COMPETENCY BASED TRAINING AND ASSESSMENT SYSTEM (CBAS) Workshop

Session 4:
Develop Assessment Tools

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Assessment Tools: Objectives

- Explain the development of Assessment Tools: Theory & Practice
- Examine Assessment Techniques
- Confirm Rules of Evidence & Types
- How to trial Assessment tools
- Activity: what other RPM tools need to be developed?

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Assessment Tools

Assessment tools contain both the instruments and the procedures for gathering and interpreting evidence in accordance with designated assessment methods.

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Assessment Tools - instruments

The instruments to be used for gathering evidence such as:
- a profile of acceptable performance measures, eg PM Standards and ARBs
- templates / proformas
- specific questions or activities
- evidence / observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor / candidate relating to the use of assessment instruments and the conditions for assessment eg Assessor ARB

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Purpose of the Assessment:

- recognise current existing competence of candidate/s
- determine if competence has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of candidates/s
- certify competence through a Statement of Attainment
- establish progress towards a qualification
- determine training gaps of candidate/s
- measure work performance
- classify employees/support career progression

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Selection of Assessment Methods

- Direct observation
- Extracted examples of workplace activity
- Simulated Performance
- Projects and assignments
- Questioning techniques
- Tests
- Other methods
- Refer detail in Practitioner Manual

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Activity

- Refer to Practitioner Manual
- Examine each Assessment technique
- DISCUSS

WHAT TO ASSESS

Competence is behaviourally
anchored – it can be observed
and measured

Assessors measure both generic
and specific competencies

COMPETENCE

Competencies can be either specific to
a task or role, or they can be generic

Generic competencies can be said to
underpin technical competencies
and to aid in gaining new
competencies

COMPETENCY BASED ASSESSMENT

- Competency-based assessment is criterion referenced
- It measures or tests actual performance against particular, predetermined standards
- It is used to determine whether a person can or cannot complete tasks (either single tasks or task series)

PROCESSES

Consider:
- why the assessment is necessary
- the learning outcomes that must be demonstrated

Break learning outcomes down into tasks and break large tasks into small, easily measured tasks (performance criteria)

EVIDENCE

When designing tools identify:
- the competencies that must be assessed

- the evidence that is relevant to those competencies

- where, when and how the evidence can be gathered

Rules or Principles of Evidence

- Valid - does it relate to the standards against which the assessment is being carried out?
- Authentic - does it reflect something the candidate actually did?
- Current - does it show something that the candidate can do now or in the future, including up to date knowledge?
- Reliable - is the evidence capable of showing the same or similar outcomes no matter how many times it is assessed (by the same assessor) or how many assessors carry out the assessment?
- Sufficient - is there enough evidence to show competency to the assessor's satisfaction?

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Evidence

- Evidence comes in one of two forms:
  - Direct evidence:
    - evidence that is presented by the candidate, or
  - Indirect evidence:
    - evidence that is presented about the candidate.

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COLLECTING EVIDENCE

Tools must support the collection of evidence
that is:

Sufficient	Valid	Fair
Current	Consistent	Equitable
Authentic	Flexible	Accurately
Verifiable	Transferable	benchmarked
Reliable		

JKR and compatible with enterprise and industry standards

Trial & Confirmation of Assessment Tool

Trialling of assessment tools MUST be undertaken before a LIVE assessment is commenced. This is usually undertaken by an experienced Assessor and trialled on a study group that is sympathetic to the intended assessment and context. For example, a new assessment tool (eg an interview) might be trialled on an already certified project manager or assessor.

Trialling may involve:

- expert review by individuals with expertise in assessment and the relevant Training Package/ accredited course or relevant benchmark
- field or pilot testing with groups of assessors and candidates
- review of OHS considerations
- peer review by assessors in the relevant industry
- workshopping with assessors and other key stakeholders (usually workplace managers/practitioners) in the relevant industry sector

HOLISTIC ASSESSMENT

Wherever possible, assessment events should cover several competencies, elements or outcomes, to reflect the real nature of work

Holistic assessment refers to an integrated approach which seeks to combine knowledge, understanding, problem solving, technical skills and attitudes to assessment events

RECORDING

- The assessment tools you develop will form a large part of the documentation kept as proof of valid assessment

- Any other assessment evidence should also be recorded and kept on file

Assessment Tools – instructions to Candidates

Assessment processes and requirements should be transparent

In an assessment situation there should be no surprises for the candidate

JKR PM STANDARDS FRAMEWORK Levels

Linked to Australian Standards Framework (contextualised for JKR) ... Selection of ASF Level 4,5 or 6 for Project Staff depends on:

- Autonomy of the PM in the Organisation
- Responsibility/accountability of the PM
- Complexity of skill & knowledge
- Context for application in the Organisation
- Choice & range of contingencies
- Discretion and judgement in projects

Qualified Project Practitioner (QPP)

- Works within established routines and procedures, _applies_ skills
- Contributes to progress and outcomes given general guidance
- Limited supervision and guidance of the work of other team members
- Wide range of tasks and roles in a variety of contexts
- Limited supervision or indirect guidance by project or program manager

Registered Project Manager (RPM)

- May vary established routines and procedures, _guides the application_ of PM functions
- Works under broad guidance from program manager
- Supervises and guides the work of others
- Has complexity in the range and choice of actions in a complex environment
- Responsible for planning and management of the project cycle

Registered Project Director (RPD)

- Establishes routines and procedures, _manages/directs_ PM functions
- Works under limited guidance against a broad plan, budget or strategy
- Responsibility and accountability for the output of work and that of project teams
- Competencies are substantially non-routine
- Significant judgement is required in planning and control of projects

Activity

- Examine current assessment tools for QPP, RPM & RPD: ARBs and Evidence Log Books
- Consider what other instruments you need to develop for each level
- Report on your findings

SUMMARY

- Objectives
- CBAS policy & procedures
- CBAS management
- Key Stakeholders
- CBAS Documentation

QUESTIONS???

Issues - Points of view???