Improving assessment practice

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.
...how to do it.

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:
     o use actual or simulated equipment and materials which replicate those found in modern workplaces
     o apply current work practices and techniques to produce realistic end products or services
     o meet time pressures and deadlines by placing realistic time constraints on the activity
     o identify risks, follow occupational health and safety procedures and address questions related to workplace safety as part of the activity
     o 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
     o meet industry standards and enterprise and/or supplier quality requirements
     o use generic skills, such as communication and teamwork, in completing work tasks.
     o demonstrate competence in conditions as close to the workplace as posible.
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 asked. 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.
10
Assessment in regulated occupations/industries
Assessment in regulated occupations/industries

Assessment of competence that not only covers units of competence in a national qualification but also any additional requirements and assessment conditions prescribed by a licensing or regulatory authority with jurisdiction over the occupation concerned.

Reasons for assessing in regulated occupations/industries

- Many occupations are subject to regulation by a regulatory authority. The purpose of such regulations is to ensure that persons practising in such occupations are correctly qualified and fulfil all specified licensing/certification criteria. This is aimed at controlling risks to the community in areas such as safety, security, trade practices, etc.

- Assessment of competence in such occupations needs to have due regard to all regulatory requirements and additional assessment conditions prescribed by the licensing or regulatory authorities concerned.

The three step approach for improving assessment in regulated occupations/industries

1. Clarify the applicable regulatory requirements
2. Develop an assessment strategy that incorporates the applicable regulatory requirements
3. Trial the assessment strategy
1. **Clarify the applicable regulatory requirements**
   - Consult with industry representatives to establish the authorities responsible for the regulation of the occupation or industry concerned (Note that some occupations/industries are regulated at the State/Territory, national and/or international levels).
   - Contact the identified authorities to access the available information on both the licensing/registration requirements and any prescribed assessment and certification arrangements for the occupation(s) concerned.
   - Determine the workplace activities for the occupation(s) and the associated regulations, qualifications and units of competency.

2. **Develop an assessment strategy that incorporates the applicable regulatory requirements**
   - Design an assessment strategy based on this analysis, including the identification of one or more integrated assessment tasks that could be utilised in training and workplace settings.
   - Map the assessment task(s) and related licensing/regulatory requirements to all components of the units of competency.
   - Use the mapping exercise to streamline the proposed assessment tasks. This will include identification of any gaps in the coverage of either the licensing requirements and/or the unit(s) of competency. If any gaps are identified, the task(s) should be adjusted to incorporate the missing component(s).
   - The strategy would cover the assessment tools and related guidance materials for assessors.
   - Confirm that the assessment strategy is consistent with the requirements of the licensing/regulatory authorities.
Trial the assessment strategy

- Plan the trial of the assessment strategy including the production of the assessment tools and the scheduling of the assessment tasks. This should take into account the safety and operational requirements of the workplace and the availability of candidates and the members of the assessment team.

- Prepare a risk management matrix for the assessment strategy, including a listing of the Principles of Assessment and Rules of Evidence, the potential risks to the achievement of these quality criteria and the risk management measures embedded in the assessment strategy to overcome or minimise these risks.

- Trial the planned assessment strategy, carefully monitoring its successes and any weaknesses and initiating any required quality improvements.

Further information on assessing in regulated occupations/industries


- Information on licensing reforms in Australia: http://www.licensinglinenews.com/Licensing-reforms/National-licensing-system.aspx


Improving assessment practice

The use of formative assessment or assessment for learning approaches to competency based training
The use of formative assessment or assessment for learning approaches to competency based training

‘Formative assessment’ takes place at regular intervals before and during training with progressive feedback to improve competence.

‘Assessment for learning’ focuses on the gap between where learners are in their learning, and where they need to be: i.e. competent performance.

Reasons for using formative assessment or assessment for learning approaches

- *Formative assessment* enables regular feedback to learners before and during their training to enable improvement of knowledge, understanding and performance.
- *Assessment for learning* focuses on the gap in learners’ competence and is based on the idea that learning will be enhanced if learners understand:
  - competencies to be achieved,
  - where they are now, and
  - what they can do to achieve competence.
- Both *formative assessment* and *assessment for learning* assist learners to reflect on lifelong learning.

The three step approach for using formative assessment or assessment for learning approaches

1. Clarify the learning/assessment context
2. Develop an integrated learning and assessment strategy
3. Trial the integrated learning and assessment strategy
...how to do it.

1. **Clarify the learning/assessment context**

   - Establish the planned competency outcomes for the intended training program, including the applicable units of competency and all relevant regulatory requirements.
   
   - Ascertaining the range of commencing competency levels for the target group of learners in consultation with relevant stakeholders.
   
   - Determine the desirable delivery mode(s) and context(s) in consultation with relevant stakeholders. This may involve a combination of modes/contexts, including for example: classroom(s), training workshop(s), on-the-job training/assessment arrangements, simulated workplace delivery and/or on-line learning.
   
   - Identify reference material relevant to the competency outcomes and both the industry and delivery contexts concerned, such as standard procedures, applicable licensing/regulatory documentation, safety management strategies, equipment manuals, job cards and pertinent workplace key performance indicators.

2. **Develop an integrated learning and assessment strategy**

   - Structure an integrated learning and assessment strategy based on the all of the required competency outcomes and the range of initial competency levels for the target group of learners.
   
   - Within the planned strategy incorporate logical points for formative assessment and feedback to learners. This will involve establishing intermediate objectives for the aspects of competency to be addressed at each of these points.
   
   - The training strategy should incorporate the ‘assessment for learning’ approach. It should enable the engagement and involvement of the learners in the assessment and learning processes and provide them with opportunities to reflect on how their assessment outcomes can be used to progressively restructure and reorganise their learning activities.
3 Trial the integrated learning and assessment strategy

- Plan the trial delivery of the integrated learning and assessment strategy, including the development of the assessment tools and related guidance materials for learners, trainers and assessors.
- Prepare a risk management matrix for the integrated learning and assessment strategy. This includes a listing of the *Principles of Assessment* and *Rules of Evidence*, the potential risks to the achievement of these quality criteria and the risk management measures embedded in the strategy to overcome or minimise these risks.
- Trial the planned integrated learning and assessment strategy, carefully monitoring its successes and any weaknesses and initiating any required quality improvements.

Further information on formative assessment or assessment for learning


2
Making assessment decisions
Making assessment decisions
Assessors make assessment decisions by considering evidence and deciding whether learners have achieved the competency described in a unit or in a cluster of units of competency.

Reasons for making assessment decisions
- Enables assessors to establish learners’ level of performance, identify gaps in learners’ knowledge and skills, and determine how training may be modified to meet learners’ needs.
- Provides learners with information on their progress and achievement.
- Provides registered training organisations with information for assessment reporting and certification purposes.
- Provides licensing and regulatory authorities with confirmation of competency required for industrial licensing purposes.

The three step approach for improving assessment decision making
1. Find out about assessment decision making.
2. Consider adopting a strategic approach to assessment decision making.
3. Implement a strategic approach to assessment decision making.
1. **Find out about assessment decision making**
   - Think about the way in which you make assessment decisions.
   - Read any advice on assessment decision making in the Training Package.
   - Consider any other advice on assessment decision making that is provided by Industry Skills Councils, industry bodies and licensing and regulatory authorities.

2. **Consider adopting a strategic approach to assessment decision making**
   - Experienced assessors often adopt a strategic approach to making assessment decisions. Assessors who use this approach:
     - read the unit or cluster of units of competency, identify the evidence requirements, decide how and by whom the evidence will be collected, and arrange for the evidence to be collected. As no single item of evidence can summarise a learner’s achievement or progress, experienced assessors collect a number of different types of evidence to use in assessment decision making.
     - check the quality of the evidence against the principles and rules of evidence. In considering the evidence, check that the learner has demonstrated competent performance over time – this is an important indicator that the evidence is sufficient.
     - identify the pieces of evidence that give a clear indication of competence and use this evidence to make a judgement on whether the learner is competent. A judgement always involves consideration of more than one piece of evidence.
     - review the remaining evidence to confirm or challenge the judgement.
     - work with other assessors, representatives of the relevant industry advisory bodies, or professional or industry associations and networks to validate the assessment judgement and the basis on which it was made.
3 Implement a strategic approach to assessment decision making

- Apply the strategic approach to making assessment decisions using the procedure described in step 2.
- Validate the assessment judgement and the way in which it was made to make sure that AQTF and Training Package requirements are met.
- Review the outcomes of the validation process. Make sure that suggestions for improvement are recorded and incorporated in your approach to making assessment decisions.
Peer assessment and feedback
Peer assessment and feedback

Peer assessment and feedback involves learners in judging the work of their colleagues against set criteria and making suggestions for improvement.

Reasons for using peer assessment and feedback

- Builds learners’ work related knowledge by requiring them to explain and justify their actions and decisions.
- Develops the ability of learners to make independent judgements of their own and others’ work.
- Encourages learners to take responsibility for their own learning.
- Helps learners develop skills in self-assessment.
- Treats assessment as part of learning so mistakes become opportunities for learning rather than failures.
- Assists learners to improve their personal performance by receiving feedback from their peers and also through reviewing and discussing the work of others.
- Gives students a wider range of feedback.
- Provides opportunities for learners to practice transferable skills required at work, especially evaluation skills.
- Helps ensure that assessor time is used efficiently.

The three step approach for improving peer assessment and feedback

1. Find out about the experience and skills that learners have in peer assessment and feedback.
2. Plan a peer assessment and feedback activity.
3. Implement the peer assessment and feedback activity.
1. **Find out about the experience and skills that learners have in peer assessment and feedback.**
   - Ask learners about their views on and experience with peer assessment and feedback. Explain that learners can improve both their personal performance and skills in self-assessment by reviewing and discussing each others’ work.
   - Ask the learners to identify the rules that apply to assessing each others’ work and giving and receiving feedback through a discussion of what they found helpful or unhelpful in the past.
   - Conduct the following activity to give learners practice in assessing and providing feedback.
     - Give the learners an outline of an assessment task and the relevant assessment criteria.
     - Show the learners a sample of the completed assessment task. This may be a model, a piece of written work or a demonstration.
     - Ask the learners to assess the sample using the assessment criteria and agree on the feedback that they would provide on the completed assessment task.
     - Ask them to role play providing feedback to the person who completed the assessment task.
     - Debrief the activity by asking the following questions:
       - How did you feel when you received the feedback?
       - How did you feel providing the feedback?
       - What aspect of the feedback was most important / useful?
       - Why should you focus on improvement when providing feedback?

2. **Plan a peer assessment and feedback activity.**
   - Use the following procedure to plan a peer assessment and feedback activity.
     - Select an assessment task. This may involve the learners in preparing a short written report, demonstrating a skill or producing a model.
Work out how you will explain the assessment task to the learners and engage them in developing the assessment criteria for the task.

Structure the assessment and feedback by:
- forming peer assessment groups of at least three people.
- setting out the roles of the members of the peer assessment group. Each member of the peer group should review the work completed by the other members of the group. The reviewers should discuss and agree on their feedback and provide the candidate with a description of the positive features of the work and at least one suggestion for improving the work. The candidate should evaluate the suggestions and consider whether and how these should be implemented.

3 Implement the peer assessment and feedback activity.

- Actively facilitate the peer assessment and feedback activity using the procedure described in step 2.
- Ask the learners to comment on the usefulness of the feedback they received and whether they implemented the suggestions made by their peers.
- Review the peer assessment and feedback activity by asking the learners what they learned from the activity.
4 Quality assuring assessment tools
Quality assuring assessment tools

An assessment tool includes the following components:
- the context and conditions for the assessment,
- the tasks to be administered to the candidate,
- an outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules)
- the administration, recording and reporting requirements.

Quality assuring assessment tools means making sure that they will be effective.

Reasons for quality assuring assessment tools
- Assessment will be flexible, valid, reliable and fair
- All assessors will have access to good quality assessment tools

Three steps for quality assuring assessment tools
1. Find out about how to develop good quality assessment tools
2. Develop the assessment tools
3. Plan, pilot and trial the assessment tools
1. Find out about how to develop good quality assessment tools

- Read the information about what should be in an assessment tool in the NQF Validation and Moderation: Implementation Guide

2. Develop the assessment tools

- ‘Unpack’ the unit of competency to develop a clear idea of what a competent person will need to know and do
- Confirm the context of assessment and the characteristics of assessment candidates
- Decide on the assessment methods to be used to assess the unit(s) of competency, given the context and the target group
- For each assessment method develop a task (or a series of tasks) and document the evidence that needs to be collected as well as the decision-making rules for each task and for the unit as a whole
- Document any administration, recording and reporting requirements.
Panel, pilot and trial the assessment tool

- Ask other assessors to check the draft assessment tools and make adjustments
- Informally administer the tool to a small number of candidates and get their feedback about the process (e.g., was there anything unclear in the instructions provided?) – refine the tool
- Administer the assessment tool to a small group of individuals who share the characteristics of the target group – treat the trial study as though it was a ‘dress rehearsal’ for a real assessment - analyse the findings and make any final changes to the tool

Further information on

NQG Validation and Moderation: Implementation Guide (NQG 2009) may be obtained by visiting: Validation and Moderation - Implementation Guide
Assessor partnerships

A form of assessment validation where a small group of assessors review assessment tools and the evidence collected.

Reasons for establishing assessor partnerships

Benefits of using assessor partnerships for validation are that:
- They can be easily organized and cost-effective
- They can empower the assessors who participate and assist to build the confidence of less experienced assessors

Three steps approach for establishing assessor partnerships

1. Find out about assessor partnerships and validation
2. Source other assessors
3. Decide on the validation arrangements
1. **Find out about assessor partnerships and validation tools**

- The *NQC Code of Professional Practice for Validation and Moderation* and the *NQC Validation and Moderation: Implementation Guide* have information about assessor partnerships.

2. **Source other assessors**

- Locate other assessors to work with from within the RTO, or in other RTOs or assessor networks.
3 Decide on the validation arrangements

- Agree on how confidentiality, commercial in confidence and copyright issues will be managed
- Determine which assessment tools (unit/s of competency) will be validated
- Decide how and when validation will take place
- Agree on how any decisions made as an outcome of validation will be recorded for continuous improvement purposes
- Ensure that financial concerns – for example costs of travel, meetings – are agreed

Further information on

NQC Code of Professional Practice for Validation and Moderation
Validation and Moderation - Code of Professional Practice
NQC Validation and Moderation: Implementation Guide (NQC 2009)
Validation and Moderation - Implementation Guide
Systematic validation
Systematic validation

The AQTF Element 1.5 requires that, ‘Assessment, including Recognition of Prior Learning (RPL) is ... systematically validated’. This means that a planned approach to validation is in place and that it leads to the continuous improvement of assessment.

Reasons for ensuring assessment is systematically validated

By ensuring assessment is systematically validated:

- Assessors can have confidence in their assessment tools
- Students are more likely to be assessed fairly
- Assessors can develop skills in assessment design and review
- AQTF requirements are met

Three steps approach for assessment is systematically validated

1. Find out about validation
2. Develop and implement a plan for validation
3. Develop and implement a process to monitor and review the outcomes of validation
...how to do it.

1. Find out about validation
   - The NQC Code of Professional Practice for Validation and Moderation and the NQC Validation and Moderation: Implementation Guide have information about assessment validation

2. Develop and implement a plan for validation
   - Decide which approach to validation best suits the RTO
   - Agree on the procedures to be followed for validation as well the forms that will be used to allocate responsibilities, guide the process and record the outcomes of validation
   - Determine when and how often validation will occur, what assessment tools (unit/s of competency) will be validated, who will participate and where
   - Confirm whether assessors require support or professional development in validation processes
Develop and implement a process to monitor the outcomes of validation

- Ensure there is a process in place to confirm that improvement actions have been allocated and followed through
- Agree on how to assess the effectiveness of both the improvements made and the validation process itself
- Promote validation to staff as a professional development activity that strives to achieve high standards, not only compliance

Further information on
NQC Validation and Moderation: Implementation Guide (NQC 2009)
Validation and Moderation - Implementation Guide
Improving assessment practice

Assessing in workplace settings
Assessing in workplace settings

An approach to assessment that involves the collection of evidence of competence within workplace settings.

Reasons for assessing in workplace settings

- Assessment in a workplace setting enables access to operational environments and technology that may not be available in institutional contexts. This can improve the authenticity of the assessment, particularly if simulation of a workplace context is not practical or sufficiently realistic.

- Assessing in workplace settings is also more meaningful to candidates and assessors. This ensures that candidates subsequently deemed as competent are more likely to be job-ready to work in the industry and/or workplace concerned.

The three step approach for improving assessment in workplace settings

1. Examine and analyse the workplace setting concerned

2. Develop the assessment resources and prepare assessment personnel

3. Trial the resources and procedures for assessing in a specific workplace setting
...how to do it.

1

Examine and analyse the workplace setting concerned

- Consult with key personnel in the workplace setting concerned. Dependent on the specific workplace context, this may include training staff, work teams, team leaders, supervisors, operational managers, and HR managers, etc. In these consultations, establish the role and functions of the persons to be assessed. Relate these to the units of competency involved.

- Identify the sources of local information that describe how performance and knowledge must be demonstrated in that workplace. This may include standard procedures, regulatory requirements, safety management strategies, operating manuals and pertinent key performance indicators.

- Ascertain the team of persons in the workplace who can assist in the gathering of evidence for assessment purposes (e.g. trainers, supervisors, qualified assessors, persons providing third party reports, etc.).

2

Develop the assessment resources and prepare assessment personnel

- From the analysis of the workplace setting, determine the activities that can be used as assessment tasks. Map these to all requirements of the units of competency.

- Design a workplace assessment strategy based on the identified assessment tasks, including the development of the assessment tools and related guidance materials. This would include, for example: performance checklists, question banks and sample responses, case study materials, assessment projects, workplace reference documents, etc.

- Prepare guidance material and conduct professional development for personnel involved in the gathering and judgement of evidence. This includes the principal assessor and other members of the assessment team and persons providing third-party reports.
3 Trial the resources and procedures for assessing in a specific workplace

- Plan the trial of the workplace assessment strategy, including the production of the assessment tools and scheduling of the assessment tasks. This will need to take into account the safety and operational requirements of the workplace and the availability of candidates and the members of the assessment team.

- Prepare a risk management matrix for the workplace assessment strategy, including a listing of the Principles of Assessment and Rules of Evidence, the potential risks to the achievement of these quality criteria and the risk management measures embedded in the assessment strategy to overcome or minimise these risks.

- Trial the planned workplace assessment strategy, carefully monitoring its successes and any weaknesses and initiating any required quality improvements.

Further information on assessing in workplace settings


Improving assessment practice

Contextualising assessment resources
Contextualising assessment resources

The adaption of existing assessment resources to ensure that they match and can be used within a specific setting, taking into account the policies, standard procedures, workplace infrastructure and organisation, regulatory requirements, etc. in the operational context concerned.

Reasons for contextualising assessment resources

Assessment resources may have been designed either as generic materials for use across a range of settings or as a resource for use in a particular institutional or industry setting. To be used in a different or specific setting, they must be contextualised to reflect the policies, standard procedures, regulatory requirements, infrastructure, safety strategies, etc. in that setting. This makes the resources more meaningful to candidates and assessors and ensures that candidates deemed as competent are job ready to work in that context.

The three step approach for contextualising assessment resources

1. Clarify the assessment context
2. Review and contextualise the assessment resources
3. Trial the contextualised assessment resources
...how to do it.

1

**Clarify the assessment context**

- Consult with key personnel in the organisation concerned. Dependent on the specific context, this may include training staff, work teams, team leaders, supervisors, operational managers, and HR managers, etc.
- Identify the existing assessment resources to be used and associated units of competence that are the focus of the workplace activities and associated training and assessment scheme.
- Ascertain the sources of information that describe how performance and knowledge must be demonstrated in the context concerned when completing the identified workplace activities. This may include organisational policies, standard operating procedures, safety management strategies, regulatory requirements, equipment operating manuals, quality and customer service standards and other pertinent key performance indicators, etc.

2

**Review and contextualise the assessment resources**

- Systematically analyse the resources, identifying where the context-specific criteria can substitute or complement the criteria in the resources and associated units of competency.
- Produce a version of the resources referencing the identified context-based information. In this exercise, care must be taken to maintain the integrity of the links to all requirements of the units of competency.
- It is also important to incorporate into the resources checks that candidates have a basic understanding of how they can adapt their competence should they take up a similar role in a different context, e.g. recognise and learn about the similarities and differences in policies, procedures, equipment, site layout and organisation, types of problems, etc. that vary from context to context.
Trial the contextualised assessment resources

- Plan a trial of the contextualised assessment resources and associated strategy including the preparation of the assessment tools and related guidance materials for assessors. This would include, for example: enterprise-focused performance checklists, question banks and sample responses, case study materials, assessment projects, reference documents, job cards, etc.

- Prepare a risk management matrix for the contextualised assessment strategy including a listing of the Principles of Assessment and Rules of Evidence, the potential risks to the achievement of these quality criteria and the risk management measures embedded in the assessment strategy to overcome or minimise these risks.

- Trial the planned contextualised assessment resources and associated strategy, carefully monitoring its successes and any weaknesses and initiating any required quality improvements.

Further information on contextualising assessment resources


Improving assessment practice

The integrated assessment of skill sets
The integrated assessment of skill sets

An approach to assessment that covers skill sets involving one or more units of competency. The integrated approach attempts to combine knowledge, understanding, skills, attitudes and ethics into one or more assessment tasks.

Reasons for the integrated assessment of skill sets

- Skill sets comprise one or more units which link to a licence or regulatory requirement, or defined industry need. Skill sets in Training Packages are identified by Industry Skills Councils. RTOs may also identify them in response to the needs of particular enterprises or individuals.
- Because the skill sets relate to a defined specific industry need or regulatory requirements, they are best assessed using an integrated approach. This usually improves the authenticity of the assessment and its efficiency.

The three step approach for the integrated assessment of skill sets

1. Clarify the integrated assessment task(s)
2. Map the integrated assessment task(s)
3. Trial the integrated assessment strategy
1

**Clarify the integrated assessment task(s)**

- Establish the workplace activities that are the focus of the industry or enterprise needs covered by the skill set.
- Ascertain the licensing/regulatory requirements applicable to the skill set, including any assessment conditions specified by the licensing/regulatory authority concerned.
- Identify reference material relevant to the skill set and the industry context concerned, such as standard operating procedures, applicable licensing/regulatory documentation, equipment operating manuals, and pertinent workplace key performance indicators.
- Based on this analysis, design one or more integrated assessment tasks that could be utilised in training rooms and real/simulated workplace settings to gather evidence as part of the assessment strategy for the skill set.

2

**Map the integrated assessment task(s)**

- Map the integrated assessment task(s) and related licensing/regulatory requirements to all requirements of the applicable units of competency,
- Use the mapping exercise to improve and streamline the proposed assessment tasks. This will include identification of any gaps in the coverage of all requirements of the unit(s) of competency. If any gaps are identified, the integrated assessment task(s) should be suitably adjusted and modified to incorporate the missing components.
3 Trial the integrated assessment strategy

- Plan a trial of the required assessment strategy, including the development of the assessment tools and related guidance materials. This includes performance checklists, question banks and sample responses, case study materials, assessment projects, reference documents, job cards, etc.

- Prepare a risk management matrix for the integrated assessment strategy including a listing of the Principles of Assessment and Rules of Evidence, the potential risks to the achievement of these quality criteria and the risk management measures embedded in the assessment strategy to overcome or minimise these risks.

- Trial the planned assessment strategy, carefully monitoring its successes and any weaknesses and initiating any required quality improvements.

Further information on the integrated assessment of skill sets

