirm with relevant personnel

3. Develop assessment instruments

3.1 Develop simple assessment instruments to meet competency standard assessment criteria

3.2 Analyse available assessment instruments for their suitability for use and modify as required

3.3 Map assessment instruments against unit or course requirements

3.4 Write clear instructions for candidate/s about the use of the instruments

3.5 Trial draft assessment instruments to validate content and applicability

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Required knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- Ethical and legal requirements of an assessor
- Competency-based assessment, including:
 - ✓ work-focused;
 - ✓ standards-based; and
 - ✓ evidence-based
- Different purposes of assessment and different assessment contexts
- How to read and interpret the identified competency standards as the benchmarks for assessment
- How to contextualise competency standards within relevant guidelines
- Four principles of assessment and how they guide the assessment process
- Purpose and features of evidence, and different types of evidence used in competency-based assessments
- Different types of assessment methods, including suitability for collecting various types of evidence
- Assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence-gathering opportunities

Required skills

The essential skills a person needs to perform work to the required standard include:

- Cognitive interpretation skills to:
 - ✓ interpret competency standards and other assessment documentation;
 - ✓ identify opportunities for integrated competency assessment;
 - ✓ contextualise competency standards to the assessment environment; and
 - ✓ consider access and equity needs of diverse candidates
- Technology skills to use appropriate equipment and software to communicate effectively with others
- Research and evaluation skills to:
- Obtain competency standards, assessment tools and other relevant assessment resources
- Research candidate characteristics and any reasonable adjustment needs
- Evaluate feedback, and determine and implement improvements to processes
- Communication skills to discuss assessment processes with clients and other assessors
- Interpersonal skills to:
 - ✓ demonstrate sensitivity to access and equity considerations and candidate diversity; and
 - ✓ promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes

Literacy skills used for:

- Reading and interpreting relevant information to design and facilitate assessment and recognition processes

Critical aspects of competence

Assessment must confirm the ability to:

- Plan and organise the assessment process on a minimum of two occasions
- Collect evidence that demonstrates:
 - ✓ documented assessment plans
 - ✓ having covered a range of assessment events
 - ✓ catering for a number of candidates
 - ✓ different competency standards or accredited curricula
 - ✓ contextualisation of competency standards and the selected assessment tools, where required
 - ✓ incorporation of reasonable adjustment strategies
 - ✓ development of simple assessment instruments for use in the process

Context of assessment

Assessment can be conducted at the workplace or in a simulated training environment though ideally some assessment of presentation at a training session would take place in the workplace.

Method of assessment

The following assessment methods are suggested:

- Observation of the candidate's planning and assessment processes for a minimum of two different assessments
- Written or oral short answer questions to assess underpinning knowledge
- Examples of records, reports and other documentation completed by the candidate in relation to planning and assessment processes
- Third-party reports, including reports from observer program coordinators and observer program trainers

Interdependent assessment of units

This unit can be assessed in conjunction with other units relating to PIRFO training and assessment, especially the units PIRTAA4.02A – Assess competence and PIRTAA4.03A – Design and develop assessment tools.

Resources required for assessment

Resources may include:

- Practical assessment checklist
- Written examination/s and marking sheet/s
- Oral questions and model answers