



RTO Implementation Guide

Instructions for Use

Version 1.0
October 2010



With Assess Away assessment tools, you can now assess away with confidence

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Introduction

AssessAway Assessment Tools have been developed for use by Australian RTO's to help them:

- Comply with the quality standards of the AQTF
- Provide a consistent format for assessment tools
- Deliver high quality and practical assessments
- Provide a standard process for conducting assessments
- Meet the additional requirements of the VRQA (for Victorian RTOs)

The document has been written to provide you with information on the tools and instructions on how to use them in both the workplace and classroom based training.

What do you get?

For each unit of competency you will receive a:

- Student Resource
- Assessor Resource
- Mapping Document

On occasion, one assessment tool may cover more than one unit of competency; however this will only occur for Core Units.

Student Resource

The Student Resource should be given to the student at the start of training or assessment.

The first page gives the student a description of the unit, any required pre-requisites and a list of assessment methods. There is also space for the student to enter their student details and to record the Due Date of each Assessment Task.

The Assessment Tasks are clearly set out inside the document. A range of assessment methods are used across different units. These include:

- Projects
- Case Studies
- Observation with Critical Questions
- Written/Oral Q&A

When giving students the Student Resource you or the assessor should work through the document, clearly explaining each task, providing due dates and answering any questions the student has.

After the Assessment Tasks there are Assessment Cover Sheets for each Assessment Task. The student should fill out this form and submit it with the task itself. The assessor will then use this sheet to provide the student with feedback on each piece of work. The Assessment Record Sheet provides a summary of the outcome of the unit and feedback to the student on their overall performance in the unit.

If you use the tools for workplace based delivery, students should be encouraged to use real work products and documents. Where this occurs, the last page of the student resource must be completed by a workplace supervisor/manager declaring that the work product submitted is current and was really produced by the student.

Assessor Resource

The Assessor Resource is a repeat of the Student Resource. It provides an overview of the unit, provision for due dates, the assessment tasks and copies of the cover sheets and record sheets.

There are also some additional instructions and further information.

On page 1, instead of Student Details, there is information on the context and resources required to conduct the assessment. This will help the assessor prepare for assessments

Throughout the Assessment Tasks, there are model answers and guidelines about what a response should cover where responses are industry or workplace specific.

There are more detailed instructions to assessors on how to conduct the observations and how to complete the checklist. Each observation allows the assessor to ask the student critical questions about their performance. Generally the assessors should explore contingencies and task management skills, as well as allow the assessor to clarify anything they were not sure was demonstrated properly. It is the responsibility of the assessor to design the questions themselves to ensure they are specific to what was observed. Questions and the student's response should be recorded in the spaces provided on the assessor resource.

In some units the assessor is provided with content areas that some of their critical questions should cover; this ensures that all areas of the unit are thoroughly assessed.

If you use the tools in workplace delivery, where multiple observations are required, the workplace supervisor may conduct the first two observations. However, it is essential that the assessor conducts the last one. If this occurs, the assessor should give the workplace supervisor copies of the relevant observation checklists and provide them with guidelines and instruction on asking critical questions.

If you use the tools in a classroom you will need to establish an appropriate workplace simulation for the observation tasks.

Advice on Workplace Simulation

The following has been taken from the TAE10 Training Package

While a workplace environment is highly desirable for both practice and assessment, it is recognised that where an appropriate workplace environment is not available, simulation may be required as an assessment environment for some units or aspects of competence. Some examples would be where occupational health and safety considerations make workplace application inadvisable, or the candidate does not have and cannot gain access to a workplace where all the assessment requirements of a unit can be met.

Simulation is not, and should not be considered as, an assessment 'short cut' as the rules of evidence still apply. Where simulation is used, the assessor must ensure that the assessment replicates the workplace activities and range of contexts addressed by the unit. It is critical that the designer of the simulation has a thorough knowledge of the unit content and is experienced in the current circumstances of the work outcomes that the unit defines, to ensure validity and authenticity.

In deciding whether a simulation has been adequately designed, the following questions should be asked.

Are there opportunities to:

- Demonstrate the dimensions of competency?
- Address and demonstrate the range of skills identified within the units, including technical and generic skills?
- Effectively transfer required knowledge to practical applications?
- Incorporate the requirements for collaboration with colleagues?
- Meet the specific assessment requirements of the units?
- Reflect the complexity of work requirements, such as time pressures, competing and multiple work pressures, prioritisation, and deadlines?

- Demonstrate inclusive practices and capacity to meet the needs of diverse groups and specific individuals?
- Find, discuss and test solutions to problems?
- Explore health and safety issues?
- Demonstrate the range and level of language, literacy and numeracy within the units?

At the end of this document there is a simulated workplace checklist which you can copy and use to review your simulations. A sample one has been completed to give you an idea of what should be included.

Mapping Document

As required by the AQTF, the mapping document maps the Assessment Tasks against all aspects of the unit of competency:

- Elements and Performance Criteria
- Required Skills and Knowledge
- Critical Aspects of Evidence

In addition, where units making up a full qualification are purchased, employability skills mapping is provided.

Master copies of all three documents should be kept for audit purposes.

Duplication of required skills and knowledge

Across a range of units, required skills and knowledge is duplicated. For example, many of the OHS units across all training packages require students to recognise safety signs. Because of this, you will sometimes find the same theory questions in a number of different units.

If a student has already answered these questions in another unit you can use these answers so they do not have to do the questions again.

Dealing with the holistic units from SIT07 Hospitality Training Package

Some units in SIT07 Tourism, Hospitality and Events Training Package are designed to support the integration of the full range of individual organisational and technical skills that make up a job role. These units require demonstration of integrated skills on multiple occasions within the specified industry environment.

It is expected that final assessment of these units will be conducted following the completion of other units required for a qualification. However, the collection of evidence will take place over a period of time, and may commence prior to completion of other required units.

AssessAway has formed a partnership with another supplier to provide all necessary documents to conduct the assessment of these units. Our partner is Papas Ryan and Associates and they will provide all log book documentation, including instructions for use for the holistic units. You will also be given a mapping document identifying the other units within the qualification where the underpinning knowledge is addressed.

You will be required to sign a copyright document for these units, agreeing to only use them within your own RTO.

These units, available through AssessAway, are:

- SITHCCC027A Prepare, cook and serve food for food service
- SITHCCC028A Prepare, cook and serve food for menus
- SITHFAB020A Apply food and beverage skills in the workplace
- SITHFAB021A Provide and coordinate food and beverage service
- SITHIND002A Apply hospitality skills in the workplace
- SITHIND003A Provide and coordinate hospitality service.

Quality Control and Continuous Improvement

These Assessment Tools have been benchmarked directly against the unit of competency rather than against a learning program. Once completed they are reviewed by:

- a content expert, who is currently training and assessing the unit and
- an experienced VET practitioner who provides feedback on the structure, validity, fairness and flexibility of the assessment tool.

This being the case, you can be confident that the Assessment Tools meet the quality requirements of the AQTF.

AssessAway welcomes your feedback and all suggestion for improvement will be recorded and reviewed on a monthly basis.

Additional VRQA Requirements

For those RTOs operating under the regulation of the VRQA, additional compliance guidelines were introduced on July 1 2010. These tools have been developed with these in mind. Whilst the use of the tools does not absolve RTOs of any further action in this area, the following table will provide guidance on what should be done.

VRQA Requirement	Ensuring Compliance
Clear advice as to how the unit will be assessed	The Assessment Tools provide this advice
Assessment tasks	The Assessment Tools provide tasks covering the unit of competency
Mapping documents to now include employability skills	A template is provided to RTOs to complete when a full qualification is purchased. Core units have been completed for you, however it is the responsibility of the RTO to complete the details for their chosen electives
Indication of how industry has been involved in their development	All assessment tools have been reviewed by: <ul style="list-style-type: none"> ▪ David Kay, an expert in Vocational Education and Training. ▪ Current assessors of the qualifications It is important however that RTOs still consult with

VRQA Requirement	Ensuring Compliance
	their clients to ensure the qualification structure and assessment methods meet the needs of their specific clients. This consultation and any recommendations for improvement should be documented.
Clear set of criteria/model answers	These are provided in the Assessor Resource where possible.
Assessment record sheet for each assessment task	These are provided in both the Student and Assessor Resources
Overall assessment record sheet for the unit, signed by both assessor and student	This is provided in both the Student and Assessor Resources
Documented assessment validation approach	Whilst every effort has been made to ensure the validity of the assessment processes and methods built into the Assessment Tools, it is the responsibility of individual RTOs to validate the way in which they implement and use the tools.
Information for assessors on the process of assessment used by the RTO	Generic information is provided in both this document and the Assessor Resource. Specific information on the RTOs process for assessment must be developed by the RTO itself.
Rigorous process to ensure that no student can be recorded as competent without clear evidence that they have completed all specified assessment requirements	<p>These assessment tools provide the following measures:</p> <ul style="list-style-type: none"> ▪ Students are required to sign off on the fact that the work submitted is their own. ▪ There is also sign off by workplace supervisors/managers for any work product submitted to confirm that it is the work of the student ▪ Critical Questions also allow the assessor to delve deeper if they have doubts about the student's competency. <p>A documented process should however be written by the RTO and included in their policy documents.</p>

Format of Resources

All resources have been developed using Microsoft Office Word 2007.

Resources will be provided on a CD in both PDF and MSWord formats.

Because resources are provided as a word document, RTOs are able to customise resources as they wish. Copyright of the resources remains with AssessAway and are for use within the purchasing RTO and cannot under any circumstances be passed onto a third party.

Simulated Workplace Checklist

Unit code and name:.....

Do the chosen assessment tasks:

- Allow the student to demonstrate the dimensions of competency?

Task Skills.....

Task Management Skills.....

Contingency Management Skills.....

Job role/environment Skills.....

- Address and demonstrate the range of skills identified within the units, including technical and generic skills?

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- Effectively transfer required knowledge to practical applications?

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- Incorporate the requirements for collaboration with colleagues?

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- Meet the specific assessment requirements of the units?

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- Reflect the complexity of work requirements, such as time pressures, competing and multiple work pressures, prioritisation, and deadlines?

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- Demonstrate inclusive practices and capacity to meet the needs of diverse groups and specific individuals?

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- Find, discuss and test solutions to problems?

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- Explore health and safety issues?

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- Demonstrate the range and level of language, literacy and numeracy within the units?

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RTO Assessor Sign Off:.....

Date:

Simulated Workplace Checklist

Unit code and name: BSBADM502B Manage Meetings

Do the chosen assessment tasks:

- Allow the student to demonstrate the dimensions of competency?

Task Skills	<i>Assessment Task 1 - Project</i>
Task Management Skills	<i>Assessment Task 1 - Project</i>
Contingency Management Skills	<i>Assessment Task 1 - Project</i>
Job role/environment Skills	<i>Assessment Task 1 - Project</i>

- Address and demonstrate the range of skills identified within the units, including technical and generic skills?

Assessment Task 1 – See mapping document for detailed unit mapping

- Effectively transfer required knowledge to practical applications?

Assessment Task 1 – requires the student to plan, prepare for, conduct and follow up on at least two different meetings with four (4) participants

- Incorporate the requirements for collaboration with colleagues?

Assessment Task 1 – Requires collaboration with colleagues during the conduct of the meetings

- Meet the specific assessment requirements of the units?

Assessment Task 1 – See mapping document for detailed unit mapping

- Reflect the complexity of work requirements, such as time pressures, competing and multiple work pressures, prioritisation, and deadlines?

Assessment Task 1 – requires the student to plan, prepare for, conduct and follow up on at least two different meetings with four (4) participants. Due dates and time constraints on the meeting length provide deadlines

- Demonstrate inclusive practices and capacity to meet the needs of diverse groups and specific individuals?

Assessment Task 1 – Conduct of the meetings – requires students to lead a meeting which is inclusive of all participants. Agenda and minutes should use inclusive, non discriminatory language

- Find, discuss and test solutions to problems?

Assessment Task 1 – Meeting facilitation enables participation, discussion, problem solving and resolution of issues

- Explore health and safety issues?

Assessment Task 1 – student will need to explore/consider OHS issues in set up and conduct of room for meeting, environmental impacts/conservation of how minutes and agenda are distributed etc

- Demonstrate the range and level of language, literacy and numeracy within the units?

Assessment Task 1 – requires the student to plan, prepare for, conduct and follow up on at least two different meetings with four (4) participants

RTO Assessor Sign Off:.....

Date:.....