1. Simulated assessment
Simulated assessment

Simulation is a form of evidence gathering that involves learners in completing or dealing with a task, activity or problem in an off-the-job situation that reflects the workplace.

Reasons for using simulated assessment

- Assessment can take place even though there is no or limited access to the workplace.
- Learners have access to equipment, materials and work tasks that may not be readily available in the workplace.
- Assessment is conducted in safe environments.
- Learners may be assessed on unpredictable, potentially dangerous or infrequently occurring events and situations.
- Assessment activities do not disrupt the workplace.
- Learners can repeat assessment tasks and learn from mistakes without risk.

The three step approach for improving simulated assessment

1. Find out about simulated assessment.
2. Plan a simulated assessment activity as part of the assessment of a unit or a cluster of units of competency.
3. Implement the simulated assessment activity.
1. Find out about simulated assessment.
   - Read the advice on simulated assessment in the Training Package.
   - Check whether licensing authorities and industry bodies place conditions on simulated assessment.

2. Plan a simulated assessment activity as part of the assessment of a unit or a cluster of units of competency.
   - Think about a situation in which some of the evidence required for assessment must be gathered through simulation. This may be because learners do not have access to a real workplace or it is too expensive, dangerous or disruptive to conduct the assessment in a real workplace.
   - Identify a simulated assessment activity that forms part of the assessment of the relevant unit or cluster of units of competency. This may be a computer-based simulation, a practical demonstration away from the workplace, a role play or a problem-based scenario.
   - Design the simulated assessment activity making sure that learners are required to:
     - use actual or simulated equipment and materials which replicate those found in modern workplaces
     - apply current work practices and techniques to produce realistic end products or services
     - meet time pressures and deadlines by placing realistic time constraints on the activity
     - identify risks, follow occupational health and safety procedures and address questions related to workplace safety as part of the activity
     - identify and respond to realistic problems by incorporating contingency situations, such as interruptions to work flow and delays in the supply of materials or services, in the activity
     - meet industry standards and enterprise and/or supplier quality requirements
     - use generic skills, such as communication and team work, in completing work tasks.
     - demonstrate competence in conditions as close to the workplace as possible.
• Plan how assessment evidence will be gathered and recorded during the simulated assessment activity. This may involve developing lists of things to be observed or questions to ask. Consideration should also be given to identifying how feedback will be gained from learners and their employers on the simulated assessment activity.
• Validate the simulated assessment activity with other assessors or representatives of relevant industry advisory bodies, or professional or industry associations and networks to make sure that it meets current industry practice and Training Package requirements.

3

**Implement the simulated assessment activity.**

• Organise the assessment environment making sure that all required equipment and materials are available, safe and in working order.
• Actively facilitate the simulated assessment activity. Make sure that the learners know what they must do and the times allowed for each stage of the activity.
• Review the effectiveness of the simulated assessment activity and its impact on learner performance. Make sure that suggestions for improvements are recorded and incorporated in subsequent versions of the activity.