

National Technical and Vocational Qualification Framework

NTVQF

**Competency Based Learning Materials
(CBLMs)**

**Designing Competency Based Assessment
National Certificate in CBT&A Methodology
Trainers & Assessors, Level-4**



**Bangladesh Technical Education Board
Agargoan, Sher-E-Bangla Nagar
Dhaka-1207**

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Copyright

This Competency Based Learning Materials on “Designing Competency Based Assessment” under the CBT&A Methodology for Trainers &Assessors, Level-4 qualification is developed based on the national competency standard approved by Bangladesh Technical Education Board (BTEB).

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

This document is owned by Bangladesh Technical Education Board (BTEB), developed under the guidance of international expert (TVET and Skills Development Specialist) and National consultant, ILO Country Office for Bangladesh supported by Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU).

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Preface

Education and training for productive employment is vital for economic and social development in Bangladesh. Technical and Vocational Education and Training (TVET) is a tool for productivity enhancement and poverty reduction. TVET sector ensures quality, relevance and access of skills training which meets industry demand and fulfill the requirements of individual for opting gainful and productive employment.

Competency-based learning materials on” Designing Competency Based Assessment” provides overall course guidelines in relation to teaching and learning and act as the key instrument in supporting delivery of standardized formal, non-formal and informal training. It is expected that competency-based learning materials (CBLMs) will serve the purpose of training delivery of different courses maintaining quality as specified in the approved national competency standard for CBT&A Methodology for Trainers & Assessors, Level-4. As it is agreed that any reform in TVET system in Bangladesh should be in line with international trends so as to make graduates from the qualification nationally and internationally competent.

It will be worth noting that the initiatives for development of National Certificate in CBT&A Methodology, Level-4 & Level-5 through review and updating of existing competency standards of trainers & assessors, development of new competency standard for National Certificate for CBT&A Managers and implementers, Level-6 and Competency Based Curriculum development for the above mentioned courses by the Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO. This document is developed by the Standards and Curriculum Development Committee of BTEB under the guidance of International Expert (TVET and Skills Development Specialist) and the National consultant, Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO country Office for Bangladesh.

We appreciate Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU) for developing competency-based learning materials on “Designing Competency Based Assessment” of CBT&A Methodology for Trainers & Assessors, Level-4 qualification under National Technical and Vocational Qualification Framework (NTVQF).

Chairman

Bangladesh Technical Education Board

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Acronyms

BMET	Bureau of Manpower Employment and Training
BTEB	Bangladesh Technical Education Board
CAD	Course Accreditation Document
CBC	Competency Based Curriculum
CBLMs	Competency Based Learning Materials
CBT	Competency Based Training
CBT&A	Competency Based Training and Assessment
CS	Competency Standard
DTE	Directorate of Technical Education
EU	European Union
ILO	International Labour Organization
LCD	Liquid Cristal Display
MOE	Ministry of Education
MOEWOE	Ministry of Expatriate Welfare and Overseas Employment
MOLE	Ministry of Labour and Employment
NEP	National Education Policy
NGOs	Non-Government Organisations
NSDA	National Skills Development Authority
NSDC	National Skills Development Council
NSDP	National Skills Development Policy
NTVQF	National Technical and Vocational Qualification Framework
OSH	Occupational Safety and Health
PCs	Personal Computers
QAMS	Quality Assurance Manuals
RPL	Recognition of Prior Learning
SCDC	Standards and Curriculum Development Committee
TSC	Technical School and College
TTC	Technical Training Centre
TTTC	Technical Teachers Training College
TVET	Technical Vocational Education and Training
VET	Vocational Training Institute
VTTI	Vocational Teachers Training Institute

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Overview of the Module

Design Competency Based Assessment

This module comprises three elements (1 to 3), and three (3) learning outcomes derived from the unit of competency TVTASL401A1: Design competency-based assessment.

Upon completion of this module, the trainee must be able to:

1. Determine the focus of the assessment tools/instruments
2. Plan and organize assessment processes
3. Document the assessment plan

After completion of the training, the trainees will be required to demonstrate their competency through the following performance criteria:

- 1.1 Purpose and *context of assessment* are identified and confirmed according to legal, organizational and ethical requirements.
- 1.2 Assessment Strategy and Different types of **assessment methods** are interpreted.
- 1.3 Focus on various type of **assessment tools and instruments** are identified and clarified
- 1.4 Trainee's assessment needs are identified and clarified.

- 2.1 The relevant competency standard/criteria for assessment are accessed and interpreted.
- 2.2 Suitable Assessment strategy is selected.
- 2.3 Evidence requirements are established to demonstrate competence.
- 2.4 Assessment methods and types of assessment tools are finalized according to the rules of evidence and principles of assessment
- 2.5 Required material and physical resources are identified and documented.
- 2.6 Roles and responsibilities of concern involved person in the assessment process are clarified and documented.
- 2.7 Timelines and time periods are determined for evidence collection.
- 2.8 Assessment arrangements information are confirmed with relevant personnel.

- 3.1 Types of evidence needed to demonstrate competence, according to the *rules of evidence* are documented.
- 3.2 *Assessment methods* are documented which will support the collection of defined evidence.
- 3.3 Evidence requirements for units of competency are mapped and documented.
- 3.4 Documented *assessment evidence plan* is confirmed with relevant personnel.

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CONTENTS

This learning package includes the following:

1. Determine the focus of the assessment tools/instruments Establish suitable assessment methods
2. Plan and organize assessment processes
3. Document the assessment plan

PRE-REQUISITE: N/A

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How to use this Competency-Based Learning Materials

The module, “Designing competency-based assessment” contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Task Sheets**. **Task Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Task Sheets** will also have a series of **Task Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification sheets, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Tasks outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module.

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MODULE CONTENT

UNIT OF COMPETENCY: Design Competency Based Assessment

MODULE TITLE: Designing Competency Based Assessment

MODULE DESCRIPTOR: This module discusses the aspects that must be given attention when designing competency-based assessment. It shows the requirements for determining the focus of the assessment tools/instruments, planning and organising assessment process and documenting the assessment plan.

NOMINAL DURATION: 25 Hours

LEARNING OUTCOMES:

Upon completion of this module, the trainee must be able to:

1. Determine the focus of the assessment tools/instruments
2. Plan and organize assessment processes
3. Document the assessment plan

ASSESSMENT CRITERIA:

1. Purpose and context of assessment are identified and confirmed according to legal, organizational and ethical requirements.
2. Assessment Strategy and Different types of assessment methods are interpreted.
3. The relevant competency standard/criteria for assessment are accessed and interpreted.
4. Suitable Assessment strategy is selected.
5. Evidence requirements are established to demonstrate competence.
6. Assessment methods and types of assessment tools are finalized according to the rules of evidence and principles of assessment.
7. Required material and physical resources are identified and documented.
8. Roles and responsibilities of concern involved person in the assessment process are clarified and documented.
9. Types of evidence needed to demonstrate competence, according to the rules of evidence are documented.
10. Assessment methods are documented which will support the collection of defined evidence.
11. Evidence requirements for units of competency are mapped and documented.
12. Documented assessment evidence plan is confirmed with relevant personnel.

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LEARNING OUTCOME 1: DETERMINE THE FOCUS OF ASSESSMENT TOOLS/ INSTRUMENTS

ASSESSMENT CRITERIA

1. Purpose and context of assessment are identified and confirmed according to legal, organizational and ethical requirements.
2. Assessment Strategy and Different types of assessment methods are interpreted.
3. Focus on various type of assessment tools and instruments are identified and clarified
4. Trainee's assessment needs are identified and clarified.

CONTENTS:

1. Purpose, Context and Principles of Competency Based Assessment
2. Assessment Strategy
3. Types assessment methods and tools

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio

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Learning Experiences 10.1-1

Learning Outcome 1

DETERMINE THE FOCUS OF ASSESSMENT TOOLS/ INSTRUMENTS

Learning Activities	Recourses/Special Instructions
Identifying the Purpose, Context and Principles of Competency Based Assessment	<ul style="list-style-type: none"> • Read Information sheet 10.1-1: Purpose, Context and Principles of Competency Based Assessment. • Answer Self-check 10.1-1, refer to answer key 10.1-1 to check if you have answered the questions correctly. • Perform Task Sheet 10.1-1, use the performance criteria to check if you made the correct output
Interpreting Assessment Strategy	<ul style="list-style-type: none"> • Read the Information Sheet 10.1-2, Assessment Strategy. • Answer Self-check 10.1-2, refer to the answer key to check your answer.
Focusing on various types assessment methods and tools	<ul style="list-style-type: none"> • Read Information sheet 10.1-3, Types of Assessment Methods and Tools. • Answer Self-check 10.1-3 • Check your answer with Answer key 10.1-3

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Information Sheet 10.1-1

Purpose, Context and Principles of Competency Based Assessment

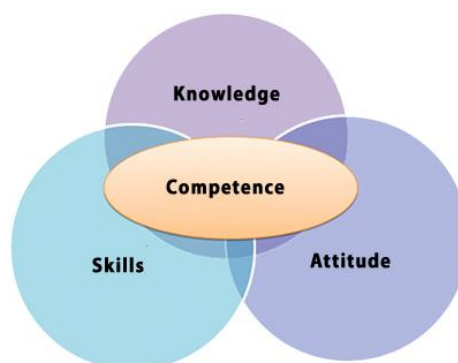
Learning Objective:

After reading this Information Sheet, you must be able to describe the purpose, context and principles of competency based assessment.

Assessment is a central element in curriculum development: it is the critical link between learning outcomes, content and learning and teaching activities. Assessment not only gauges what students have learned; it shapes how students approach learning. Often assessment is the first thing to be considered by many students in planning their engagement with a topic. According to Boud – "The effects of bad [assessment] practice is far more potent than they are for any aspect of teaching. Students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition if they want to graduate) escape the effects of poor assessment."

Assessment is crucial in vocational education as it is the process of making judgements about whether competency has been achieved by learners before sending them out into the workplace. As we know, Competency is defined as an individual's ability, through the attainment of skills, knowledge, and attitudes, to undertake a task to the required standard of performance expected by industry in the workplace. The critical aspects of competency include:

- capacity to perform task according to the required standard consistently
- ability to respond to different needs in the workplace
- proficiency to plan and integrate a variety of tasks to attain an outcome
- capability to deal with responsibilities within the workplace



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Definition of Assessment:

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved. The purpose of assessment is to confirm that the individual can perform the work tasks to the standards expected in the workplace as expressed in the relevant competency standards.

The main features that emerge from the definition of assessment are-

- Assessment involves the collection of evidence to demonstrate that a learner can perform or behave according to specific standards.
- The benchmark for basis of assessment are the competency standards.
- The assessment outcome that will allow the assessor to make judgment with respect to the achievement or non-achievement of these outcomes (i.e. competent / not yet competent).

Competency Based Assessment:

Competency based assessment is different from other types of assessment which have traditionally been used in vocational-education and training. In a competency based assessment, skills and knowledge are assessed against specific set of performance criteria as set out in the industry competency standards documents.

For example- A driver must prove his competence in driving through demonstration of his skills in the presence of a certified assessor. The assessor uses a checklist to assess the candidate and make the necessary recommendations based on the evidence they have collected. They either record that the candidate is competent or not yet competent.

The followings are the characteristics of a Competency Based Assessment.

- It is evidence based.
- It is criterion referenced.
- Decisions about whether a person is competent are based upon evidence provided by trainee/or candidate for assessment.
- It focuses on the capacity to perform workplace activities to industry standards.
- Evidence of competency may be collected over a period of time.
- It ensures that the assessors judgment of attainment of competencies are reliable.

Purpose of the assessment:

There are many different reasons why we might assess someone, and each of them might lead to a different way of assessing. So, we need to be clear on our purpose before we start. Some of the more common reasons to assess that we encounter as trainers include:

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- recognizing current competence of candidates
- recognizing existing competence of candidates
- to recognize prior learning
- to identify training needs or progress
- determining if competence has been achieved following learning
- establishing candidate progress towards achievement of competence
- determining language, literacy and numeracy needs of candidates
- certifying competence through a national qualification or Statement of Attainment
- licensing or regulatory requirements.
- a component of a training or vocational pathway
- to establish progress towards a qualification
- to determine training gaps of candidate/s
- to measure work performance
- to classify employees/support career progression
- to meet organizational requirements for work – operate equipment/ develop new skills
- to gain a particular qualification or a license.

Context of the assessment:

The purpose of the assessment is closely linked to its context. Actually, the context includes the purpose. But, the context also includes all those other things that tell us about the reasons for the assessment, and the things that we will need to consider when we are planning our assessment.

Some of the more common contexts of assessment that we encounter as trainers include:

- the environment in which the assessment will be carried out, including real or simulated work and Occupational Health and Safety (OHS) issues
- opportunities for gathering evidence in a number of situations
- the purpose of assessment
- who carries out the assessment
- relationship between units of competency and the work activities in the candidate's workplace
- relationships between competency standards and learning activities
- the period of time during which the assessment takes place
- apportioned costs or fees (if applicable)
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment.

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To work out the purpose and context, the first step we should take is to make a list of all people who might be affected by the assessment- these are the stakeholders. But, not every stakeholder needs to be involved. When it comes to consulting the right people, there are two groups: those who we absolutely **MUST** involve, and those who we **MAY** involve.

Who MUST we involve:

- The candidate/s
- The assessors who will be conducting the assessment (it could be us, or our colleagues)

Who MAY we involve:

- The assessment regulatory authority (in this case, BTEB)
- the client, company or organization
- team leaders, managers, supervisors
- delivery personnel
- technical/subject experts
- training and assessment coordinators
- industry regulators
- employee and employer representatives
- members of professional associations

What do we need to ask:

A common mistake made by assessment designers is to just ask about when and where the assessment could occur. This is important information, but it may cause us to overlook some organizational, ethical and legal requirements that we also need to consider.

These requirements commonly include:

- assessment system policies and procedures
- assessment strategy requirement
- reporting, recording and retrieval systems for assessment
- quality assurance systems
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes,
- awards/enterprise agreements

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- Quality Assurance Manual standards on assessment
- registration scope
- legal requirements including anti-discrimination, equal employment, job role/ responsibilities/ conditions
- relevant industry codes of practice
- confidentiality and privacy requirements

OHS considerations include:

- ensuring OHS requirements are adhered to during the assessment process
- identifying and reporting OHS hazards and concerns to relevant personnel.

Of course, as with all other things we do, it is important that we document these requirements in our assessment plan, and confirm our intentions with the relevant people before going any further.

To find out the purpose of assessment the assessment designer can follow this checklist:

Candidate's Name:	
Assessment Designer's Name:	
Qualification:	
Unit of Competency (task)	
What is the purpose of assessment? (Tick appropriate box)	<input type="checkbox"/> recognizing current competence of candidates <input type="checkbox"/> recognizing existing competence of candidates <input type="checkbox"/> to recognize prior learning <input type="checkbox"/> to identify training needs or progress <input type="checkbox"/> determining if competence has been achieved following learning <input type="checkbox"/> establishing candidate progress towards achievement of competence <input type="checkbox"/> determining language, literacy and numeracy needs of candidates <input type="checkbox"/> certifying competence through a national qualification or Statement of Attainment <input type="checkbox"/> licensing or regulatory requirements.

	<ul style="list-style-type: none"> <input type="checkbox"/> a component of a training or vocational pathway <input type="checkbox"/> to establish progress towards a qualification <input type="checkbox"/> to determine training gaps of candidate/s <input type="checkbox"/> to measure work performance <input type="checkbox"/> to classify employees/support career progression <input type="checkbox"/> to meet organizational requirements for work – operate equipment/ develop new skills <input type="checkbox"/> to gain a particular qualification or a license. <p>Others: (Please specify)</p>
<p>Who do you need to consult to establish the purpose of assessment?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Trainer <input type="checkbox"/> Technical Expert <input type="checkbox"/> Training and Assessment coordinator <input type="checkbox"/> Trainees
<p>Signature of the Assessment Designer</p>	

Principles of Competency Based Assessment:

In the reformed Bangladesh TVET system the design and conduct of competency based (CB) assessment should be underpinned by the following set of principles: validity, reliability, flexibility and fairness.

As a designer of CB assessment events you must check to see your assessment design complies with the principles outlined below.



Principle	How It Guides the Assessment Process
Valid (Assessments are valid when they assess what they claim to assess)	Validity is the degree to which the assessment outcome meets the prescribed standard. A valid assessment is one that addresses and gathers sufficient evidence to cover the required aspects of the unit of competency.
Reliable (Assessments are reliable when the methods and procedures used are consistently interpreted and applied over time with different candidates, assessors and in various situations.)	Reliability is the level of consistency and accuracy of the assessment process. A reliable assessment process is one that may be used in different contexts, at different times, and still returns the same outcome regardless of the assessor making the decision.
Flexible (Assessments are flexible when they are appropriate to the range of knowledge,	Flexibility in the assessment process is one that allows for reasonable adjustment to be made to the

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skills and attitudes encompassed by competency standards, the range of delivery modes and locations as well as the needs of a wide range of candidates.)

assessment tools in order to cater for individual candidates.

This may include timing, whether written or verbal questions are provided, and at what location the assessment takes place.

Fair

(Assessments are fair when they are accessible to all eligible candidates regardless of age, gender, disability, ethnic or social background, language barriers or geographic location, and when no one is disadvantaged by the procedures or methods used.)

Fairness is ensuring that the assessment process does not discriminate against particular candidates or groups.

This means when planning an assessment, ensuring that the methods and tools used are flexible enough to cater for people from different backgrounds, or different abilities, or certain limitations.

Valid:

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- a) Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- b) Assessment of knowledge and skills is integrated with their practical application;
- c) Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- d) Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliable:

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. Assessment practices should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence. Assessors must be competent in terms of the national competency standards for assessment.

Flexible:

Assessment is flexible to the individual learner by:

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- a) reflecting the learner’s needs;
- b) assessing competencies held by the learner no matter how or where they have been acquired; and
- c) drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Fair:

The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Other principles for the development and conduct of CB Assessment:

Authenticity:

When designing assessment tools that use indirect evidence, e.g. work samples you need to ensure that the assessors check on authenticity. You should establish that indirect evidence is the work of the candidate and not someone else's. You should collect more direct evidence if in doubt.

Currency:

When assessment tools also rely on evidence such as samples, references and qualifications, ensure you check on their currency. If currency is in doubt, look for more direct evidence.

Cost-effectiveness:

It is your responsibility to ensure that the assessment methods and activities are cost-effective in terms of both time and financial costs.

Reasonable adjustment:

Reasonable adjustments may involve reconfiguring a simulated workplace so that a candidate’s disability does not impede the assessment process; or for example, finding someone who can understand a regional dialect and assist the assessor with essential communication skills.

Reasonable adjustments may include the following:

- consideration on the candidate’s language, literacy and numeracy ability
- provision of personal support services like reader/interpreter, attendant career
- considerations relating to age and gender
- considerations relating to cultural beliefs, traditional practices, religious observance
- use of adaptive technology or special equipment
- adjustment to the physical environment or venue
- flexible assessment sessions to allow for fatigue or other physical demands
- format of assessment materials (first language or use of audio-visual aids)

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- revising proposed assessment methods and tools

Possible strategies for adjusting the assessment process include but are not limited to:

Concern	Strategy
<ul style="list-style-type: none"> ▪ Cultural background ▪ Language ▪ Literacy ▪ Numeracy ▪ Confidence 	<ul style="list-style-type: none"> ▪ allow enough time to learn about the community and how this may impact on the assessment process; for example, whether the age and gender of the assessor is an issue ▪ assessment strategies are inclusive and culturally sensitive, in some cases, it may be more appropriate to demonstrate knowledge rather than to talk about one's knowledge ▪ identify events that may affect the assessment activity; for example, time of prayer ▪ use methods that do not require a higher level of language and literacy (may depend on the level of qualification) than is needed ▪ be direct and to the point ▪ clarify information by rephrasing, if asked ▪ offer to write down, or have someone else write the oral responses given by the candidate
<ul style="list-style-type: none"> ▪ Disability 	<ul style="list-style-type: none"> ▪ discuss with the candidate and authorised person whether the disability is likely to impact on assessment ▪ use a support person and support strategies, as required ▪ offer to write down, or have someone else write the oral responses given by the candidate

Groups for whom adjustments may need to be made:

- indigenous candidates
- candidates with low language, literacy or numeracy skills
- older candidates
- women
- candidates from rural or remote areas
- candidates with a disability
- migrant workers
- recent returnees to the workforce

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Self -Check 10.1-1

Direction:

Write short answers for the following questions:

1. What is the purpose of the assessment?
2. What are the characteristics of a Competency Based Assessment?
3. Explain the principles of competency based assessment and how those guide the assessment process.

Answer Key 10.1-1

Answer of question no 1

There are many different reasons why we might assess someone, and each of them might lead to a different way of assessing. So, we need to be clear on our purpose before we start. Some of the more common reasons to assess that we encounter as trainers include:

- recognizing current competence of candidates
- recognizing existing competence of candidates
- to recognize prior learning
- to identify training needs or progress
- determining if competence has been achieved following learning
- establishing candidate progress towards achievement of competence
- determining language, literacy and numeracy needs of candidates
- certifying competence through a national qualification or Statement of Attainment
- licensing or regulatory requirements.
- a component of a training or vocational pathway
- to establish progress towards a qualification
- to determine training gaps of candidate/s
- to measure work performance
- to classify employees/support career progression
- to meet organizational requirements for work – operate equipment/ develop new skills
- to gain a particular qualification or a license.

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Answer of question no 2

The following are characteristics of a Competency Based Assessment.

- It is evidence based.
- It is criterion referenced
- Decisions about whether a person is competent are based upon evidence provided by trainee/or candidate for assessment.
- It focuses on the capacity to perform workplace activities to industry standards.
- Evidence of competency may be collected over a period of time.
- It ensures that the assessors judgment of attainment of competencies are reliable.

Answer of question no 3

Principle	How It Guides the Assessment Process
Valid (Assessments are valid when they assess what they claim to assess)	Validity is the degree to which the assessment outcome meets the prescribed standard. A valid assessment is one that addresses and gathers sufficient evidence to cover the required aspects of the unit of competency.
Reliable (Assessments are reliable when the methods and procedures used are consistently interpreted and applied over time with different candidates, assessors and in various situations.)	Reliability is the level of consistency and accuracy of the assessment process. A reliable assessment process is one that may be used in different contexts, at different times, and still returns the same outcome regardless of the assessor making the decision.
Flexible (Assessments are flexible when they are appropriate to the range of knowledge, skills and attitudes encompassed by competency standards, the range of delivery modes and locations as well as the needs of a wide range of candidates.)	Flexibility in the assessment process is one that allows for reasonable adjustment to be made to the assessment tools in order to cater for individual candidates. This may include timing, whether written or verbal questions are provided, and at what location the assessment takes place.
Fair (Assessments are fair when they are accessible to all eligible candidates regardless of age, gender, disability, ethnic or social background, language barriers or geographic location, and when no one is disadvantaged by the procedures or methods used.)	Fairness is ensuring that the assessment process does not discriminate against particular candidates or groups. This means when planning an assessment, ensuring that the methods and tools used are flexible enough to cater for people from different backgrounds, or different abilities, or certain limitations.

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Task Sheet 10.1-1

Title:	Find out the purpose of assessment
Performance Objective:	Given the assigned area or competency, the trainee should be able to Find out the purpose of assessment using the required template; and following the set procedure
Supplies/Materials:	As per Course Accreditation Document
Equipment:	
Procedure:	<ol style="list-style-type: none">1. Follow the steps in Find out the purpose of assessment from the Information sheet.2. Use the suggested format and guidelines as reference; and3. Present the output to the trainers

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Template to find out the purpose of assessment:

Candidate's Name:	
Assessment Designer's Name:	
Qualification:	
Unit of Competency (task)	
What is the purpose of assessment? (Tick appropriate box)	<input type="checkbox"/> recognizing current competence of candidates <input type="checkbox"/> recognizing existing competence of candidates <input type="checkbox"/> to recognize prior learning <input type="checkbox"/> to identify training needs or progress <input type="checkbox"/> determining if competence has been achieved following learning <input type="checkbox"/> establishing candidate progress towards achievement of competence <input type="checkbox"/> determining language, literacy and numeracy needs of candidates <input type="checkbox"/> certifying competence through a national qualification or Statement of Attainment <input type="checkbox"/> licensing or regulatory requirements. <input type="checkbox"/> a component of a training or vocational pathway <input type="checkbox"/> to establish progress towards a qualification <input type="checkbox"/> to determine training gaps of candidate/s <input type="checkbox"/> to measure work performance <input type="checkbox"/> to classify employees/support career progression <input type="checkbox"/> to meet organizational requirements for work – operate equipment/ develop new skills <input type="checkbox"/> to gain a particular qualification or a license.
	Others: (Please specify)
Who do you need to consult to establish the purpose of assessment?	<input type="checkbox"/> Principal <input type="checkbox"/> Trainer <input type="checkbox"/> Technical Expert

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	<input type="checkbox"/> Training and Assessment coordinator <input type="checkbox"/> Trainees
Signature of the Assessment Designer	

Performance Criteria Checklist 10.1-1

Criteria (Have I?)	Yes	No
1. Identified the purpose of the assessment using the template.		
2. Identified the personnel who need to be consulted for the assessment		

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Information Sheet 10.1-2

Assessment Strategy

Learning Objectives:

After reading this Information Sheet, you must be able to interpret assessment strategy and use it in developing competency assessment plan.

Assessment Strategy:

How we go about assessing someone's performance is called the **Assessment Strategy**. If the assessment is part of some training that is also being delivered, then the Assessment Strategy is generally included as part of the Learning Strategy. In all cases, the important thing to remember is that the Assessment Strategy guides us as we organize and implement our arrangements for assessment. While each strategy will be unique – reflecting the unique context and purpose of each assessment situation – they commonly have some or all of the following features:

- the identification of the competency standards forming the qualification and interpretation of the packaging rules of the qualification, where part of a Training Package
- interpretation of the competency standards as the benchmarks for assessment
- application of Training Package Assessment Guidelines, where part of a Training Package
- arrangements for RPL, including provision of guidance and assistance to candidates in gathering and evaluating evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organizational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangement (where relevant)
- nominated quality assurance mechanisms
- identified risk management strategies.

Benchmarks Can Inform about Assessment Strategy:

If assessment is about judging someone's performance, then it makes sense that we would be able to somehow measure that performance. One way to measure performance is by comparing it to what is widely accepted as a reasonable standard.

Benchmarking for assessment is-

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“the criterion against which the candidate is assessed which may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications.”

In training, benchmarks allow us to judge someone’s knowledge or skills by comparing it to what the generally accepted industry standard is. After all, the purpose of TVET is about people developing the skills required by industry at standards required by industry.

There are all sorts of benchmarks that we can choose. Common benchmarks include:

- Competency Standards
- Qualification descriptions
- Assessment plan
- Certificate requirements
- Standard operating procedures or work instructions
- Assessment instruments or tools
- Evidence requirements
- Organizational policies and workplace procedures
- Work health and safety legislation, codes of practice, standards and guidelines
- Course outlines.

Competency Standards Can Inform about Assessment Strategy:

One of the most common benchmarks that are used is Competency Standards. Remember, a Unit of Competency gives us a snapshot of a set of knowledge and skills that can be performed at a particular standard.

Within the Unit of Competency, it is the Elements and Performance Criteria that describe for us the performance outcomes that we will be looking for when we assess. It will also include an Evidence Guide that tells us the sorts of evidence that we could collect to make our decisions about the person’s performance.

When we look at the **action words**, and at the **performance criteria**, we also pay close attention to the **range statement** (these are the bits of the Performance Criteria that will be bold or italicized) and we contextualize the whole lot to make it suit this real life situation where a participant will actually DO what the unit of competency says he needs to be able to do.

Assessment Pathways:

We have already learnt that the purpose of assessment is to collect evidence to make a judgement about performance. So, if the principles of assessment are followed and appropriate evidence of competency are found, it does not really matter what happens before the evidence is collected.

What this means is that not all candidates will need to do the same thing before the judgement about their performance. This opens up the opportunity for different assessment pathways.

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There are three main pathways, with numerous variations based on the needs of individual candidates and clients:

Pathway 1: training and assessment pathway, which combines both training and assessment.

Pathway 2: assessment only pathway, which uses only assessment when training is not required (eg. RPL).

Pathway 3: a combination of Pathway 1 and Pathway 2.

In Bangladesh, mainly the pathway 1 and 2 are used in competency based training & assessment programs. Let's look at an example using the following BTEB course -

*Rahim is aspiring to be an electrician in pharmaceutical sector. To accomplish this, he enrolled in an RTO for the Electrical and Electronic Installation & Maintenance course for this sector. In this way, she commences working her way through the Learning Guides, Activities and Assessment. This is **Pathway 1: training and assessment pathway.***

*Karim is working as an electrician in a pharmaceutical company for 05 years. He has recently applied to an RPL center to sit for an assessment on NTVQ level –II of Electrical and Electronic Installation & Maintenance. This is **Pathway 2: assessment only pathway.***

*But if Karim enrolls in a RTO and moves to assessment through a training course, he would have been using **Pathway 1.***

Some people may consider this to be unfair as Karim does not have to go through the training course. This is an important concern, because understanding why it is fair is important to understanding the whole nature of assessment within the TVET sector.

In general education, any group of students that are trained are normally graded against 100 marks or by some grades like A, B, C etc. Here, the students are compared based on their achieved grades. That is called **norm-referenced assessment** -where we assess people through comparison to other people.

For the TVET sector, we are using **standards-referenced assessment**, where we assess people through comparison with standards. So, as long as the evidence (whatever it is) demonstrate the required standard, then that person is considered competent. This is why it is possible to have assessment only pathways.

Types of Assessment:

There is a plethora of assessment types available for use in the TVET sector. Choosing the right assessment type depends on what needs to be demonstrated by the candidate as evidence that they have achieved the intended learning outcomes. There is a multitude of ways to assess

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knowledge, skill or application and attitude, and there is a range of evidence that supports the use of some types of assessments over others, depending upon what you are trying to achieve.

- **Diagnostic:** Prior to learning, e.g. training needs assessment.
- **Formative:** During learning, to gauge the learning progress and achievement of learners for learning (Assessment for learning) – does not contribute to final assessment result.

This term is used for assessment which assists and supports learning by providing feedback about performance and progress towards the achievement of competency. Formative assessment is conducted during training and is designed and conducted by the trainer.

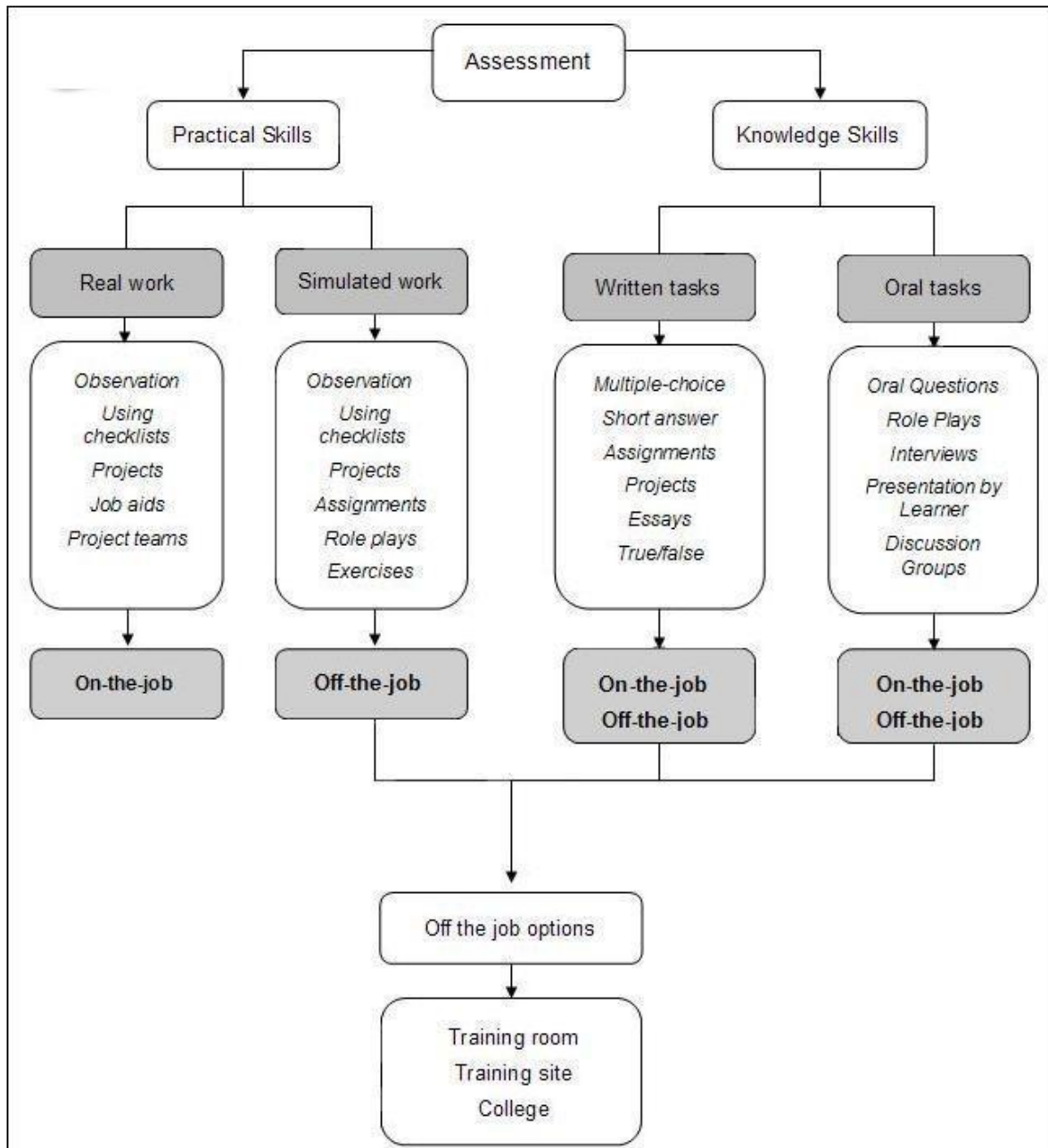
- **Continuous:** During learning, to gauge the learning acquired for competence/ grading (Assessment of learning) – contributes to final assessment result.
- **Summative:** End of learning, to determine competence. The purpose of this type of assessment is to determine whether a trainee has reached competency, or has achieved the learning outcomes. This kind of assessment is used for the purpose of recognition, or certification. This type of assessment is also known as formal assessment and will confirm if your trainee is competent or not. Summative assessment is usually conducted at the end of a period of training.
- **Skills Recognition:** Not every person must undergo training before they do assessment. People who wish to have existing skills recognized may go straight to competency assessment or apply for RPL.

For the sake of simplicity, there are 4 main ways of assessment:

1. assessment of **real work**
2. assessment of **simulated work**
3. assessment of **written work**
4. assessment of **oral responses**

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How each of these ways fits within our work is shown in the following diagram:



In Bangladesh TVET system, we don't conduct assessment of real work yet. In our RPL centers, we generally assess people on simulated work, written tasks and oral tasks.

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Self-Check 10.1-2

Direction:

Write short answers on the following questions:

1. What are the benchmarks of Competency Based Assessment?
2. Describe different types of assessment.
3. What are the main ways of assessment?

Answer Key 10.1-2

Answer of question no 1

There are all sorts of benchmarks that we can choose. Common benchmarks include:

- Competency Standards
- qualification descriptions
- assessment plan
- certificate requirements
- standard operating procedures or work instructions
- assessment instruments or tools
- evidence requirements
- organizational policies and workplace procedures
- work health and safety legislation, codes of practice, standards and guidelines
- course outlines.

Answer of question no 2

Diagnostic: Prior to learning, e.g. training needs assessment

Formative: During learning, to gauge the learning progress and achievement of learners for learning (Assessment for learning) – does not contribute to final assessment result

This term is used for assessment which assists and supports learning by providing feedback about performance and progress towards the achievement of competency. Formative assessment is conducted during training and is designed and conducted by the trainer.

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Continuous: During learning, to gauge the learning acquired for competence/ grading (Assessment of learning) – contributes to final assessment result

Summative: End of learning, to determine competence. The purpose of this type of assessment is to determine whether a trainee has reached competency, or has achieved the learning outcomes. This kind of assessment is used for the purpose of recognition, or certification. This type of assessment is also known as formal assessment and will confirm if your trainee is competent or not. Summative assessment is usually conducted at the end of a period of training.

Skills Recognition: Not every person must undergo training before they do assessment. People who wish to have existing skills recognized may go straight to competency assessment or apply for RPL.

Answer of question no 3

For the sake of simplicity, there are 4 main ways of assessment:

1. Assessment of **real work**
2. Assessment of **simulated work**
3. Assessment of **written work**
4. Assessment of **oral responses**

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Information Sheet 10.1-3

Types of Assessment Methods and Tools

Learning Objectives:

After reading this Information Sheet, you must be able to discern different types assessment methods and tools and utilize them in various assessment scenarios.

Assessment Types According to Contexts:

Another way to think about the many types of assessment is to think about Assessment context & purpose in which we are going to assess.

Commonly, we can think of three contexts:

1. **Institutional** – such as a training organization or college
2. **On-the-job** – at the workplace
3. **Work-placement** – at a workplace where training is occurring

Depending on these contexts, we can use a variety of assessment methods and tools. The way that we go about collecting evidence of someone's performance is called the **Assessment Method**. Whereas, an assessment 'tool' is a complete set of documentation needed to assess at one (or more) Unit(s) of Competency. Each assessment tool must include 2 – 3 instruments that each support different methods of assessment.

Below, we can check some assessment methods and tools for the above three contexts-

Institutional Assessment Methods:

Institutional contexts are those that involve training and/or assessment at some sort of training venue, such as a RTO.

Some of the types of assessment that are suited to the institutional context are shown below.

Method	Purpose	Tool
Observation of performance/ demonstration in a simulated situation	<ul style="list-style-type: none">- Assess process application- Assess practical skills- Assess skills in producing a product- Assess underpinning skills	<ul style="list-style-type: none">- Checklist- Peer report- Third party report- Self-evaluation

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such as workshop, classroom, role play		
Written assessments	- Assess knowledge skills	- Worksheets - Multiple choice - Written short answers - Essays
Oral questioning	- Assess underpinning knowledge - Assess knowledge skills	- Interview one-on-one - Group interview - Self-assessment survey - Case study question
Role Play	- Assess candidate's underpinning knowledge and skill on the job specific role	- Completed questionnaire and record of observation
Project	- Assess practical skills - Assess underpinning knowledge	- Record of involvement - Third party report - Questionnaire - Statement of authenticity
Third Party Feedback	- Validation of previous skills - Realize the feedback of previous supervisor regarding the candidate	- Statement of competence - Observation checklist
Case studies	- Assess underpinning knowledge - Assess problem-solving skills	- Scenarios - Written questions
Presentations	- Assess underpinning knowledge skills - Assess presentation skills	- Observation - Written report - Verbal feedback
Fault Finding	- Assess the candidate's capability to resolve faults - Assess underpinning skills	- Observation checklist
Training Records	- Analyze the performance of candidate during training	- Mapping document/self-assessment checklist - Third party statement

On-the-job Assessment Methods

On-the-job contexts are those that involve training and/or assessment at work.

Some of the types of assessment that are suited to the **on-the-job** context are shown below.

Method	Purpose	Tool
Supervisor report	- Assess practical skills	- Verbal report - Performance appraisal
On-the-job assessment	- Assess practical skills - Assess key competencies	- Finished product - Checklist - Mentor report - Self-evaluation - Team leader report
Observation of overall performance	- Assess application of process skills - Assess application of knowledge skills - Assess application of key competencies	- Observation checklist - Team leader report - Demonstration
Observing and recording satisfactory performance of tasks over a period of time	- Assess all components of competency	- Log book - Team leader report - Performance appraisal
Questions	- Assess knowledge	- Questionnaire - Interview
Work-based projects	- Assess process skills - Assess product skills - Assess application of key competencies	- Log books - Checklists

Work Placement Assessment Methods

Work placement contexts are those that involve training and/or assessment in a workplace where the candidate does not normally work – it is a situation that is organized to allow the candidate to gain practical experience.

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Some of the types of assessment that are suited to the **work placement context** are shown below.

Method	Purpose	Tool
Supervisor report	<ul style="list-style-type: none"> - Assess practical skills - Assess application of key competencies 	<ul style="list-style-type: none"> - Written report - Verbal report - Logbook
Self-assessment by learner	<ul style="list-style-type: none"> - Assess and reinforce knowledge skills - Assess and reinforce practical skills - Assess and reinforce application of key competencies 	<ul style="list-style-type: none"> - Observation checklist - Self-assessment report
On-the-job assessment by trainer/facilitator	<ul style="list-style-type: none"> - Assess underpinning knowledge - Assess application of practical skills - Assess application of key competencies - Assess components of competency 	<ul style="list-style-type: none"> - Observation checklist - Oral questioning - Written questions

Self-Check 10.1-3

Direction:

Write short answers on the following questions:

1. What is the purpose of using Observation/demonstration method of assessment?
2. Name the tools used for Observation/demonstration method of assessment?
3. What is the purpose of using Written assessments method? Name the tools used for Written assessments.

Answer Key 10.1-3

Answer of question no 1

Purpose of Observation/demonstration method of assessment:

- Assess process application
- Assess practical skills
- Assess skills in producing a product
- Assess underpinning skills

Answer of question no 2

- Observation Checklist
- Peer report
- Third party report
- Self-evaluation

Answer of question no 3

Purpose of using Written assessments:

- Assess the knowledge of the participants

Tools used for Written assessments

- Worksheets
- Multiple choice
- Written short answers
- Essays

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LEARNING OUTCOME 2: PLAN AND ORGANIZE ASSESSMENT PROCESSES

ASSESSMENT CRITERIA

1. The relevant competency standard/criteria for assessment are accessed and interpreted.
2. Suitable Assessment strategy is selected.
3. Evidence requirements are established to demonstrate competence.
4. Assessment methods and types of assessment tools are finalized according to the rules of evidence and principles of assessment
5. Required material and physical resources are identified and documented.
6. Roles and responsibilities of concern involved person in the assessment process are clarified and documented.
7. Timelines and time periods are determined for evidence collection.
8. Assessment arrangements information are confirmed with relevant personnel.

CONTENTS:

1. Assessment Design Process
2. Evidence Guide
3. Assessment Plan
4. Key Considerations for Assessment Plan
5. Selection of Assessment Methods and Tools
6. General Good Practices and Shortcomings in Assessment Design

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio

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Learning Experiences 10.2-1

Learning Outcome 2

PLAN AND ORGANIZE ASSESSMENT PROCESSES

Learning Activities	Recourses/ Special Instructions
Familiarizing with Assessment Design Process	<ul style="list-style-type: none"> • Read Information sheet 10.2-1: Assessment Design Process. • Answer Self-check 10.2-1, refer to answer key 10.2-1 to check if you have answered the questions correctly. • Perform Task Sheet 10.2-1, use the performance criteria to check if you made the correct output
Identifying Evidence Guide	<ul style="list-style-type: none"> • Read the Information Sheet 10.2-2, Evidence Guide. • Answer Self-check 10.2-2, refer to the answer key 10.2-2 to check your answer.
Describing Assessment Plan	<ul style="list-style-type: none"> • Read Information sheet 10.2-3, Assessment Plan. • Answer Self-check 10.2-3, Check your answer with Answer key 10.2-3
Recognizing Key Considerations for Assessment Plan	<ul style="list-style-type: none"> • Read Information sheet 10.2-4, Key Considerations for Assessment Plan. • Answer Self-check 10.2-4, Check your answer with Answer key 10.2-4. • Perform Task Sheet 10.2-4, use the performance criteria to check if you made the correct output.
Selecting Assessment Methods and Tools	<ul style="list-style-type: none"> • Read Information sheet 10.2-5, Selection of Assessment Methods and Tools. • Answer Self-check 10.2-5, Check your answer with Answer key 10.2-5.
Interpreting General Good Practices and Shortcomings in Assessment Design	<ul style="list-style-type: none"> • Read Information sheet 10.2-6, General Good Practices and Shortcomings in Assessment Design. • Answer Self-check 10.2-6, Check your answer with Answer key 10.2-6.

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Information Sheet 10.2-1

Assessment Design Process

Learning Objectives:

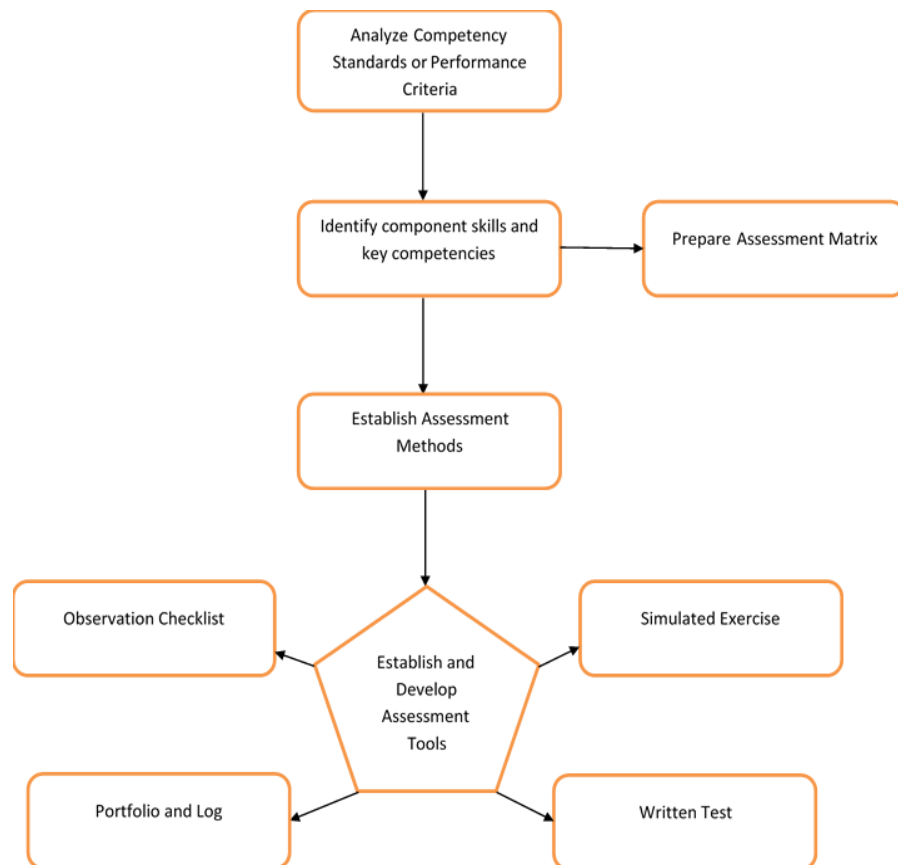
After reading this Information Sheet, you will be able to describe the assessment design process.

Assessment Design Process:

The tools we end up using to assess someone's performance are decided only after following a process. It is not enough to simply say that "oh, a test will be good enough here" or "it will be easiest to just observe them doing it".

As professionals, we are required to follow a process, such as the one shown below:

Obvious in this diagram is that we begin the process by thinking about the purpose and



context of the assessment event. We consider what it actually is that we want to assess, and become very clear in our own heads what it is that we need to see in order to make a good judgement about the standard of performance.

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Interpreting the Competency Standard:

Before starting to plan for an assessment process we should focus on the interpretation of competency. A competency standard specifies what units of competency are required for effective and efficient performance of a specific occupation or job (usually leading to the award of a qualification, or at minimum a statement of attainment).

The units of competency are the benchmark for assessment and are usually comprised of the following:

- **Title** - defines the general area of competency
- **Descriptor** - clarifies purpose of the unit of competency
- **Elements** - outcomes that contribute to the overall unit of competency (i.e. building blocks of unit expressed in outcome terms and usually start with a verb)
- **Performance Criteria** - statements for each element expressing the required level of performance an individual needs to demonstrate in order to be assessed as competent
- **Range of Variables** - contexts and conditions within which the task or tasks are to be performed
- **Curricula Content Guide** - assists with the interpretation of important aspects of the unit of competency, including:
 - underpinning skills and knowledge: technical knowledge or content needed to perform the work-related task
 - underpinning attitudes: reflects the behaviours required in relation to the unit of competency
- **Assessment Evidence Guide** - assists with identifying assessment requirements, including:
 - critical aspects of assessment: skills and knowledge critical to successfully completion of the work-related task
 - context of assessment: whether the unit of competency may be assessed in an actual workplace or a simulated environment, and by whom
 - methods of assessment: suggestions on appropriate types of assessment and sources of evidence to be collected

Analyzing Competency Standards to Determine Evidence Requirements:

The essential knowledge and skills within a unit of competency are the benchmarks that need to be analyzed to understand and determine what evidence required to be collected to meet competency standard requirements; the types of evidence that will match the skills, knowledge and dimensions of competency.

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Let us look at an example.

Within the Competency Standard of Electrical Installation & Maintenance, “Install and Maintain Electric Motor with Control System” is one of the unit of competencies. As with all assessment planning, we will begin by having a good look at the Elements and Performance Criteria.

Unit- LIG-ELE3002A1	Install and Maintain Electric Motor with Control System
This unit covers the knowledge, skills and attitudes required to install and maintain electrical motor with control system.	
Elements of Competency	Performance Criteria
1. Identify and select controlling devices for motors	1.1 Manuals and documents of motors with controlling devices are collected. 1.2 Drawings and symbols of controlling devices are sorted. 1.3 Tools, Equipment and materials are collected for required job. 1.4 Necessary controlling devices for motor are selected and collected.
2. Connect starter with the motors	2.1 PPE is collected and used 2.2 Starter is collected and its diagram is interpreted 2.3 Wire up control and power circuits as per job requirement 2.4 Starter is connected with the motors 2.5 Test and commission the motors as per job requirement
3. Monitor and test conditions of motor	3.1 Mechanical defects are checked visually in accordance with standard practices 3.2 Electrical defects of motors are checked such as loose or burned electrical connections 3.3 Motors are tested by using specified instruments 3.4 Motors are tested under running conditions for detecting faults
4. Service motors	4.1 Work order for maintenance is obtained from concern personnel according to established procedure 4.2 Motor mains is disconnected before inspection and testing in accordance with standard procedure 4.3 Motor is dismantled for replacing bearings and greasing, repairing windings, varnishing, heating or any other tests if required as per standard procedures following safety precautions

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	<p>4.4 Service parts of the motor are cleaned by using specified cleaning agent and tools in accordance with manufacturer's specification</p> <p>4.5 Check winding insulation of motors with magger / insulation resistance tester if necessary in accordance with standards</p> <p>4.6 Motors are assembled according to the manufacturer's specification</p> <p>4.7 No load and load test are conducted and noted down results in accordance with specification</p>
5. Maintain tools, equipment, materials and workplace	<p>5.1 Tools, equipment, and materials are cleaned as per manufacturer instructions</p> <p>5.2 Tools, equipment, and materials are restored as per workplace procedures</p> <p>5.3 Defective tools and equipment are identified, separated / removed, and reported to the designated person</p> <p>5.4 Workplace is cleaned as per company procedure</p> <p>5.5 Waste materials are disposed in the designated place</p>

From our analysis of the unit, we find that there are a number of ways that we could assess someone's competence. For example, we could use direct observation for all five Elements. We could use some Verbal Questioning, but this might not be appropriate for all Elements for our particular client. If we continued with this process, we might end up with a table such as the following that shows which methods could be used to collect evidence for each of the three Elements. This sort of table is called an **Assessment Matrix**.

Unit- LIG-ELE3002A1	Install and Maintain Electric Motor with Control System				
This unit covers the knowledge, skills and attitudes required to install and maintain electrical motor with control system.					
Assessment Method	Elements				
	1	2	3	4	5
Direct observation	x	x	x	x	x
Verbal questions	x	x	x		x
Simulation	x		x		x
Log Book					x
Portfolio			x	x	x
Third party			x	x	
Written test		x	x	x	

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Using the assessment matrix, we can now decide which assessment method and strategy to choose and accordingly, which assessment tools and instruments we can use to gather evidence.

Key factors for analysing competency standards to determine evidence include:

- Bangladesh NTVQ level descriptors
- Language literacy and numeracy levels
- Essential knowledge and skills
- Dimensions of competency
- Performance criteria
- Range statements
- Evidence guides

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Self-Check 10.2-1

Direction:

Write short answers on the following questions:

1. What is the process of designing Competency Based Assessment?
2. Which section of a competency standard should you consult to determine assessment methods?
3. Why it's important to analyzing competency standards to determine evidence requirements?
4. What do you understand by assessment matrix?

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Answer Key 10.2-1

Answer of question no 1

The process of designing Competency Based Assessment:

- Analyze Competency Standards or Performance Criteria
- Identify component skills and key competencies
- Prepare Assessment Matrix
- Establish Assessment Methods
- Establish and Develop Assessment Tools

Answer of question no 2

Evidence guide.

Answer of question no 3

The essential knowledge and skills within a unit of competency are the benchmarks that need to be analyzed to understand and determine what evidence required to be collected to meet competency standard requirements; the types of evidence that will match the skills, knowledge and dimensions of competency.

Answer of question no 4

From analysis of a unit of competency, we find that there are a number of ways that we could assess someone's competence. For example, we could use direct observation for all five Elements. We could use some Verbal Questioning, but this might not be appropriate for all Elements for our particular client. What we are doing here is identifying the possible assessment methods that we could use to collect the evidence that we need to make good decisions. If we continued with this process, we might end up with a table such as the following that shows which methods could be used to collect evidence for each of the three Elements. This sort of table is called an **Assessment Matrix**.

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Assessment Method	Elements				
	1	2	3	4	5
Direct observation	x	x	x	x	x
Verbal questions	x	x	x		x
Simulation	x		x		x
Log					x
Portfolio			x	x	x
Third party			x	x	
Written test		x	x	x	

Task Sheet 10.2-1

Title:	Prepare an Assessment Matrix
Performance Objective:	Given the assigned area or competency, the trainee should be able to Prepare an Assessment Matrix using the required template; and following the set procedure
Supplies/Materials:	Competency Standard, CBLM
Equipment:	Computer, Printer
Procedure:	<ol style="list-style-type: none"> 1. Follow the steps in preparing an Assessment Matrix Find from the Information sheet. 2. Use the suggested format and guidelines as reference; and 3. Present the output to the trainers

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Sample assessment Matrix Template:

Qualification:					
Unit of Competency					
Assessment Method	Elements				
	1	2	3	4	5
Direct observation					
Verbal questions					
Simulation					
Log Book					
Portfolio					
Third party					
Written test					
Name and Signature of the Assessment Designer					

Performance Criteria Checklist 10.2-1

Criteria (Have I?)	Yes	No
1. Identified the relevant competency standard		
2. Accessed and interpreted relevant performance criteria		
3. Established evidence requirements		
4. Identified suitable assessment methods for the performance criteria		

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Information Sheet 10.2-2

Evidence Guide

Learning Objectives:

After reading this Information Sheet, you will be able to identify Evidence Guide and utilize it in designing assessment.

Assessment Tool:

An assessment tool is the apparatus used to evaluate, measure and record evidence of skill and knowledge acquisition. In essence, it is a means of evidence-gathering to make a judgement on the quality of a candidate's performance.

Each assessment tool should include the following components:

- context and conditions for assessment
- tasks to be administrated to the candidate
- outline of evidence to be gathered
- evidence criteria to be used to judge quality of performance

It will also contain the instructions for gathering evidence, interpreting evidence in the assessment process, result recording, reporting requirements, and any other administrative matters.

Evidence Guide:

The **evidence guide** provides useful advice on assessment and must be read in conjunction with the performance criteria, required underpinning skills and knowledge, range statement, and the critical aspects of competency. It may also provide suggestions for clustering different units of competency and using particular methods.

Using a range of assessment methods in gathering evidence helps produce valid decisions and recognises that individuals demonstrate competence in a variety of ways. Such methods include but are not limited to:

Assessment Method	Assessment Tools & Instrument	Example
Written test	<ul style="list-style-type: none">▪ Shot answer question▪ Multiple choice test question▪ Essay	<ul style="list-style-type: none">▪ Completed questionnaire/survey/essay or test

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Oral Questioning	<ul style="list-style-type: none"> ▪ List of questions and response sheet ▪ Self-assessment survey ▪ Case study question 	<ul style="list-style-type: none"> ▪ Record of oral answers (may include audio recording)
Observation	<ul style="list-style-type: none"> ▪ Observation checklist ▪ Third party report 	<ul style="list-style-type: none"> ▪ Authentic record of observation (dated and signed by the assessor, third party and candidate)
Demonstration	<ul style="list-style-type: none"> ▪ Observation checklist ▪ Performance or self-assessment checklist 	<ul style="list-style-type: none"> ▪ Authentic record of observation ▪ Associated documentation from the activity, such as checklists, forms or data outputs
Role Play	<ul style="list-style-type: none"> ▪ Observation checklist ▪ Oral questionnaire 	<ul style="list-style-type: none"> ▪ Completed questionnaire and record of observation
Project	<ul style="list-style-type: none"> ▪ Record of involvement ▪ Third party report ▪ Questionnaire ▪ Statement of authenticity 	<ul style="list-style-type: none"> ▪ Completed statement or record identifying candidate's involvement according to the requirements of the activity
Structured Activity	<ul style="list-style-type: none"> ▪ Portfolio ▪ Role play checklist ▪ Observation checklist ▪ Questionnaire 	<ul style="list-style-type: none"> ▪ Completed portfolio of authentic work generated by the candidate ▪ Authentic record of observation ▪ Completed documentation including questionnaires, reports, internal documents and records
Third Party Feedback	<ul style="list-style-type: none"> ▪ Statement of competence ▪ Observation checklist 	<ul style="list-style-type: none"> ▪ Authentic statement of competence with examples, signed and dated by a relevant third party (i.e. manager or assessor) ▪ Authentic record of observation
Product Sample	<ul style="list-style-type: none"> ▪ Product sample checklist 	<ul style="list-style-type: none"> ▪ Completed product sample meeting the requirements of the sample checklist (i.e. dimensions, specifications)
Interview	<ul style="list-style-type: none"> ▪ Record of interview 	<ul style="list-style-type: none"> ▪ Applications – evidence must include a valid record signed and dated by the assessor and any associated documentation to support the interview outcome (most common in RPL)
Media Production	<ul style="list-style-type: none"> ▪ Observation or product checklist 	<ul style="list-style-type: none"> ▪ Complete and valid copy of the media in a transferable format
Fault Finding	<ul style="list-style-type: none"> ▪ Observation checklist 	<ul style="list-style-type: none"> ▪ Completed and authenticated record of observation and outcome

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Training Records	<ul style="list-style-type: none"> ▪ Mapping document/self-assessment checklist ▪ Third party statement 	<ul style="list-style-type: none"> ▪ Authentic record of skills and knowledge mapped against required competency standard and signed by third party or assessor
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Note: A portfolio may include but is not limited to training results, certificates, workbooks, logbooks, employer references, work experience history, journals, awards, samples, letters, memos, reports, photos and videos

Following are the commonly used assessment method, there is a corresponding assessment tool or evidence gathering tool such as the following;

Assessment Method	Evidence Gathering Tool
1. Written test	Short test questions, essay, etc.
2. Oral Questioning	List of questions and response sheet
3. Observation	Task observation checklist
4. Demonstration	Task Observation checklist
5. On-the-job observation	On-the-job observation checklist
6. Portfolio	Portfolio evaluation checklist

Evidence in the Context of Competency Assessment:

Evidence is gathered and matched against a unit of competency to provide proof of competency.

Forms of evidence:

Evidence of competency can take many forms. The forms of evidence required will depend on the purpose of the assessment and the performance outcomes. As a TVET assessment designer you must know what form of evidence you will require from your Trainee/Candidate to prove competency.

There are three (3) forms of evidence in vocational education:

- Direct - gathered by the assessor through observation and/or questioning through direct contact with the candidate in order to record the evidence
- Indirect - evidence gathered that has *not* been directly observed or collected by the assessor, including third party reports, projects, portfolios, product samples
- Supplementary - additional evidence required to confirm competency once the initial evidence has been gathered and analysed

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Rules of evidence:

To gather relevant and appropriate information from the three (3) domains of competency (skill, knowledge, attitude), rules are applied to the level of evidence collected. These rules must be adhered to by any training organisation or assessment centre conducting assessment.

As you look at the rules of evidence, you will need to think about how they may be applied to the assessment activities that are to be administered.

Rule	Evidence must...
Valid	<ul style="list-style-type: none">- Address the elements and performance criteria- Reflect the skills, knowledge and context described in the competency standard- Demonstrate the skills and knowledge are applied in real or simulated workplace situations
Current	<ul style="list-style-type: none">- Demonstrate the candidate's current skills and knowledge- Comply with current standards
Sufficient	<ul style="list-style-type: none">- Demonstrate competence over a period of time- Demonstrate competence that is able to be repeated- Comply with language, literacy and numeracy levels which match those required by the work task (not beyond)
Authentic	<ul style="list-style-type: none">- Be the work of the candidate- Be able to be verified as genuine
Consistent	Does the evidence show that the candidate consistently meets the standards under workplace conditions? Does the evidence incorporate multiple items of evidence?
Recent	Is the evidence less than five years old?

To better understand how these rules affect the way that we assess, let's have a look at each one in more detail.

Validity

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. For example, the evidence will not be valid if you instruct a candidate to solve printer problems by simply asking: Type a standard office memo on a word processor. Validity is assured when the performance required matches the performance described in a competency standard.

Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Currency means evidence needs to be checked to ensure it shows recent performance.

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Sufficiency

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

A judgement has to be made concerning how much evidence to call for. How much is required for the assessor to accept the performance as competent? Too little evidence risks the assessment not being reliable; too much leads to waste of time and effort.

Tell your candidates that the evidence they present for RPL should be organised and presented in a format that makes it easy for the assessor to make a judgement of competence.

Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work.

Authenticity means evidence needs to be checked to ensure it actually relates to the performance of the person being assessed, and not that of another person. Checking for authenticity is important when some supplementary sources of evidence are used in assessment.

Consistency - Does the evidence show that the candidate consistently meets the standards under workplace conditions? Does the evidence incorporate multiple items of evidence?

Recent -Is the evidence less than five years old?

Purpose of evidence gathering tools:

- help candidates understand what is expected of them
- provide a focus for the assessment
- identify what is needed to judge competency
- assist the assessor to make judgement on whether the candidate is competent or not yet competent
- allow the BTEB to have guidance on the evidence to be collected from candidates by assessors
- aid an organisation in preparation of the tools, equipment and materials required for assessment

Steps for Design of Evidence Gathering Tools:

The following steps provides a general approach for design and development of evidence gathering tools.

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Step 1: Identify interrelated unit(s) of competency to be assessed

- Identify the project-based assessment model based on the units of competency to be develop
- Identify the unit(s) of competency to be assessed

Step 2: Interpret the unit(s) of competency

- Read the full unit of competency carefully and pay particular attention to:
 - *Unit Title*– describes the work activity
 - *Unit Descriptor* – this outlines the aspect of work to be assessed.
 - *Elements and Performance Criteria* – these describe the nature of the task to be assessed and the standard of performance that is expected of the candidate.
 - *Range of Variables* – this describes the conditions under which the task must be performed.
 - *Evidence Guide* – this provides information on the key things, which a candidate must be able to do [*critical aspects of competency*], the underpinning knowledge and skills required to perform the task [*underpinning knowledge and skill*] and the assessment method, context and resources [*method of assessment, resource implications and context of assessment*].
- Identify the key skills that the candidate will be required to perform in the work activity described in the unit of competency. These are:
 - *Task Skills* – these involve performing the task to the required standard as described in the unit of competency
 - *Task Management Skills* – these involve managing a number of different tasks within the job
 - *Contingency Management Skills* – these involve responding to problems, breakdowns and changes in routine
 - *Environment Skills*– these involve fulfilling the responsibilities and expectations of the work environment

Step 3: Identify the type and amount of evidence to be collected

- Prepare an evidence plan which lists the things that a candidate must be able to ‘do’ or ‘know’ to show that he or she is able to perform the work activity described in the unit of competency.
- This information is obtained by carefully reading the unit of competency, particularly the elements, performance criteria and the Evidence Guide [*critical aspects of competency and underpinning knowledge and skills*].
- Identify how this evidence will be collected. The ways in which the evidence must be collected are identified in the Evidence Guide [*methods of assessment*]. The ways of collecting evidence may include:
 - *Observation, Demonstration, questioning, third party reports, written reports, knowledge based tests, portfolio and/or projects*

Step 4: Prepare the evidence-gathering tool

- Develop the evidence-gathering tool in accordance with the Evidence Plan. The evidence gathering tool should:

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3. List the methods of assessment suitable for use when assessing competency.

4. Explain the three forms of evidence.

5. What are the rules of evidence?

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Answer Key 10.2-2

Answer of question no 1

The evidence guide provides useful advice on assessment and must be read in conjunction with the performance criteria, required underpinning skills and knowledge, range statement, and the critical aspects of competency. It may also provide suggestions for clustering different units of competency and using particular methods.

Answer of question no 2

Purpose of evidence gathering tools:

- help candidates understand what is expected of them
- provide a focus for the assessment
- identify what is needed to judge competency
- assist the assessor to make judgement on whether the candidate is competent or not yet competent
- allow the BTEB to have guidance on the evidence to be collected from candidates by assessors
- aid an organisation in preparation of the tools, equipment and materials required for assessment

Answer of question no 3

Assessment Method:

- Written test
- Oral Questioning
- Observation
- Demonstration
- Role Play
- Project
- Structured Activity
- Third Party Feedback
- Product Sample
- Interview
- Media Production
- Fault Finding
- Training Records

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Answer of question no 4

There are three (3) forms of evidence in vocational education:

- Direct - gathered by the assessor through observation and/or questioning through direct contact with the candidate in order to record the evidence
- Indirect - evidence gathered that has *not* been directly observed or collected by the assessor, including third party reports, projects, portfolios, product samples
- Supplementary - additional evidence required to confirm competency once the initial evidence has been gathered and analysed

Answer of question no 5

Rules of evidence

1. Valid
2. Current
3. Sufficient
4. Authentic
5. Consistant
6. Recent

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Information Sheet 10.2-3

Assessment Plan

Learning Objectives:

After reading this Information Sheet, you will be able to describe the stages of assessment plan.

We have already learnt the how we can analyse the requirements of evidence gathering tools to judge the participants according to the specific competencies. Now, we can focus on planning and organizing the assessment process.

Assessment Planning Process:

The assessment process is an agreed series of steps that the candidate undertakes to be judged as competent - planning, gathering and reporting cycle. The process must best suit the needs of all key stakeholders and be both effective and efficient.



Assessment Plan:

An assessment plan is the overall planning document for the assessment process and includes a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organizational arrangements including physical and material resources and equipment and other relevant information. An assessment plan is developed by an assessment designer.

Assessment plan includes:

- purpose and aims of assessment
- context of assessment
- relevant benchmarks for assessment
- other assessment information and documentation identified as relevant, such as
 - what is to be assessed & how assessment is to take place or where assessment is to take place
 - when assessment is to take place

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In developing the assessment plan, it is essential to consider the **dimensions of competency**. As assessment designer, we aim to recognize that knowledge and those skills. This is called **recognizing competency**.

To help us recognize competency, there are 4 questions that we can ask:

1. Can this person transfer these skills to new situations?
2. How does this person respond when things go wrong?
3. How does this person cope with changes to the conditions under which the task is being performed?
4. How does this person manage the task as part of the other demands of the job?

What these 4 questions give us is an understanding of the dimensions of competency. They remind us that being competent is not just knowing stuff, or being able to do stuff. Rather, it is about knowing and doing, and being able to know and do within a real work environment.

To help us better understand this, we can look at the actual **dimensions of competency**.

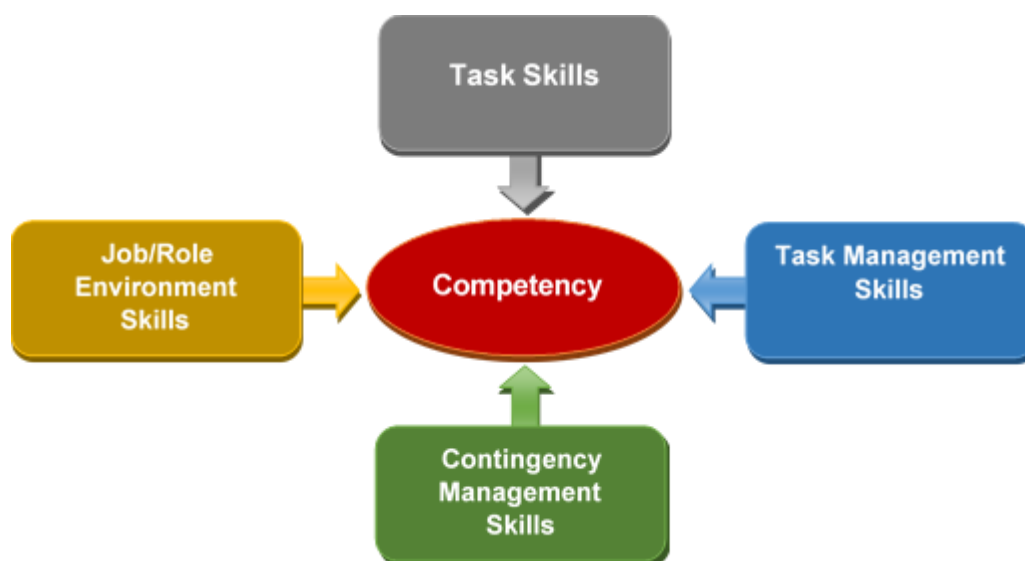
Dimensions of competency:

The concept of competency includes all aspects of work performance and not only narrow task skills. A competent worker does more than just perform work tasks – these can be seen as the tip of the iceberg.



The four dimensions of competency are as follows and will help you interpret the unit of competency and develop a broad picture of the skills and knowledge needed for competence.

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Dimension of Competency	Analysis
Task skills	Those skills actually needed to perform the task at an acceptable level - Include knowledge and physical skills - Usually described in the performance criteria of competency standards
Task management skills	- Organizing and coordinating skills needed to manage a number of tasks or activities within the job
Contingency skills	- Skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdown
Job role/environment skills	- Particular skills needed to perform as expected in a particular job position and location - May be described in the range of variables and underpinning skills and knowledge sections of a competency standard

Key Features of the Assessment Plan:

The overriding criteria for a good assessment plan should include the following:

- a. fair, valid, reliable and flexible.
- b. links to the units and competency elements and the performance criteria set out in the Competency Unit.
- c. covering the assessment of underpinning knowledge.
- d. including assessment instruments and events which are ‘performance based’. This means the assessor is able to make a direct assessment of whether the trainee can perform the competency to the required skill level as set out in the performance criteria – through workplace demonstrations, simulated workplace demonstrations and practical tasks or other performance-based processes.
- e. be practical and ‘doable’. This means there is a reasonable balance of course time taken up with training and assessment (the demands of assessment should not overwhelm the trainers’ time dedicated to course instruction). Assessment should not impose unreasonable burdens on the participant nor should the criteria be set so high that trainees find it unreasonably difficult to succeed.
- f. where possible, assessment should be fun. Clever and authentic assessment should tap upon the natural enthusiasm of the learner to learn and the satisfaction which comes with demonstrating a skill or ability.
- g. be holistic and avoid being ‘atomistic’ – multiple small, unconnected assessment events which are time consuming and may mean little on their own. Often the key to ‘competence’ is to be able to combine a set of discrete skills into a meaningful job related process.
- h. have coherency and, where possible, clustered around a few more comprehensive assessment events which can collectively assess several specific elements and performance criteria in a connected way.
- i. the weightings of the assessment events and processes should be documented – and whether they are essential for an assessment of competence or not essential should be made clear to participants.
- j. detail and justify how an assessment of ‘Competent’ is reached, for example how the knowledge assessment is integrated into the overall assessment, whether there is a threshold requirement on this assessment, how ‘failed’ attempts may be repeated and what are the essential elements of competence in the assessment. It should be stressed that there is no such thing as 80% ‘Competent’ - a candidate is either ‘Competent’ or ‘Not Yet Competent’.
- k. avoidance of multiple choice and true/ false objective testing unless for the most basic cognitive recall elements of underpinning knowledge.

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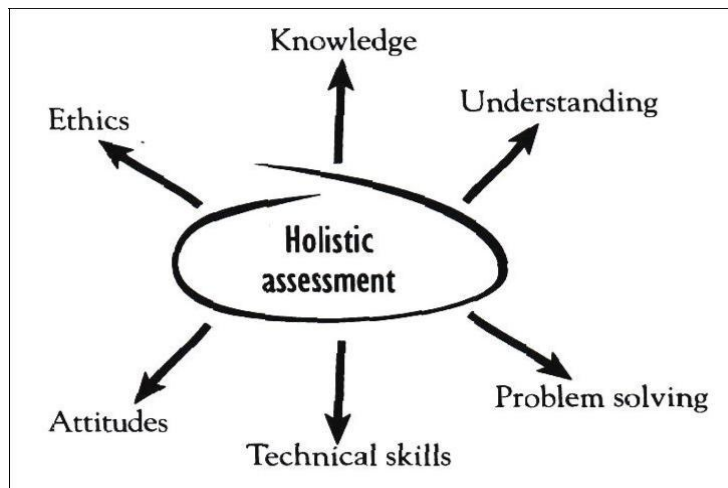
- l. for the knowledge component short written or oral answers to authentic work related questions or situations are a more suitable approach; other techniques can include longer written reports, presentations and longer written tests.
- m. it is useful and recommended that the assessment plan be set out in descriptive tabular form showing how the assessment covers the various elements of competence.
 - This is sometimes referred to as an “**Assessment Matrix**” for the assessment program. There are several ways this can be done. One approach is to list all the elements & performance criteria and set out in the table how each will be assessed, the instrument, time taken and so on. This however can lead to rather more atomistic checklist approaches.
 - Another way is to set out the key comprehensive assessment events (as suggested in item h) and against them – which elements and performance criteria are assessed during the assessment event. This technique thus begins not with a large list of performance criteria, but rather a small set of coherent larger assessment events in which many performance criteria assessments are integrated.
 - A summary of evidence sources and evidence expectations are a useful adjunct to the assessment plan.
 - Trainees should be given the opportunity to be re-assessed on critical assessments, to have a second chance and to have the opportunity to address particular assessment requirements in alternative ways.
 - Overall, while the assessment is important, a balance should be struck between training and assessment, and the trainee should feel that the assessment and instructional program were well connected and integrated in the training experience.

Holistic Assessment Design:

An approach to assessment that covers the clustering of multiple units of competency from relevant competency standard. This approach focuses on the assessment of a ‘whole of job’ role or function that draws on a number of units of competency. The assessment approach also integrates the assessment of the application of knowledge, understanding, problem solving, technical skills, attitudes and ethics.

Wherever possible assessment events should cover several competencies, elements or learning outcomes and reflect the 'real' nature of work.

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Stages in preparing an assessment plan:

- Read and understand the unit of competency
- Select an element or elements
- Identify -
 - evidence requirements
 - performance criteria
 - dimensions of competence
 - underpinning skills and knowledge
 - critical aspects of competence
- Identify best ways of collecting evidence- refer to Rules of Evidence
- Document assessment/evidence plan

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Answer Key 10.2-3

Answer of question no 1

An assessment plan is the overall planning document for the assessment process and includes a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organizational arrangements including physical and material resources and equipment and other relevant information. An assessment plan is developed by an assessment designer.

Answer of question no 2

- Stages in preparing an assessment plan
- Read and understand the unit of competency
- Select an element or elements
- Identify
 - evidence requirements
 - performance criteria
 - dimensions of competence
 - underpinning skills and knowledge
 - critical aspects of competence
- Identify best ways of collecting evidence- refer to Rules of Evidence
- Document assessment/evidence plan

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Information Sheet 10.2-4

Key Considerations for Assessment Plan

Learning Objectives:

After reading this Information Sheet, you will be able to describe key considerations in planning assessment.

Clustering competencies

When a number of units of competency from the training qualification are grouped together to address training and assessment for a job function or role.

As far as possible, assessments should be determined by the logical application of skills and knowledge required in the workplace, not by the way training programs or courses are written.

An assessment event can cover more than one unit of competency at a time by clustering of the competencies. The process of gathering evidence can apply to part of a unit, a whole unit, a cluster of units or an entire qualification.

Often, real work activities are not adequately described in a single unit of competency thus for assessment to reflect real work activities it may need to draw on competencies from a number of units simultaneously.

The benefits of clustering competencies for assessment are:

- it reflects real ways of working,
- evidence for all the dimensions of a competency are more readily available, and
- it is an efficient use of time and assessment resources,
- Clustering is a mechanism to support integrated assessment design.

It is also important that the Assessment Plan documents where clustering is appropriate.

Real time or simulated:

Depending on where and when the assessment takes place, you will either have a real or simulated assessment. In a real work or real time situation, evidence can be collected through a

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person's actual performance in the workplace, and third party reporting, if an assessor cannot carry out the observation personally.

Where evidence is collected external to real work time or place, it is known as structured evidence because it has to be designed to simulate or reflect actual performance. Structured evidence is useful when it is not possible or desirable to collect real work/real time evidence. This may be due to safety, cost or resource considerations. Structured evidence is also useful in providing indications of underpinning knowledge.

Costs of assessment:

Assessment must be affordable. Cost considerations are important when planning and organizing assessment and they must be negotiated with either the assessing organization or body.

If your practice environment is based in the workplace, candidates and others might need to be taken off work activities to undertake the assessment. You might also need to consider the cost effectiveness of the assessment method and tools.

For example:

- use methods which will allow you to assess more than one candidate at a time, where appropriate
- choose methods which assess clustered units of competency, such as projects
- design checklists so that they fulfill more than one function, recording tools can double as feedback tools
- consider tools that are already available (consider modifying available tools, if necessary)

Organizational Legal and ethical requirements:

As a designer of assessment, you should ensure assessment events comply with -

- OHS policies and procedures
- industry specific legislation and,
- deal with confidentiality and privacy regulations
- access and equity regulations
- environmental issues and regulations
- industry codes of practice.
- legal and ethical responsibilities of assessors
- assessment system policies and procedures
- reporting, recording and retrieval systems for

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- assessment, including documenting the
- licensing/legal ramifications of assessing
- competence
- requirements of training and/or assessment
- quality assurance systems
- access and equity policies and procedures
- partnership arrangements
- defined resource parameters
- industrial relations systems and processes,
- registration scope
- human resource policies/procedures and
- anti-discrimination, equal employment, job
- role/responsibilities/conditions
- confidentiality and privacy requirements of
- ensuring OHS requirements are adhered to during the assessment process
- identifying and reporting OHS hazards and concerns to relevant personnel

Importance of consultation when planning assessment:

When you developing an assessment plan, you first need to determine who needs to be consulted [talked to] about the assessment design. Consultation is important so that you and the stakeholders are clear about how the assessment process will happen.

Who needs to be consulted:

This will depend on:

- who you are assessing
- where you are assessing
- how you are assessing.

You will need to let each person you consult know about the assessment plan and how they fit into the assessment process. You should consult industry or technical experts and training & assessment experts.

Identifying the benchmark:

You need to identify the benchmark that you will assess participants against. The benchmark is the Industry Competency Standards from the relevant industry, e.g. if you wanted to apply OSH practices in food industry you would consult the food industry standards.

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Conflicts of interest:

For assessors conducting assessment, working in close communities can create a situation where the issue of conflict of interest may come up. You might know or be related to someone who is scheduled to attend one of your assessment events. Because of your relationship with this person, they may ask you to assess them, thinking that it can help them to know you personally or it may be that they simply feel more comfortable being assessed by someone they know.

As assessors, you will need to be aware of possible conflicts of interests and take actions to ensure that you act ethically and responsibly. Consult the BTEB Code of Conduct for Assessors. Whatever the situation if you think there may be a conflict of interest you must report it to your supervisor immediately.

The needs of the candidate/s:

The individual needs of candidates for assessment must be considered when determining and designing evidence gathering methods and tools. This process is called reasonable adjustment and it means choosing alternative assessment methods or tools where necessary to meet the individual needs of candidates. Adjustments are considered reasonable if they still allow for a valid and reliable assessment within the resource capabilities of the training/assessment organization.

You need to know the characteristics of the candidates so that you can plan and organize assessment according to their needs. If you do not know the candidates, then you will need to identify the characteristics that are relevant to assessment.

Starting points for identifying and confirming the candidates' characteristics:

- Candidates should be encouraged to disclose if they have any equity or additional support needs so this can be catered for.
- Discuss with experienced teachers, trainers and assessors if necessary, Check enrolment information
- Speak to relevant workplace personnel or other trainers who may be aware of less obvious needs, for example low levels of literacy or numeracy
- Check files for background information, but be aware of confidentiality considerations

Some of the special needs that you might need to consider could relate to the candidate's:

- level and experiences of previous learning and assessment
- motivation for assessment—personal or organizational
- language, literacy and/or numeracy levels or needs
- physical impairment or disability such as those involving hearing, vision, voice, or mobility

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- intellectual impairment or disability
- learning progress
- psychiatric or psychological disability
- religious and spiritual observances
- cultural background
- perceptions
- age
- gender

It is important to remember that accommodating special needs is part of your role in planning and organizing assessment. But also remember that there may be others working towards catering for equity or additional support needs. These people can help you develop strategies and methods. As a designer it is part of your role to:

- understand equity and support issues
- provide information on access and support
- keep up to date with issues and information about who can provide assistance.

Considerations for workplace assessment

Competency assessment can be conducted in a number of environments or contexts. A typical environment is going to be in a training institute or workplace. An assessment should always reflect, as near as possible, the real conditions which normally exist.

The following aspects should be considered when designing any competency assessment but especially when conducting a workplace competency assessment:

- Purposes - as mentioned earlier, it could be for diagnosing education and training needs, recognizing existing competencies, or recruitment or promotion etc.
- Environment — noise, onlookers, weather conditions, night/day, organizational culture.
- Internal factors - industrial relations issues, availability of standards, remuneration implications, availability of resources, production and shift considerations, complex nature of workplace relationships, literacy and numeracy levels.
- External factors – relevant policies and legislation, access and equity, occupational safety and health.
- Methods - could include observation, written tests, practical tests, interviews, project or assignments, samples of work etc. The methods chosen should be appropriate and relevant to the normal activities which happen in your workplace.
- Feelings - anxiety, stress, self-consciousness, fear, friendship, peer pressure, perception of risk - both physical and emotional.
- Assessment principles - as discussed previously
- Outcomes - security and recording of results, appeals, opportunities for retraining and reassessment policies.

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Roles and Responsibilities of Key Stakeholders:

The assessment process consists of the following key stakeholders:

- Assessment Designer
- Assessor
- Candidate
- BTEB Representative
- Assessment Centre

Each stakeholder will generally have the following roles and responsibilities in the assessment process, which may vary from time to time depending on individual circumstances and organisational policies:

Assessment Designer:

- Identify purpose and context of assessment
- Determine resource requirements
- Analyze competency standard
- Develop assessment matrix
- Determine requirements of evidence gathering tools according to the assessment matrix
- Determine assessment benchmark, time and assessment arrangements
- Narrate documentation process

Assessor:

- Plan an assessment activity
- Visit the assessment venue or workplace to ensure an adequate work area containing:
 - sufficient space for working – that there is enough space for the assessment activity to be carried out effectively and safely
 - emergency response procedures are in place
 - all necessary tools, equipment, machinery and materials are available
 - the above is in good working order
- Organise personal protective equipment (PPE) including firefighting equipment
- Ensure that the candidate is ready for assessment
- Check the assessment tools
- Confirm assessment procedures with appropriate personnel at the assessment centre or workplace
- Determine the needs of the candidate and any **reasonable adjustments** (see below for further discussion – page 13) that need to be made during assessment
- Advise all appropriate personal of the assessment
- Provide feedback to the candidate
- Submit the result of the assessment to BTEB

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Candidate:

- Read the instructions
- Read and answer the self-assessment guide and discuss with assessor
- Perform the task or tasks asked for in the Job Sheet for the competency assessment
- Perform the task or tasks occupational health and safety (OHS) requirements
- Answer questions in the written test or through oral questioning
- Provide any other form of assessment evidence as requested

BTEB Representative:

- Ensure that the assessment process is in accordance with the standards of BTEB
- Provide the appropriate assessment tools to the assessor
- Collect all the documents after the assessment
- Issue qualification or certificate of competency

Assessment Centre:

- Submit request for assessment to BTEB
- Process and evaluate relevant documents of the candidate
- Ensure the availability of appropriate tools, equipment, machinery and materials
- Ensure the above is in good working order
- Ensure that the assessment venue is free of hazards and otherwise safe for conducting assessment
- Record the assessment result

Identifying material and resource requirements

Depending on what the assessment involves, you may need to obtain materials or resources. This can affect the time and costs involved with assessment.

Consider items like the availability of plant; the venue; technology; other personnel and equipment; sufficient and appropriate protective equipment; or other preexisting assessment resources.

Having the correct resources can make the difference between a successful assessment event and a complete debacle. Not only that, but if we are not prepared and the candidate does not have access to the appropriate resources during their assessment, then chances are that we will not meet the principles of assessment nor the rules of evidence.

To ensure that we are organized, we include resources as part of our assessment plan. Specifically, we include physical resources and human resources.

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Clearly, some resources are easier to organize than others. Bear in mind that the more complex your resource needs are, the more time you will need to organize them, and the more people you may have to involve.

While the resources that we need will depend on the particular context and purpose of assessment, there are some common ones that we should be familiar with:

- information
- documents needed for assessors and candidates, including competency standards and assessment tools
- plant and equipment technology
- personal protective equipment
- venues
- adaptive technology
- physical adjustments to the assessment environment
- additional personnel (including specialist support)

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Sample of an assessment resources checklist

Assessment Resources Checklist

Unit of competency to be assessed.....

Module Title

Date (from – to)..... Venue.....

Done (Tick the box below once you have arranged)	Particulars	Quantity	Remarks
Physical Resources			
<input type="checkbox"/>	BTEB Representative	1	
<input type="checkbox"/>	Assessor (BTEB Certified)	1	Number of assessor depends on number of trainee to be assessed
<input type="checkbox"/>	Observer (Optional)	1	
<input type="checkbox"/>	Technician	1	
<input type="checkbox"/>	Venue for Assessment	1	To be visited by the assessment designer prior to assessment
Equipment and Tools			
<input type="checkbox"/>	Personal protective equipment (hand gloves, apron, rubber sole shoes and Safety Helmet)	1 set for each participants including assessors	
<input type="checkbox"/>	Wiring Board	1	For each participants
<input type="checkbox"/>	Cable (1.5 rm)	1 coil	
<input type="checkbox"/>	Cable (4 rm)	1 coil	
<input type="checkbox"/>	Wire Striper	1	
	Drill Machine	1	

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<input type="checkbox"/>	Combination Pliers	1	
<input type="checkbox"/>	Neon Tester	1	

Add more columns if necessary.

Choosing assessment methods and tools

Assessment planning requires you to choose an assessment method and then decide what you need in order to use that method of assessment.

There are many evidence-gathering methods that can be used to assess an individual's competence against the benchmark. The methods you choose will depend on many factors. The list below gives you an idea of the types of factors that will influence your choice of assessment method.

Factors that influence assessment methods:

- Organizational culture, policies and systems.
- Amount of time and money available.
- Evidence-gathering opportunities. The selection of the methods and tools may need to depend upon when they are available for the evidence-gathering opportunity.
- Legal, ethical and OHS requirements may need to be included in an assessment method.
- Single and multiple units of competency.
- The needs of participant/s.
- The risks and requirements that are connected with the different assessment applications in various contexts.

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Self-Check 10.2-4

Direction:

Write short answers on the following questions:

1. Describe the factors that influence assessment methods.
2. What is the roles of an Assessment Designer?

Answer Key 10.2-4

Answer of question no 1

Factors that influence assessment methods

- Organizational culture, polices and systems.
- Amount of time and money available.
- Evidence-gathering opportunities. The selection of the methods and tools may need to depend upon when they are available for the evidence-gathering opportunity.
- Legal, ethical and OHS requirements may need to be included in an assessment method.
- Single and multiple units of competency.
- The needs of participant/s.
- The risks and requirements that are connected with the different assessment applications in various contexts.

Answer of question no 2

- Identify purpose and context of assessment
- Determine resource requirements
- Analyze competency standard
- Develop assessment matrix
- Determine requirements of evidence gathering tools according to the assessment matrix
- Determine assessment benchmark, time and assessment arrangements
- Narrate documentation process

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Task Sheet 10.2-4

Title:	Prepare Assessment Resource Checklist
Performance Objective:	Given the assigned area or competency, the trainee should be able to Prepare Assessment Resource Checklist using the required template; and following the set procedure
Supplies/Materials:	Competency Standard, CBLM
Equipment:	Computer, Printer
Procedure:	<ol style="list-style-type: none">1. Follow the steps in Prepare Assessment Resource Checklist from the Information sheet.2. Use the suggested format and guidelines as reference; and3. Present the output to the trainers

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Sample of an assessment resources checklist

Assessment Resources Checklist

Unit of competency to be assessed.....

Module Title

Date (from – to)..... **Venue**.....

Done (Tick the box below once you have arranged)	Particulars	Quantity	Remarks
Physical Resources			
<input type="checkbox"/>	BTEB Representative	1	
<input type="checkbox"/>	Assessor (BTEB Certified)	1	Number of assessor depends on number of trainee to be assessed
<input type="checkbox"/>	Observer (Optional)	1	
<input type="checkbox"/>	Technician	1	
<input type="checkbox"/>	Venue for Assessment	1	To be visited by the assessment designer prior to assessment
Equipment and Tools			
<input type="checkbox"/>	Personal protective equipment (hand gloves, apron, rubber sole shoes and Safety Helmet)	1 set for each participants including assessors	
<input type="checkbox"/>	Wiring Board	1	For each participants
<input type="checkbox"/>	Cable (1.5 rm)	1 coil	
<input type="checkbox"/>	Cable (4 rm)	1 coil	
<input type="checkbox"/>	Wire Striper	1	
<input type="checkbox"/>	Drill Machine	1	

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<input type="checkbox"/>	Combination Pliers	1	
<input type="checkbox"/>	Neon Tester	1	

Add more columns if necessary

Performance Criteria Checklist 10.2-4

Criteria (Have I?)	Yes	No
1. Identified the physical resource requirements for the relevant unit of competency		
2. Identified the equipment and tool requirements for the relevant unit of competency		

Information Sheet 10.2-5

Selection of Assessment Methods and Tools

Learning Objectives:

After reading this Information Sheet, you will be able to select suitable assessment methods and tools when designing assessment plan.

Choosing Assessment Methods for Integrated Assessment:

Integrated assessment is an assessment approach that focuses on ‘performing a whole job’ or a real work task. It covers the clustering of multiple units and/or elements from relevant units of competency.

This assessment combines the application and demonstration of:

- knowledge
- skills
- attitude
- ethics from a range of work activities).

Select Assessment Methods and Tools, make sure they:

- Collect evidence that meets the rules of evidence
- Allow you to collect evidence in line with the principles of assessment

Review Assessment Methods and Tools

Make sure they meet the rules of evidence and principles of assessment.

This task may be done by more than one assessor if needed, and is also a process of validation of the assessment tool.

Modify Assessment Methods and Tools

After reviewing the assessment tools and methods, make adjustments or choose other tools.

Meet Special Needs of Participant/s

Make sure that the assessment is fair and flexible. Assessment methods and tools may need to be altered and reasonably adjusted to cater for the specific characteristics of participants.

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Make sure that the assessment is fair and flexible. Assessment methods and tools may need to be altered and reasonably adjusted to cater for the specific characteristics of participants.

Assessment Methods for Different Types of Assessment:

Methods of Formative Assessment:

There are simple techniques that trainers can use to collect evidence of performance on how well their trainees are learning what they are being taught. It is both a teaching approach and a set of techniques. The approach is that the more you know about what and how trainees are learning, the better you can plan learning activities to structure your teaching.

The techniques are mostly simple, non-graded, in-class activities that give both you and your trainees useful feedback on the teaching learning process.

Methods	Description	What To Do With the Data
Written Assessment	Short test items, usually after each topic to verify learning of concepts.	Identify where trainees committed the most mistake. Use this to review your learning materials. You may need to revise the presentation of the learning materials.
Oral Questioning	There are two basic types of questions that can be asked. These are closed and open-ended questions. Closed questions are used to find out if a trainee has specific factual information since the question requires a specific response. Open ended questions when a more detailed response is required. It may involve problem solving, interpretation and application of knowledge and skill to new situations.	Get clues from their answers as basis for coaching or mentoring.

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Methods	Description	What To Do With the Data
Observation of Performance	This is used when the trainees are performing practice tasks. Observe the movements of the trainees as they perform their tasks. Only a competent person can observe the correct rhythm of body movements as the trainee perform the task. Coach and demonstrate when necessary Ask what and why questions to ensure that the trainees understand what they are doing.	Make a tally of the weaknesses of the trainees performing the tasks. You may focus your demonstration on these weaknesses. Review responses and note any useful comments.
Project/ Group Work Assessment	Group work is a fact of life in the corporate work force. At the beginning of a project or group activity, each member of the group is provided a copy of the group assessment form. This will make performance expectations visible to all members. If the group members have their disagreements. provide time for trainees to state the concerns or opinions. They should be able to recognize the strengths- that they collectively bring to a group. Do this at appropriate time.	Assessment works best when trust is high.

Summative Assessment:

The purpose of this type of assessment is to determine whether a trainee has reached competency, or achieved learning outcomes, for the purpose of recognition, classification or certification following a training program. This type of assessment is the more formal assessment and will tell you whether your trainee is competent or not.

Methods Used for Summative Assessment:

Method	Description
Written Test	For "knowing" and "thinking" kinds of learning outcomes, the written tests or sometimes called paper and pencil test is the preferred method of most teachers. For a review on how to

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Method	Description
	construct your test items, read the attached reference materials or search in the internet sites that can help you construct test items. Written test must consider being able to assess not only recall but the higher level of learning.
Oral Questioning	This technique can be used alone or in tandem with demonstration or on the job observation. The questions must be clear and simple to elicit answers that can provide evidence of underpinning knowledge, application of skills, task management skills and contingency management skills. A list of questions and model answers is prepared before you conduct the assessment.
Demonstration	The trainee is asked to perform a task under actual or simulated conditions. The teacher gathers the data or evidence using a previously prepared observation guide.
Observation of Performance	While the trainee is performing the task in the job site, observation can be done data gathering is done by the teacher using a previously prepared observation checklist. Oral questions can be used to verify underpinning knowledge. On-the-job observation is inappropriate when: work activities occur irregularly; work take place over an extended period of time or are difficult to observe such as planning a process or managing a team; work activities that involve issues of privacy such as counseling; and situations where the presence of an observer may compromise workplace safety.
Trainee Portfolio	Formative assessment data or evidence can contribute to a better judgment as to the competence of the trainees. The trainees are responsible in gathering data or evidence of his accomplishments during the entire training period and usually these are results of the formative assessment. The teacher may provide assistance to the trainee by identifying the data that has to be collected by the trainee at the beginning of the training period.

Advantages and Disadvantages of Commonly Used Assessment Methods:

Frequently used competency-based assessment methods may be categorized into four broad groupings:

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Knowledge-based Assessment Methods:

1. Multiple-Choice Questions (MCQ)

Multiple-choice questions consist of a question, followed by a number of options. One of the options is the correct answer. The other options, which are incorrect, are called distracters.

Advantages	Disadvantages
<ul style="list-style-type: none">• As there is minimal writing, a substantial amount of content can be assessed in a relatively short time• Can be administered to a group of learners concurrently• Scoring is highly objective (i.e. number of correct answers only)	<ul style="list-style-type: none">• Validity of evidence blurred by the 25% (assuming 4-option MCQ) chance of random success.• Relatively difficult to design good MCQ questions - requires skilled designers and pilot- testing.• Method is usually constrained to being a supplementary method to test knowledge and comprehension.• Validity decreases with frequent use and exposure of MCQ to learners

2. Written Assessment (Short Answers)

Short answers require candidates to articulate understanding in written form but the answers are relatively short as compared to essays and hence may be appropriate for candidates with literacy issues.

Advantages	Disadvantage
<ul style="list-style-type: none">• Easy to mark/grade as the answers are predictable.• Answers are limited hence writing ability is not unduly stressed.• Suitable for learners who do not have high literacy levels.	<ul style="list-style-type: none">• Cannot be used alone and has to be supplemented with other methods.

3. Projects

Projects involve an assessment of a combination of subject knowledge, process skills and transferable skills. Projects require learners to apply their learning, encourage pro-activity and need an extended duration for completion. The outcomes of a project may be presented through different forms such as a report, portfolio, and/or presentation.

Advantages	Disadvantages
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<ul style="list-style-type: none"> • More flexible (in terms of scope, medium for presentation) than other assessment methods • High validity as it requires the application of skills and knowledge in a given / real context 	<ul style="list-style-type: none"> • Time consuming to mark • Challenging to determine learner’s true contributions and correspondingly his level of competencies • Should be complemented with other supplementary methods to ensure authenticity of evidence
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4. Portfolio

A portfolio refers to a collection of evidence assembled by the learner to demonstrate competence. The main purpose of using a portfolio would be the collection of evidence to establish that the learner has demonstrated a set of prescribed performance criteria. A key point to note is that evidence that was accumulated many years ago may not be current and has to be in line with current practices and standards.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Flexible as learners take the initiative to decide on how the portfolio is to be presented and organized. • Valid form of assessment as it is based on real task rather than a series of educational tasks. 	<ul style="list-style-type: none"> • Challenging to some learners due to the flexibility • May be difficult for assessors to map the portfolio to assessment criteria and require a face-to-face interview to ascertain competence

5. Written Assessment (Reports)

A report is a form of extended written assignment whereby information and often recommendations for action are presented.

Advantage	Disadvantage
<ul style="list-style-type: none"> • Relevance to realistic context hence more practical than an academic essay 	<ul style="list-style-type: none"> • Quite demanding as learners may be required to analyze on what they have done and draw conclusions

6. Oral Questions

Oral Questioning require learners to articulate their understanding through a verbal face-to-face question and answer (Q&A) process. This method is useful when addressing a diverse group of learners with varying literacy levels as the assessor is able to paraphrase questions to help the candidates in understanding.

Advantage	Disadvantage

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Able to address diverse needs of candidates	Challenging for inexperienced assessors as they will have to be able to think on their feet and paraphrase the questions without providing undue stress to the candidate
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Performance-based Methods

7. Workplace Performance

This is arguably the best method to collect reliable and authentic evidence of a learner's actual competencies. This is because the assessment context is set under actual work conditions that require demonstration of actual occupational competencies and maximizes the degree of realism in the assessment process.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Good indicator of a learner's actual work performance • High authenticity and reliability of evidence 	<ul style="list-style-type: none"> • Constrained by opportunities available to observe performance for all range of activities specified under standards • Requires considerable time and resources to assess all the performance criteria

8. Role-Play / Simulation

Role-playing or simulation provides an alternative for workplace performance. It can be seen as an orchestrated scenario that seeks to gather evidence on a learner's competencies.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Allows control of different settings required to assess a full range of activities stated under standards • Flexibility in time allocation • Allows standardization of activities to enhance fairness of assessment 	<ul style="list-style-type: none"> • Detached from realistic workplace conditions • Requires considerable investment in facilities and equipment to simulate actual work setting

Attitudinal Evaluation Methods

9. Observations

This method involves observing the behavior of learners, recording as much as possible, or whatever appears to be useful, important, or unusual. Once the data are recorded, the observers'

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task is to make sense and draw conclusions from it. Observation requires preparation time. It is necessary to determine why you are observing, what you expect to see or think you might see and how you will record what you see. Attitudinal evaluation requires determination of a proxy behavior that best presents the attitude item / component.

The selection and determination of the proxy behavior requires research backing and testing. And there has to be a relationship between the proxy behavior and attitude, before it can be safely used for attitudinal evaluation.

Advantages	Disadvantages
<ul style="list-style-type: none"> • Structured observation allows the observer to focus on specific behaviour that indicate positive and negative feelings or attitudes • Structured observation allows for recording of reliable and relevant data 	<ul style="list-style-type: none"> • Structured observation incurs the risk of the observer overlooking concurrent relevant events • In the case of third party observations where inputs from direct supervisors are sought, key issue is the degree of objectivity and reliability of the evaluation

Self-Check 10.2-5

Direction:

Write short answers on the following questions:

1. For selection of appropriate assessment method and tools, what should you consider first?
2. What is the advantage of Role-Play/ Simulation?

Answer Key 10.2-5

Answer of question no 1

Collect evidence that meets the rules of evidence and principles of assessment

Answer of question no 2

- Allows control of different settings required to assess a full range of activities stated under standards
- Flexibility in time allocation
- Allows standardization of activities to enhance fairness of assessment

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Information Sheet 10.2-6

General Good Practices and Shortcomings in Assessment Design

Learning Objectives:

After reading this Information Sheet, you will be able to interpret general good practices and shortcomings in designing assessment.

General Good Practices in Assessment Plan Development:

- Maintaining an assessment tools bank (i.e. different assessment methods selected systematically to ensure reliability of assessments conducted)
- Conducting regular validation sessions to ensure currency of assessment plans
- Collecting feedback from various parties (e.g. assessors, trainers, developers, participants, observers, etc) on the usefulness of the assessment
- Conducting pilot tests for assessment plans before making adjustments

Common Shortcomings in Assessment Design:

Assessment Criteria do not Address the Performance Statement / Performance Criteria Sufficiently

Description: Assessment criteria were set differently as compared to the Performance Criteria in the Competency Standard.

General Advice: Be very clear about what the Performance Criteria expect as Performance Criteria and Performance Statements require the learner to demonstrate competence holistically, rather than in segments.

Incomplete Instructions

Description: The submitted assessment plan may consist incomplete instructions as part of the assessment specifications.

General Advice: Developer needs to ensure that the instructions and specifications are detailed enough to clearly cover the following (not limited to):

- Assessment duration
- Assessment venue

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- Assessment set up requirements
- Assessment tools
- Assessor to candidate ratio
- Conduct / provision of feedback
- Conduct of assessment
- Decision making on assessment outcome for the method and for the whole assessment
- Preparation for assessment (by the assessor and / or assessment centre)
- Performance Statements/Performance Criteria and Underpinning Knowledge covered
- Special instructions (e.g. safety precautions, etc)

❑ **Conflicting Instructions in Assessment Plan**

Description: Assessment criteria and assessment specifications provided by the assessment designer may not be reflective of information (e.g. assessment methods selected for each Performance Criteria / Performance Statement) provided in the Evidence Gathering Plan. For example, for a performance criterion, written test is the recommended assessment method in evidence gathering plan. But, in actual assessment oral checklist is used for this criterion.

General Advice: Ensure that all sections in the assessment plan are consistent and do not conflict with each other. Always do a check on whether there is any information that may confuse the user.

❑ **Difficulty in Gathering Evidence**

Description: Assessment specifications may require the assessor to observe more than two concurrent practical performances for assessment. In order for the assessor to observe any forms of practical performance reliably, the assessor needs to be very clear of the context and the required role of the candidate. Having to observe more than two different practical performances is even more challenging, more so for an assessor that is not very familiar with the process.

General Advice: Unless there are strict criteria for assessors, and specific consequential actions (i.e. achievement of specific outcome from only one specific process) being observed, it is advisable for assessment of practical performance to be conducted on a one-to-one basis.

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❑ MCQ Questions with “Give-away” Answers

Description: Although the multiple-choice question may have addressed the performance criteria, it may have been set such that the answer is very obvious. If the correct answer is too obvious, it may result in an unreliable result as it is unclear if the learner can actually answer the question or if the other choices (i.e. distracters) were plausible.

General Advice: Ensure that the developer of the assessment tools is clear and well-qualified in developing a reliable MCQ Questionnaire. This will help ensure that the assessment is in line with the rules of evidence. Some general tips for designing MCQs include:

- Measure important outcomes only
- Write a clear question
- Ensure that the grammar of the term matches that of the options
- Avoid giving verbal clues in the question
- Provide plausible distracters
- Avoid ‘all of the above’ and ‘none of the above’
- Vary the length of the correct answer
- Vary the position of the correct answer
- Avoid making the correct answer less definite

❑ Other Shortcomings in Assessment Plans

- Assessment criteria are not specific (e.g. copied directly from Performance Criteria / Performance Statements without elaboration)
- Did not address all the Performance Criteria / Performance Statements or Underpinning Knowledge
- Did not indicate the assessment coverage in assessment plan
- Inclusion of other instructions that do not relate to the assessment (e.g. payment policy, refund policy, etc)
- Lack of assessment tools (e.g. oral questions and suggested answers, etc)
- Lack of instructions to assessors on
 - conduct of assessments
 - usage of assessment tools
- Lack of instructions to learners

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Self-Check 10.2-6

Direction:

Write short answers on the following questions:

1. What are the Common Shortcomings in Assessment Design?

Answer Key 10.2-6

Answer of question no 1

Common Shortcomings in Assessment Design:

- Assessment Criteria do not Address the Performance Statement / Performance Criteria Sufficiently
- Incomplete Instructions
- Conflicting Instructions in Assessment Plan
- Difficulty in Gathering Evidence
- MCQ Questions with “Give-away” Answers
- Assessment criteria are not specific (e.g. copied directly from Performance Criteria / Performance Statements without elaboration)
- Did not address all the Performance Criteria / Performance Statements or Underpinning Knowledge
- Did not indicate the assessment coverage in assessment plan
- Inclusion of other instructions that do not relate to the assessment (e.g. payment policy, refund policy, etc)
- Lack of assessment tools (e.g. oral questions and suggested answers, etc)
- Lack of instructions to assessors on
 - conduct of assessments
 - usage of assessment tools
- Lack of instructions to learners

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LEARNING OUTCOME 3: DOCUMENT THE ASSESSMENT PLAN

ASSESSMENT CRITERIA

1. Types of evidence needed to demonstrate competence, according to the *rules of evidence* are documented.
2. *Assessment methods* are documented which will support the collection of defined evidence.
3. Evidence requirements for units of competency are mapped and documented.
4. Documented *assessment evidence plan* is confirmed with relevant personnel.

CONTENTS:

- Documentation of Assessment Plan

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio

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Learning Experiences 10.3-1

Learning Outcome 3

DOCUMENT THE ASSESSMENT PLAN

Learning Activities	Recourses/ Special Instructions
Documenting the Assessment Plan	<ul style="list-style-type: none">• Read Information sheet 10.3-1: Document the Assessment Plan• Answer Self-check 10.3-1, refer to answer key 10.2-1 to check if you have answered the questions correctly.• Perform Task Sheet 10.3-1, use the performance criteria to check if you made the correct output

Information Sheet 10.3-1

Document the Assessment Plan

Learning Objectives:

After reading this Information Sheet, you will be able to document the assessment plan.

Documenting the Assessment Plan:

When we are sure what we are going to assess, who we are going to assess, the context and purpose of assessment, how we are going to assess, and the resources that we are going to use, we can start to put together the Assessment Plan.

It is at this stage of the process that we analyze and document:

- the objectives of the assessment
- the process and relevant stakeholders
- timeline
- resources required.

Because no two assessment events are similar, we should discuss with the stakeholders to ensure that our objectives, timelines and processes are appropriate.

The objectives of the assessment will be determined by:

- the need for the assessment
- the goals of the candidate
- the goals of other stakeholders.

Timelines may be necessary for:

- completion of the process
- delivery of learning
- compilation of evidence
- conducting assessment
- resubmission and re-assessment.

The processes that we commonly discuss before including in our assessment plan include:

- candidate enrolment
- provision of materials and training
- support resources
- OHS issues
- recording of results
- logistical, legal and environmental issues
- candidate instructions
- assessor instructions

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At this stage, our assessment plan will have grown to:

- define the purpose and focus of the assessment process
- list those who will be involved in the process
- identify relevant units of competency to be assessed
- investigate possibilities for clustering units of competency
- identify Health & Safety issues
- specify any special candidate needs, such as protective equipment
- outline assessment milestones and target dates
- outline types of evidence that may be collected
- specify evidence gathering techniques.

The following sample plan can be a guide to prepare a proper assessment plan. In this assessment plan, we have prepared the assessment matrix and assessment specifications for the unit: - “Organize Competency Based Training sessions”. For preparing a comprehensive plan for multiple units, relevant assessment matrix and specifications should also be prepared separately and the overall assessment plan will be prepared from a cluster of unit of competencies to be assessed.

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Sample Assessment Plan

Assessment Summary:

Name of Assessment Designer	Saifuzzaman Mia
Qualification	Certificate IV in Competency Based Training and Assessment in TVET
Unit of competency	1. Organize Competency Based Training Sessions
Venue of Assessment	
Date of Assessment	
<p><i>Purpose of the Assessment is:</i></p> <ul style="list-style-type: none"> - To imply the successful completion of the training as per the competency standard - To demonstrate the achieved skills of the candidates as a proof of their competencies - By a certified assessor, verify the demonstrated skills of the candidates according to the evidence requirements - To achieve the national certificate or statement of achievement for the successful completion of the candidate's competencies. <p><i>Context of Assessment:</i></p> <ul style="list-style-type: none"> - The assessment will be conducted in a RTO or RPL center. - The assessment will include both process and product as evidence. <p>Process based assessment:</p> <p>There will be an assessment event after training is completed, where the trainee teachers will have to conduct a training session between 45-60 minute in duration. Assessment will be conducted in a simulated environment, against a predefined Observation Checklist. The assessment should be completed within a month of completion of training.</p> <p>Product based assessment:</p> <p>Trainee teachers will have to demonstrate competency through the development and/or completion of a range of documents, as specified in the Assessment Guidelines.</p> <p>The trainee will also have to complete a questionnaire to demonstrate their underpinning knowledge. The questionnaire may be completed and submitted to the Assessor before or on the day of the Assessment event.</p>	
Signature of the Assessment Designer:	

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Assessment Matrix (Use one for each UoC)

Qualification (NTVQF Level-4)	Certificate IV in Competency Based Training & Assessment Practice in TVET			
Unit Code and Title	TVTDEL401: Organize competency based training sessions			
Unit Descriptor	This unit covers the knowledge, skills and attitude required to organize competency-based training session. It includes Identifying training requirements of trainees, modifying instructional materials, preparing program delivery & relevant session plan and arranging learning-teaching resources.			
Assessment Process	A	B	C	D
	Demonstration	Written	Oral questioning	Log Book / Portfolio (Sample product and/or document)

Unit Code	Elements/ Performance criteria	A	B	C	D
TVTDEL401	1. Identify training requirements of trainees				
	1.1 <i>Curriculum document</i> is reviewed and analyzed.		√	√	
	1.2 Trainees' current competencies are identified and compared with competencies to be attained.		√	√	
	1.3 Results of comparison is used to determine training requirements where necessary.	√	√	√	
	1.4 Learning outcomes and assessment activities are refined according to trainees' training requirements.	√	√	√	
	1.5 Training requirements are discussed and validated with appropriate people where necessary.	√		√	

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Unit Code	Elements/ Performance criteria	A	B	C	D
TVTDEL401	2. Modify instructional materials				
	2.1 New requirements of <i>learning materials</i> are identified.	√			
	2.2 <i>Instructional materials</i> are revised focusing on the trainees need.	√	√		
	2.3 Instructional materials are revised and incorporated in such a way that text and illustration are clear, legible and appropriate to the <i>trainee's characteristics</i> and requirements.	√	√	√	
	2.4 Instructional materials are revised and incorporated in such a way that Language, style and format of the materials are appropriate to the trainee's characteristics and requirements.	√	√	√	
TVTDEL401	3. Prepare program delivery plan and relevant session plan				
	3.1 <i>Program delivery</i> plan is developed outlining all the sessions and relevant timeframes required.	√	√	√	√
	3.2 Training delivery modes appropriate for the training are outlined.	√	√	√	√
	3.3 Sequence of training activities are determined based on elements within competency standards.	√	√	√	√
	3.4 Session plan for each session of the learning program are developed and finalized.	√	√	√	√
TVTDEL401	4. Arrange learning and teaching resources				
	4.1 A checklist for the resources required for the training is developed.	√			√
	4.2 Required resources are checked for availability.	√		√	√
	4.3 Relevant learning materials is selected and prepared according to the need of the session.	√	√	√	

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Unit Code	Elements/ Performance criteria	A	B	C	D
	4.4 Appropriate training locations/venue are identified and arranged according to training needs.			√	√
	4.5 Training resource and aids requirements are documented and access is arranged in accordance with organization procedures and appropriate staff.	√	×		×

Summary of Assessment Planning Matrix:

Assessment strategy		Performance criteria to be Assessed	Remarks
1.	Demonstration	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.5	
	Written	1.1, 1.5, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 4.3, 4.5	
3.	Oral questioning	1.1, 1.5, 1.3, 1.4, 1.5, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4	
4.	Log Book / Portfolio (Sample product and/or document)	3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 4.5	

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Assessment Specifications-1

(for each assessment methods)

Qualification (NTVQF Level-4)	Certificate IV in Competency Based Training & Assessment Practice in TVET
Unit code and title	TVTDEL401: Organize competency based training sessions

S/N	Specifications	Guidelines
1	Assessment Method	Demonstration
2	Performance Criteria	PC: 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.5
3	Underpinning Knowledge	All stated Underpinning Knowledge in the Competency Standard
4	Duration	45-60 minutes
5	Assessment Venue	Registered Training Organization/ RPL Center
6	Required Assessment Tools	<ul style="list-style-type: none"> - Demonstration checklist - Observation Checklist - Assessment Questions and Answers
7	Assessment Set-up Requirements	To be conducted in quiet room with proper tables and chairs
8	Conduct of Demonstration	Trainee teachers will have to conduct a training session between 45-60 minute in duration. Assessment will be conducted in a simulated environment, against a predefined Observation Checklist.
9	Recording of Assessment Result / Decision Making on Assessment Outcome	<ul style="list-style-type: none"> • Findings and conclusions of the assessment should be documented in the Individual Assessment Record. • Reasons for “NYC” should be mentioned in the remarks column of checklist.
10	Candidate Summary and Feedback	<ul style="list-style-type: none"> • The candidate will be informed about the assessment outcome through the Summary Assessment Record. • If the candidate is not satisfied with the assessment outcome, s/he can appeal on the specific assessment, after summary assessment record has been published.

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		<ul style="list-style-type: none"> The unsuccessful candidates can apply for reassessment before the next assessment event.
11	Assessor to Candidate Ratio	1:10
12	Preparation for assessment	The assessment center should be informed prior to the assessment event for the preparation requirements regarding the assessment.
13.	Special Instruction (Health & Safety issues, Special facility for Person With Disabilities)	

Assessment Specifications-2

(for each assessment methods)

Qualification (NTVQF Level-4)	Certificate IV in Competency Based Training & Assessment Practice in TVET
Unit code and title	TVTDEL401: Organize competency based training sessions

S/N	Specifications	Guidelines
1	Assessment Method	Written
2	Performance Criteria	P.C: 1.1, 1.5, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 4.3, 4.5
3	Underpinning Knowledge	All stated Underpinning Knowledge in the Competency Standard
4	Duration	60 minutes
5	Assessment Venue	Registered Training Organization/RPL Center
6	Required Assessment Tools	- Written Questioner - Multiple Choice Questioner - Answer Sheet
7	Assessment Set-up Requirements	To be conducted in quiet room with proper tables and chairs
8	Conduct of Written Test	The written test will be short question or multiple choice question. This will be an open book test. Trainee can use only CBLM.

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9	Recording the Assessment Result / Decision Making on Assessment Outcome	<ul style="list-style-type: none"> Findings and conclusions of the assessment should be documented in the Individual Assessment Record. Reasons for “NYC” should be mentioned in the remarks column of checklist.
10	Candidate Summary and Feedback	<ul style="list-style-type: none"> The candidate will be informed about the assessment outcome through the Summary Assessment Record. If the candidate is not satisfied with the assessment outcome, s/he can appeal on the specific assessment, after summary assessment record has been published. The unsuccessful candidates can apply for reassessment before the next assessment event.
11	Assessor to Candidate Ratio	1:10
12	Preparation for assessment	The assessment center should be informed prior to the assessment event for the preparation requirements regarding the assessment.
13.	Special Instruction (Health & Safety issues, Special facility for Person With Disabilities)	

Assessment Specifications-3

(for each assessment methods)

Qualification (NTVQF Level-4)	Certificate IV in Competency Based Training & Assessment Practice in TVET
Unit code and title	TVTDEL401: Organize competency based training sessions

S/N	Specifications	Guidelines
1	Assessment Method	Oral questioning
2	Performance Criteria	P.C: 1.1, 1.5, 1.3, 1.4, 1.5, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4
3	Underpinning Knowledge	All stated Underpinning Knowledge in the Competency Standard
4	Duration	10 minutes
5	Assessment Venue	Registered Training Organization/RPL Center

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6	Required Assessment Tools	- Oral Questioning Checklist. - Oral Question Answer Sheet
7	Assessment Set-up Requirements	To be conducted in quiet room with proper tables and chairs
8	Conduct of Oral Assessment	Face to face interview.
9	Recording the Assessment Result / Decision Making on Assessment Outcome	<ul style="list-style-type: none"> Findings and conclusions of the assessment should be documented in the Individual Assessment Record. Reasons for “NYC” should be mentioned in the remarks column of checklist.
10	Candidate Summary and Feedback	<ul style="list-style-type: none"> The candidate will be informed about the assessment outcome through the Summary Assessment Record. If the candidate is not satisfied with the assessment outcome, s/he can appeal on the specific assessment, after summary assessment record has been published. The unsuccessful candidates can apply for reassessment before the next assessment event.
11	Assessor to Candidate Ratio	1:10
12	Preparation for assessment	The assessment center should be informed prior to the assessment event for the preparation requirements regarding the assessment.
13.	Special Instruction (Health & Safety issues, Special facility for Person With Disabilities)	

Assessment Specifications-4

(for each assessment methods)

Qualification (NTVQF Level-4)	Certificate IV in Competency Based Training & Assessment Practice in TVET
Unit code and title	TVTDEL401: Organize competency based training sessions

S/N	Specifications	Guidelines
1	Assessment Method	Log Book / Portfolio (Sample product and/or document)

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2	Performance Criteria	PC: 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 4.5
3	Underpinning Knowledge	All stated Underpinning Knowledge in the Competency Standard
4	Duration	Before or on the day of the Assessment event
5	Assessment Venue	Registered Training Organization/RPL Center
6	Required Assessment Tools	<ul style="list-style-type: none"> - Log Book - Sample product - Sample document
7	Assessment Set-up Requirements	To be conducted in quiet room with proper tables and chairs
8	Collection of Log Book / Portfolio (Sample product and/or document)	<p>Trainee teachers will have to demonstrate competency through the development and/or completion of a range of documents, as specified in the Assessment Guidelines.</p> <p>The trainee will also have to complete a questionnaire to demonstrate their underpinning knowledge. The questionnaire may be completed and submitted to the Assessor before or on the day of the Assessment event.</p>
9	Recording the Assessment Result / Decision Making on Assessment Outcome	<ul style="list-style-type: none"> • Findings and conclusions of the assessment should be documented in the Individual Assessment Record. • Reasons for “NYC” should be mentioned in the remarks column of checklist.
10	Candidate Summary and Feedback	<ul style="list-style-type: none"> • The candidate will be informed about the assessment outcome through the Summary Assessment Record. • If the candidate is not satisfied with the assessment outcome, s/he can appeal on the specific assessment, after summary assessment record has been published. • The unsuccessful candidates can apply for reassessment before the next assessment event.
11	Assessor to Candidate Ratio	1:10
12	Preparation for assessment	The assessment center should be informed prior to the assessment event for the preparation requirements regarding the assessment.
13.	Special Instruction (Health & Safety issues, Special facility for Person With Disabilities)	

Summary of Assessment Methods

(Insert information from the competency standard document for Cert IV in CBT&A in TVET, including the Unit code and titles along with the respective elements, in the sections below. Also select information on proposed assessment methods from the Assessment planning matrix and include them in the following table. Details of respective UoCs could be included as an attachment, if necessary.)

Name of the Unit of Competency/ title	Element	Proposed assessment methods	
TVTDEL401: Organize competency based training sessions	Element 1: Identify training requirements of trainees	Written	<input type="checkbox"/>
		Observation	<input type="checkbox"/>
		Oral	<input type="checkbox"/>
		Log Book / Portfolio	<input type="checkbox"/>
	Element 2: Modify instructional materials	Written	<input type="checkbox"/>
		Observation	<input type="checkbox"/>
		Oral	<input type="checkbox"/>
		Log Book / Portfolio	<input type="checkbox"/>
	Element 3: Prepare program delivery plan and relevant session plan	Written	<input type="checkbox"/>
		Observation	<input type="checkbox"/>
		Oral	<input type="checkbox"/>
		Log Book / Portfolio	<input type="checkbox"/>
	Element 4: Arrange learning and teaching resources	Written	<input type="checkbox"/>
		Observation	<input type="checkbox"/>
		Oral	<input type="checkbox"/>
		Log Book / Portfolio	<input type="checkbox"/>

Assessment Tasks

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<p>ASSESSMENT TASKS:</p> <p><i>(Provide a brief summary of the assessment tasks and projects be used, e.g. demonstration, questionnaire, project etc.)</i></p>	<p>To demonstrate competence in this unit you are required to complete the following assessment tasks:</p> <p><i>(Provide brief description of tasks to be completed for gathering evidence or complete assessment requirements)</i></p>
---	---

<p>Project 1 (Product Based Assessment): Plan competency based training</p>	<p>Develop a unit delivery plan</p> <ul style="list-style-type: none"> - that contains at least three or more sessions - the plan must be based on competency standards or accredited courses and must cover at least one entire unit of competency or accredited course/program module. - In the absence of relevant competency standards, similar standards (based on task analysis/training needs analysis/curriculum documents) should be developed for the relevant unit of competency <p>Prepare three session plans for consecutive training/learning & assessment sessions that</p> <ul style="list-style-type: none"> - integrate theory, practice and feedback - use a range of training techniques and effective communication skills appropriate to the learners - demonstrate linkage among the sessions - is a minimum of 45-60 minutes duration each <p>Conduct a task analysis to analyze a task and use it to inform the development of session plans</p>
--	---

<p>Oral/written questionnaire</p>	<p>To address the underpinning knowledge of this unit the trainee will need to correctly answer a set of questions. The candidates will be provided with the questionnaire, which they will have to complete and submit on or before the day of the Assessment event.</p> <p>Oral questions pertaining to the assessment event/observation will be asked during or after the Observation of training facilitation on the day of the assessment event.</p>
<p>Observation of training delivery (Process Based Assessment)</p>	<ul style="list-style-type: none"> - Identify and confirm appropriate training venue according to training needs - Document training resources

	- Trainee teachers will have to conduct a training session between 45-60 minute in duration.
--	--

Develop professional and technical skills development plan on your own trade	Identify the professional and technical competencies and development needs required to deliver the new competency based curriculum (or your current course if a CBT is not yet available) of complete the relevant documentation
--	--

Resource requirements for assessment

Resource requirements for assessment (State resource requirement in the workplace and/or simulated environment, such as tools, equipment, computer etc.)

For the Assessment of this unit of competency the following resources may be required:

Done (Tick the box below once you have arranged)	Particulars	Quantity	Remarks
Physical Resources			
<input type="checkbox"/>	BTEB Representative	1	
<input type="checkbox"/>	Assessor (BTEB Certified)	1	Number of assessor depends on number of trainee to be assessed
<input type="checkbox"/>	Observer (Optional)	1	
<input type="checkbox"/>	Technician	1	
<input type="checkbox"/>	Venue of Assessment: <ul style="list-style-type: none"> - Written test room with furniture - Room for Demonstration - Facility for Viva 	1	To be visited by the assessment designer prior to assessment
Equipment and Tools			

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<input type="checkbox"/>	Personal protective equipment (hand gloves, apron, rubber sole shoes and Safety Helmet)	1 set for each participants	For demonstration by the trainee trainer
<input type="checkbox"/>	Wiring Board	1	For each participants
<input type="checkbox"/>	Projector with screen	1 set	
<input type="checkbox"/>	Laptop	1	
<input type="checkbox"/>	Sound System	1	
Name and Signature of the Assessment Designer			
Date			

Task Sheet 10.3-1

Title:	Documentation of a Full Assessment Plan
Performance Objective:	Given the assigned area or competency, the trainee should be able to perform the Documentation of a Full Assessment Plan using the required template; and following the set procedure
Supplies/Materials:	Competency Standard, CBLM, Blank Template
Equipment:	Computer, Printer
Procedure:	<ol style="list-style-type: none"> 1. Follow the steps in Documentation of a Full Assessment Plan from the Information sheet. 2. Use the suggested format and guidelines as reference; and 3. Present the output to the trainers

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Blank Assessment Plan

Assessment Summary:

Name of Assessment Designer	
Qualification	
Unit of competency	
Venue of Assessment	
Date of Assessment	

Purpose of the Assessment is:

Context of Assessment:

Signature of the Assessment Designer:

Assessment Matrix (Use one for each UoC)

Qualification (NTVQF Level-4)				
Unit Code and Title				
Unit Descriptor				
Assessment Process	A	B	C	D
	Demonstration	Written	Oral questioning	Log Book / Portfolio (Sample product and/or document)

Unit Code	Elements/ Performance criteria	A	B	C	D

Unit Code	Elements/ Performance criteria	A	B	C	D

Summary of Assessment Planning Matrix:

Assessment strategy		Performance criteria to be Assessed	Remarks
1.	Demonstration		
	Written		
3.	Oral questioning		
4.	Log Book / Portfolio (Sample product and/or document)		

Performance Criteria Checklist 10.3-1

Criteria (Have I?)	Yes	No
1. Identified the purpose and <i>context of assessment</i> and confirmed according to legal, organizational and ethical requirements.		
2. Accessed and interpreted the relevant competency standard/criteria for assessment.		
3. Established evidence requirements to demonstrate competence.		
4. Finalized assessment methods and types of assessment tools according to the rules of evidence and principles of assessment.		
5. Identified and documented required material and physical resources.		
6. Determined timelines and time periods for evidence collection.		
7. Mapped and documented evidence requirements for units of competency.		

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Review of Competency

**Below is your performance criteria checklist for the module of Designing
Competency Based Assessment**

Performance Criteria	YES	NO
1.1 Purpose and <i>context of assessment</i> are identified and confirmed according to legal, organizational and ethical requirements.		
1.2 Assessment Strategy and Different types of assessment methods are interpreted.		
1.3 Focus on various type of assessment tools and instruments are identified and clarified		
1.4 Trainee’s assessment needs are identified and clarified.		
2.1 The relevant competency standard/criteria for assessment are accessed and interpreted.		
2.2 Suitable Assessment strategy is selected.		
2.3 Evidence requirements are established to demonstrate competence.		
2.4 Assessment methods and types of assessment tools are finalized according to the rules of evidence and principles of assessment		
2.5 Required material and physical resources are identified and documented.		
2.6 Roles and responsibilities of concern involved person in the assessment process are clarified and documented.		
2.7 Timelines and time periods are determined for evidence collection.		
2.8 Assessment arrangements information are confirmed with relevant personnel.		
3.1 Types of evidence needed to demonstrate competence, according to the <i>rules of evidence</i> are documented.		
3.2 <i>Assessment methods</i> are documented which will support the collection of defined evidence.		
3.3 Evidence requirements for units of competency are mapped and documented.		
3.4 Documented <i>assessment evidence plan</i> is confirmed with relevant personnel.		

I now feel ready to undertake my formal competency assessment

Signature of trainee:

(Name:)

Date:

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