COMPETENCY BASED TRAINING AND ASSESSMENT SYSTEM (CBAS) Workshop

Session 9:
Conducting the Assessment

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Assess Competence: Objectives

- Establish and maintain the assessment environment
- Gather quality evidence
- Support the candidate
- Make the assessment decision
- Record and report the assessment decision
- Review the assessment process
- Activity: AMP – Implementation Phase – assessment decision

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Assessment Management Plan

- **Negotiate Changes to the Assessment Plan**
  - Changes to the AMP are to be negotiated with all stakeholders, in particular the Candidate/s and external management involved.
- **Confirm the Assessment Plan: Final Version**
  - The final version of the AMP is to agreed with the Candidate/s and signed off by CPMB.

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Communication and Interpersonal Skills in Assessing Competence

- Communication skills may include:
  - providing constructive and supportive feedback
  - using active listening
  - using appropriate questioning to clarify and confirm instructions for evidence gathering
  - accurately interpreting verbal messages
  - assisting candidates to paraphrase advice/instructions to the assessor
  - making clear and concrete presentations of options / advice

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Communication and Interpersonal Skills in Assessing Competence

- Interpersonal skills may include:
  - accurately interpreting non-verbal messages
  - engaging in two-way interaction
  - using language appropriate to candidate, assessment context and work performance addressed by competency standards
  - using language and concepts appropriate to cultural differences
  - using culturally inclusive and sensitive techniques

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Common Pitfalls in Assessment - RULES

- Remember:
  - Give feedback promptly
  - Critique the evidence and not the person
  - Highlight the positives while identifying and agreeing ways of overcoming the negatives
  - Keep it positive, short, non-threatening and, most of all, supportive.

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Pitfalls in Assessments – Activity in Groups

- Break into THREE (3) Groups
- Discuss ONE only of the following lists to determine understanding
- Try to give examples from your own experience in the workplace
- Report back to the open forum on your findings

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Common Pitfalls in Assessment (1)

- The 'Halo/Horns' effect - where the assessor assumes that because one piece of evidence is good or bad, so too will be the rest
- First impressions - the assessment is used to confirm what the assessor believes to be the case based on his or her first impressions of the candidate or his or her evidence
- Contrast effect - the candidate (or his/her evidence) is compared to the preceding one (sometimes called norm-referenced assessment)
- Stereotyping candidates - judgements made based on presupposed characteristics of the individual and/or the evidence
- 'Similar to me'- favourable assessment when candidate is perceived to be similar in some way to the assessor

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Common Pitfalls in Assessment (2)

- The positive/negative flow-on' effect - when the evidence is contrary to what the assessor expects, the remaining evidence is similarly weighted
- Experimenter effect - when the candidate performs or acts differently because the assessor is present
- Assessing progress rather than achievement - the assessor pays too much attention to the effort to achieve the desired outcome than the outcome itself
- Lack of direction - when the assessor loses sight of what it is he or she should be assessing, and the standards he or she is assessing against
- Answering own questions - when the assessor answers his or her own questions, whether intentionally or unintentionally

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Common Pitfalls in Assessment (3)

- **Leading the candidate** - where the assessor intentionally or unintentionally leads the candidate towards the correct or appropriate answers
- **Illusion of validity** - when the assessor feels good about the evidence, whether it is reliable evidence or not
- **Unequal access** - when the assessor makes undue allowance for evidence because of the perceived inequality in regard to the candidate's gender, background, circumstances etc.
- **Unfair assessment** - intentional or unintentional discrimination for or against a candidate
- **Misguided counsellor** - when the assessor concentrates on counselling and guiding the candidate rather than assessing his or her evidence of competent performance
- **The 'Inquisition' assessment** - when the candidate has to sit through a barrage of tests and panel interviews more similar to a job interview than an assessment of competence.

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Conduct Assessment Sessions 2 - DISCUSS

Conduct Assessment - Session 2

Review Progress	Discussion
Examination of Evidence	Sight Files / Log Book docs
Sign off on competencies proven	Assessment Record Book
Assess progress re 'Gap'	Discussion
Review Operational support	Discussion
Provide guidance on issues	Discussion
Sign off on competencies proven	Assessment Record Book
Review schedule to completion	Revise Schedule

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Conduct Assessment Session 3 - DISCUSS

Conduct Assessment - Session 3

Review Progress	Discussion
Examination of Evidence	Sight Files / Log Book docs
Sign off on competencies proven	Assessment Record Book
Review schedule to completion	Discussion
Review Operational support	Discussion
Provide guidance on issues	Discussion
Examine Evidence presented	Examination of Log Book

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Assessment Sessions 2 & 3
Activity: resolve typical Candidate Issues

RPM Candidates will have the following common issues.
How do you solve them???

- Candidate unable to access previous documentation (files, plans records)
- Insufficient Evidence to prove competency
- Inability to undertake competency development
- Workload has prevented progress in developing competency evidence
- Senior Manager unsympathetic to competency assessment activity
- Absence of competency for Units or part units (eg costs, risk, HR)
- Unsure of authenticity of evidence
- List other typical problems/issues a candidate may encounter

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Support the Candidate

Feedback is particularly important during:

- formative assessments - ie, when the candidate is learning – (Assessor as Coach, but should be Trainer) ... DISCUSS
- as well as after cumulative (or summative) assessments - ie, when the candidate is being assessed against all performance criteria – (Assessor as Assessor only!)

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Feedback should always:

- be based on candidate self-esteem
- be constructive and refer to behaviour that can be changed
- start with the positive and give encouragement right from the start
- offer alternatives, never criticism
- use descriptive rather than evaluative language
- be owned by the giver - his or her opinion only
- leave the recipient motivated and feeling that he or she has a choice
- leave the recipient knowing exactly what has been achieved and what needs to be done next

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Advice and feedback to Candidate/Management may include:

- ensuring the assessment process is understood
- ensuring the candidate concerns are addressed
- enabling question and answer
- confirming outcomes progressively – attainment of Units of Competence
- identifying further evidence to be provided
- discussing action plans, schedule and changes to the AMP
- confirming gap training needed
- information regarding available appeal processes
- suggesting improvements in evidence gathering and presentation

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Conduct Assessment Session 4

Conduct Assessment - Session 4

Review Progress	Discussion
Examination of Files / Log Book	Sight Files / Log Book docs
Sign off on competencies proven	Assessment Record Book
Assess completions of 'Gaps"	Sight documentation
Review schedule to Certification	Discussion

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Making the Assessment Decision (Judgement)

- Judgement is a two-step process and means:
  - the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
  - the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

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Make the Assessment Decision (1)

- Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people
- Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:
  - encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment)
  - addresses other related documentation
  - complies with the rules of evidence

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Make the Assessment Decision (2)

- Judgement is used to infer whether competence has been demonstrated, based on the available evidence
- Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision
- Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required

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Advice to Candidate and Candidate's Manager/Organisation nearing Completion of the Assessment

- Feedback may include:
  - ensuring the candidate concerns are addressed regarding final completion
  - confirming outcomes progressively completed – attainment of Units of Competence
  - identifying further final/outstanding evidence to be provided
  - confirm expected completion date, or advice that the candidate may not complete the assessment (not yet competent)
  - confirming extension training/education pathway suggested (as necessary)
  - information regarding appeal process (as necessary)
  - recording and final administration process
  - formal presentation of certification arrangements

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Record and Report the Assessment Decision

- Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
- An assessment report is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
- Recommendations for follow up action are submitted to relevant people, where required
- Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions

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An action plan is required when the decision of Not Yet Competent is recorded and may include:

- gap training, further learning
- additional practice opportunities
- additional assessment opportunities/evidence gathering opportunities
- individual facilitation, where relevant
- referral to specialist support

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Compile the Assessment Report

- Examine Appendix M
- As well:

Also: Compile the Assessor Letter of Recommendation. Appendix M1

Also: Issue certificates/statements of competency. Appendix M2

- Discuss

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Review the Assessment Process

- The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice
- The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/legal /ethical requirements
- Reflection skills are used to review and self-evaluate assessment practice

Internal Verification

- Internal verification, quality assurance, is conducted by the Assessor's Manager. In JKR that will be the Assessment and Certification Manager. The verification involves:
  - Checking that the AMP was followed
  - Checking that the AMMM and Procedures were followed
  - Agreeing with the Assessment Report
  - Answering any queries that the Assessor may have had in making the assessment judgement and recommendations

Verification Report

- Verification Report - Appendix N
- Examine
- Discuss
- External Verification:
  - Follows the above points but is conducted by an independent external agency

Also: Compile JKR Candidate Letter of Certification. Appendix N1

Activity

- Examine the AMMM and documentation required for each of the Session 2, 3 & 4
- Incorporate these steps and documentation required in the AMP
- Examine and discuss the Assessment Report – Appendix M
- Examine and discuss the Verification Report – Appendix N

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SUMMARY

- Objectives
- Establish and maintain the assessment environment
- Gather quality evidence
- Support the candidate
- Make the assessment decision
- Record and report the assessment decision
- Review the assessment process
- Compile draft AMP – Implementation Phase

QUESTIONS???

Issues - Points of view???

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