

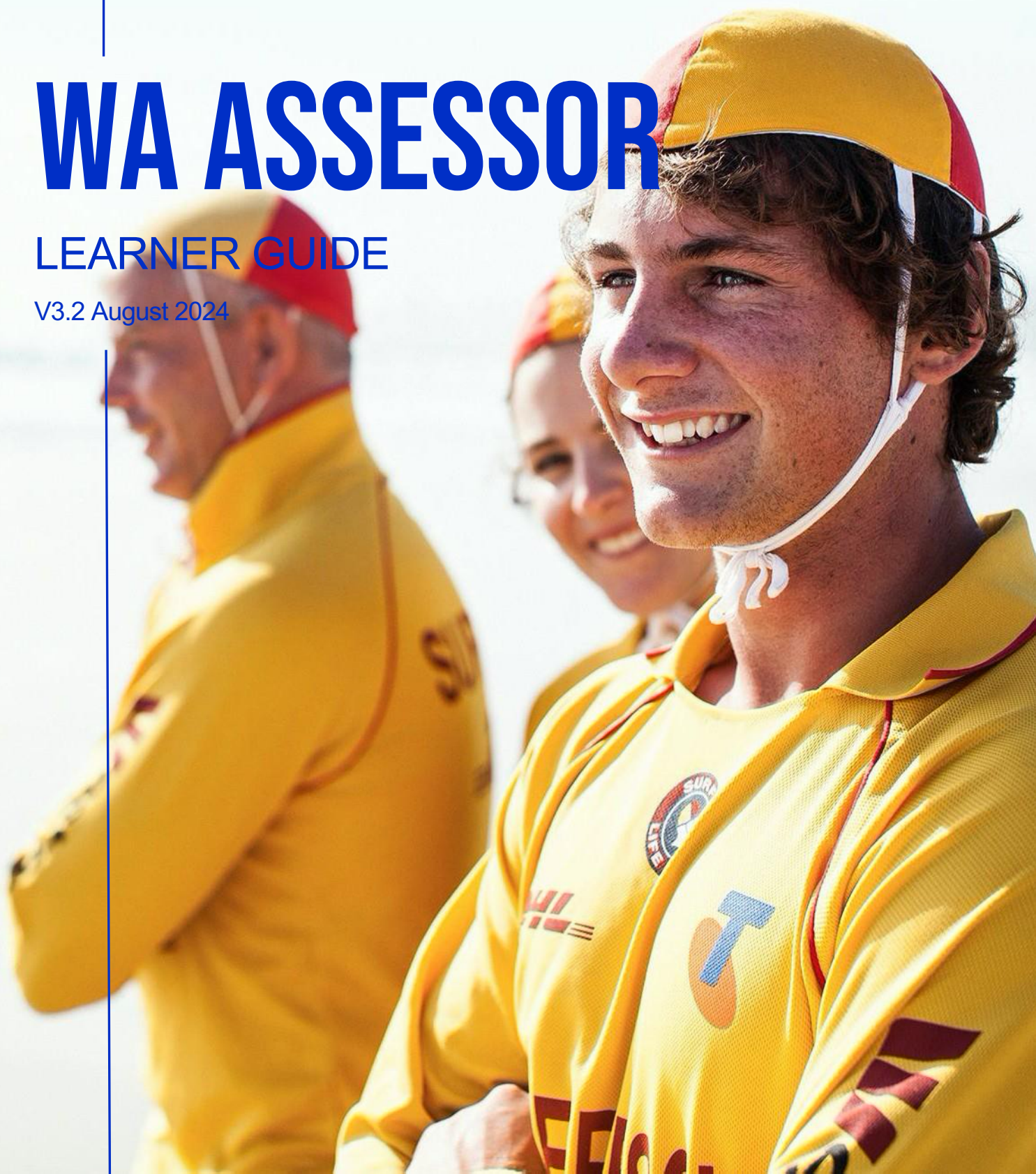


Western Australia

# WA ASSESSOR

LEARNER GUIDE

V3.2 August 2024



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# INTRODUCTION

The aim of this course is to provide you with the knowledge and skills to plan, organise, conduct and validate assessment within an existing assessment system. You will be introduced to the concepts of competency based assessment, how to work with and support candidates during assessment, how to select and develop appropriate assessment tools and how to provide feedback to candidates and to the designers of the assessment system and tools you use.

## Course Outcomes

By the end of this course, you will be able to:

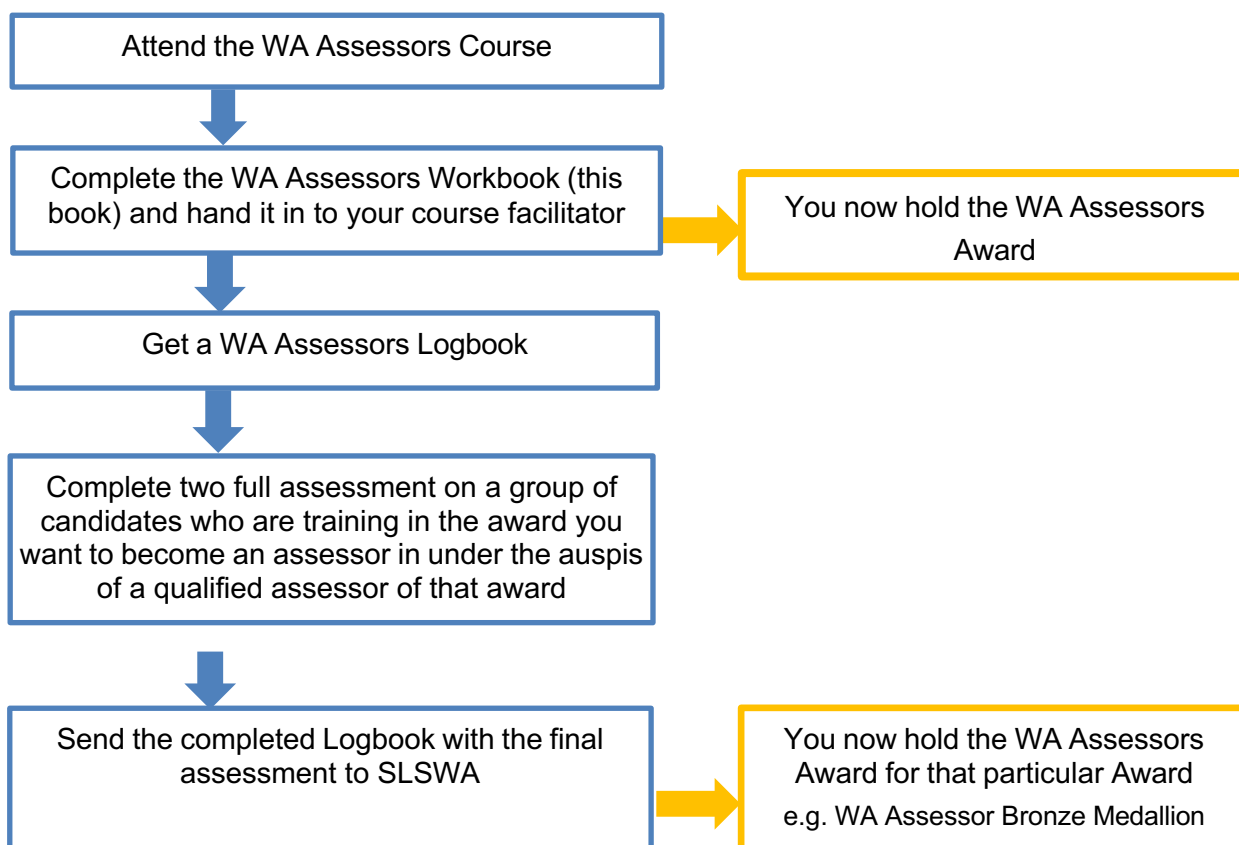
- Plan and organise the assessment process
- Assess the competence of candidates

## Prerequisites

To commence training for the Assessor Certificate you must meet the following course prerequisites.

- Minimum of 18 years of age on the date of final assessment
- Hold the SLSA awards that you intend to assess
- While not a formal entry requirement participants will need literacy skills to read and understand complex training standards such as units of competency and training package guidelines. They will also be required to complete organisational forms and write reports on tasks completed. Basic IT skills to source appropriate information from the internet, word process documents and correspond via email will also be expected.

## How to Become an Assessor



# TOPIC 1: INTRODUCTION TO ASSESSMENT

## Why do we assess?

Assessment is frequently used in everyday life to evaluate a person's performance in a task. In SLS assessment is most commonly used to measure a learner's skill to see if they qualify for an Award. Below are some examples of reasons for assessment:

- to determine training gaps
- to establish learner or candidate progress
- to determine the achievement of an Award
- to gain formal recognition towards a qualification
- to meet organisational requirements for work
- to gain a licence
- to operate equipment
- for recruitment
- for promotion or classification.

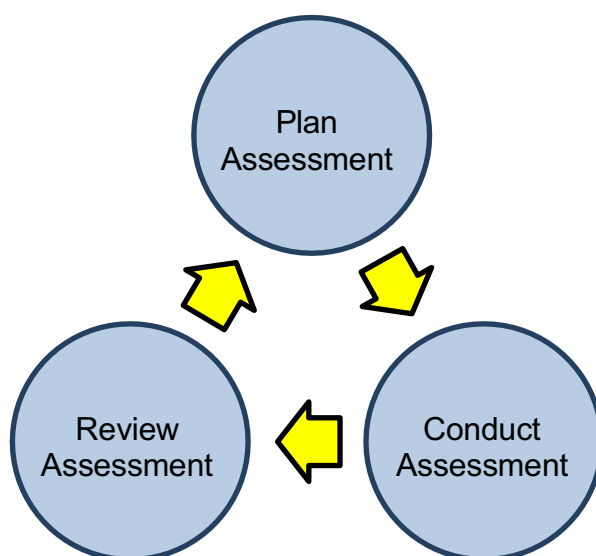
## What is assessment?

*Assessment means the process of collecting evidence and making judgements about whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.*

– From AQTF Standards for RTO's

Competency-based assessment is the form of assessment commonly within SLSWA. Competence means having the skill and knowledge to correctly carry out a task, a skill or a function in a range of conditions.

The diagram below shows the cyclical nature of the assessment process, and the skills and resources which support it.



## Do Activity 1: Assessment Basics in the Assessment Portfolio

# Principles of Assessment

There are four principles of assessment. These are:

- Validity
- Reliability
- Fairness
- Flexibility

The four principles of assessment are crucial to effective assessments. It is critical that the assessment situations you plan and organise reflect these principles.

**Validity** – or relevance - The assessment must measure what it proposes to assess

**Reliability** – or consistency - the assessment plan, materials, tools and processes must be designed to ensure consistency between assessors who assess similar competencies

**Fairness** – Assessment is fair when the assessment process is clearly understood by the candidate, agreed by both the assessor and candidate and when the candidate's needs are addressed. Assessors must always behave ethically and should exempt themselves from assessing candidates if they feel their decision is influenced by something other than evidence.

**Flexibility** – Assessments can be carried out in a variety of contexts, e.g. workplace or classroom, and at mutually convenient times and places. Flexibility applies to assessment processes, NOT the competency standard. Provision for flexibility must be balanced to ensure validity of assessment.

**Do Activity 2: Principles of assessment in the Assessment Portfolio**

## Assessment Evidence

### Evidence requirements

In a competency-based system, evidence is proof that supports the candidate's claim of competency. It is information gathered which, when matched against the criteria, indicates that the criteria or benchmarks have been met.

Assessment evidence is valid, current, authentic data, from a variety of sources, and provides sufficient information on performance, over a period of time, to make a judgement about candidate competence.

When identifying the evidence needed, the assessor undertaking an assessment must also consider variations in the surroundings and the context. For example, sea conditions during a board rescue.

**Do Activity 3: Quality evidence part 1 in the Assessment Portfolio**

## What is and is not evidence?

| Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NOT Evidence<br>(although some of it could contribute to evidence requirements)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Candidate's explanation of how to do it, or parts of it, and their answers to specific questions.</li> <li>• Specific, competency-related references, preferably on letter-head, signed and dated by appropriate person.</li> <li>• Performance reviews/appraisals relevant to the competencies being assessed.</li> <li>• Emails and minutes of meetings attended by the candidate which provide proof of work undertaken.</li> <li>• Recently produced products (anything from a report to a cake or a building) and proof they have been produced by the candidate.</li> <li>• Authenticated (e.g., signed off) and dated photographs or videos of work in progress or products.</li> <li>• Observed performance.</li> </ul> | <ul style="list-style-type: none"> <li>• Candidate's verbal assurances they can do it "I've been doing it for years."</li> <li>• Personal references making general comments about character.</li> <li>• Job descriptions/position descriptions especially if not signed off.</li> <li>• Journals and diary entries written by the candidate.</li> <li>• Unauthenticated products which the candidate cannot prove are their work.</li> <li>• Old products – especially if methods of work have changed.</li> <li>• Unauthenticated pictures, video, or photographs of products.</li> <li>• 'Evidence' by exception – "I must be working safely – I've still got all of my fingers!"</li> <li>• Observation of inappropriate simulation/role play (e.g., swimming on dry land)</li> </ul> |

In SLS most of the evidence we gather is by observed performance, questioning and signed reports by a trainer or Patrol Captain.

## Rules of Evidence

Rules of evidence have been identified to ensure that assessment produces evidence which is:

- Valid
- Sufficient
- Current
- Authentic

The assessment methods and tools you choose in the planning phase must be able to collect evidence that meets each of these rules of evidence.

**Valid** – is the evidence sufficiently relevant to the competencies being assessed? Does it cover all the requirements of the module?

**Sufficient** – is there enough evidence to cover all components of competency – task skills, task management skills, contingency skills and job/role environment skills – as well as provide evidence of performance over time?

**Current** – can the assessor be confident that the candidate can still perform to the standard demonstrated by the evidence now? If not, the evidence is not sufficiently current.

**Authentic** – can the assessor be confident that they are looking at the candidate's own work? If not, it is not sufficiently authentic.

Below is a list of possible evidence to prove that someone can swim. Would each piece of evidence be acceptable or unacceptable according to the rules for assessment evidence?

- Swimming certificates gained years ago
- The fact the person owns clothes for swimming in
- An unsigned letter from their mother
- A simulation of their swimming action – perhaps lying across a stool
- The fact they are still alive – having not yet drowned

## Do Activity 4: Quality Evidence Part 2 in the Assessment Portfolio

### Types of Evidence

When planning an assessment, you must be able to ensure that the evidence to be gathered is the candidate's own work. Evidence-gathering activities such as direct observations or verbal questions produce authentic evidence easily because the assessor sees the candidate's skills or hears the answers to questions. Other assessment methods such as projects or written work may need further authentication. This can be achieved by using more than one method, for example a project plus a follow-up interview to clarify the project stages, or supplementary information in the form of a third- party report from managers or supervisors.

| Type of evidence                                                                                   | Examples                                                                     |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>DIRECT</b> - Evidence that can be observed or witnessed by the assessor                         | Observation of performance in a real work or simulated environment.          |
| <b>INDIRECT</b> – Evidence of candidate's work that can be reviewed or examined later by assessors | Online theory certificate, answers to written questions or portfolio.        |
| <b>SUPPLEMENTARY</b> - Additional evidence presented to support a candidate's claim of competence  | Third party reports from the Patrol Captain, evidence of completed training. |

It may not always be appropriate or feasible to directly observe or directly question the candidate, so there will be times when this may need to be verified by a third party such as a manager or supervisor. If documentation is used, it must be verified.

### Making Reasonable Adjustments in Assessment

Even the best-laid assessment plans won't suit all situations and candidates. It may be necessary to adjust an assessment plan each time it is used for a different individual or group of candidates with special needs.

All candidates for assessment must be able to demonstrate competence – the bottom line for the assessor is being comfortable that the candidate can perform the competencies in a workplace at the level required.

It may be the case however, that some candidates will perform them differently, or will require other support to perform them. The assessment process or evidence used may be different, but the overall outcome must be the same. Candidates must still be found competent against the requirements set out in the Assessment Guide.

#### Example of reasonable adjustment

- Oral assessment rather than written assessment for candidates with poor Language, Literacy and Numeracy skills (LLN)
- Change the length/time of the swim due to rough conditions

The test of reasonableness is that the candidate would be able to do the job in the workplace with similar support or do the conditions unfairly disadvantage the candidate. In some cases, you may need to get a determination from a higher level at your State/Territory Centre.

Also refer to SLSA policy 6.03 Limiting and Permanent Disability Policy for further guidance.

### Do Activity 5: What is Reasonable Adjustment in the Assessment Portfolio

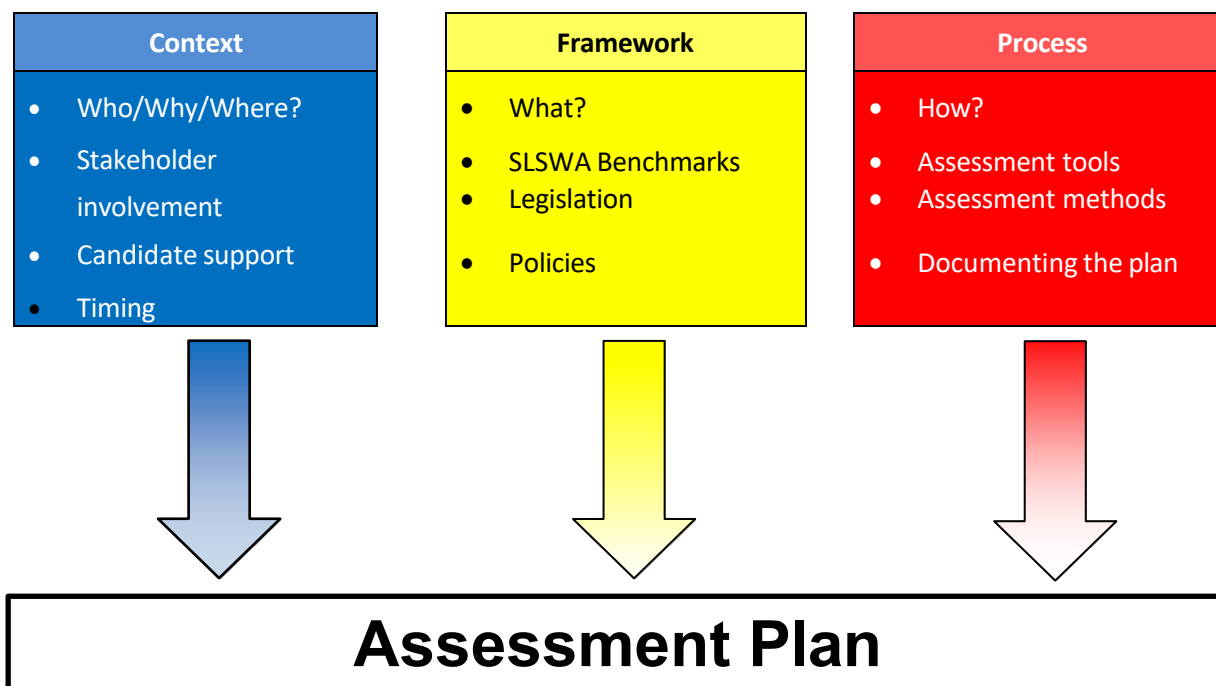
## TOPIC 2: PLAN ASSESSMENT PROCESSES AND ACTIVITIES

### Planning for Assessment

The assessment plan is a documented framework to guide and structure assessment arrangements for an award.

The goal of assessment planning is to ensure everyone, candidates, trainers, assessors and the club, understands what is being assessed, how it will be run and what the criteria are.

The diagram below provides an outline of the assessment plan, which will be explained further in this topic.



### Do Activity 6: What information and resources do we need to plan for assessment in the Assessment Portfolio

### The Context of Assessment

The context of assessment refers to the different situations in which assessment occurs. Context includes all the factors that affect assessment—from the environment in which the assessment is to take place, to the purpose of assessment and the candidates.

For example:

- Where will assessment take place? —Beach, Training room, Pool?
- Will environmental conditions affect performance?
- Will the conditions be suitable?
- Who will you be assessing? What is their fitness level?
- What is the purpose of the assessment?
- Will assessment be in the same place or in a variety of settings?
- What are your OH&S responsibilities – e.g. venue and equipment checklist and ensuring water safety is present

## **Consultation with the relevant people**

You may be planning and organising an assessment for a small number of people, or for many assessors and candidates. At the very least, the relevant people you need to consult with are candidates and assessors. Other relevant people might include:

- Trainers and facilitators
- Training and assessment coordinators
- The club
- Water safety
- Power craft coordinators
- SLSWA.

Depending on the stakeholders involved, you will need to let them know the contents of the assessment plan and the parts of the plan that affect their roles and responsibilities.

## **Candidate support**

To adhere to the assessment principles of flexibility and fairness you need to consider the needs of the candidates when planning for assessment. Take suitable breaks, have water, snacks, shade on hand, make sure they are familiar with the equipment they are using for assessment.

## **Organising material and physical resources**

Material and physical resources to be organised may include:

- Setting up the venue
- Equipment
- Technology requirements
- Personal protective equipment
- Physical adjustments to the environment

## **The Framework for Assessment**

SLSA and SLSWA has several policies, guidelines and standards which need to be adhered to when assessing.

Each award has criteria that must be met if the candidate is to achieve the award. These are laid down in the Assessment Guides. Always have a copy with you when assessing. As an assessor you must be clear on what these are, how to measure them and what is required to be deemed competent in them. The following list are some of the factors to be considered when assessing:

- The breadth and depth of knowledge
- The breadth and depth of skill
- Problem-solving capabilities
- Information processing capabilities
- The operational environment in which the work is performed
- The level of discretion or judgement in the work

Several other SLSA policies, guidelines and SOPs may apply to the assessment such as Water Safety Policy, Member Protection Policy, Council by Laws etc. These must always be adhered to. All policies can be found in the members library.

## Do Activity 7: Elements and performance criteria in the Assessment Portfolio

## The Assessment Process

In this section we discuss the 'how' of assessment; the methods, instruments and tools used to gather and document quality evidence.

### Assessment Tools

Assessment tools are the:

- Instruments for gathering evidence based on the selected assessment methods
- Procedures to be followed in conducting the assessment

Some examples of assessment tools are:

- Instructions to candidates e.g., the instructions at the start of the online theory tests.
- Descriptions of a competent performance
- Examples of acceptable responses for a written exam
- Assessor Guides

### Assessment Methods

The assessment method is the particular way/s used to gather evidence to demonstrate competency. There are numerous methods of assessment but the primary ones SLSWA use are listed below:

| Method               | Example                                                                                                         |
|----------------------|-----------------------------------------------------------------------------------------------------------------|
| Direct observation   | Scenarios based around real rescues/incidents that may occur whilst on patrol<br>Simulated patrol               |
| Questioning          | Verbal questioning<br>Written questioning (including on a computer) Verbal or written examinations              |
| Portfolio            | Documents such as work samples<br>Journal/logbook                                                               |
| Third Party feedback | Reports from Assessors, Trainers, Patrol Captains, etc Evidence of training<br>Authenticated prior achievements |

### Designing assessment tools

In the Table in Appendix A you can see that there are many types of assessment methods and tools. We are now going to look at some examples of how you can create these tools to collect the evidence required.

# Observation Checklist

When a candidate is demonstrating work processes or tasks; an observation checklist is used for an assessor to track the candidate's performance. below is an example of an observation tool developed for Live Patient Assessment skill of the Bronze Medallion.

## Live Patient Assessment.

### Resources Required

- Casualty

### Skills to be Tested

- Recognise the need for CPR
- Live Patient Assessment – DRSAB

Identify a casualty and ask them to lie down. Advise the candidate to commence demonstration when they are ready.

|                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>D - Assess Danger</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Check and remove/control any danger and hazards to yourself, bystanders or casualty</li><li><input type="checkbox"/> PPE</li></ul>                                                                                                                                     |
| <b>R - Check for Response</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Verbally, Physically</li></ul>                                                                                                                                                                                                                                    |
| <b>S - Send for Help</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Call for help and receive confirmation</li></ul>                                                                                                                                                                                                                       |
| <b>A - Assess Airway</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Check for any foreign material in upper airway.</li><li><input type="checkbox"/> Simulate removal of foreign material (prompted by assessor) in the lateral position</li><li><input type="checkbox"/> Open airway using jaw support/jaw thrust and head tilt</li></ul> |
| <b>B - Assess Breathing</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Participant demonstrated "Look, Listen, Feel" for breathing for 10 seconds</li><li><input type="checkbox"/> Open airway must be maintained</li></ul>                                                                                                                |
| <b>Advise participant that patient is breathing normally</b>                                                                                                                                                                                                                                                                                                   |
| <b>Patient Recovery</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Casualty to be placed into the recovery position</li><li><input type="checkbox"/> Casualty is verbally reassured</li><li><input type="checkbox"/> Participant to communicate to assessor appropriate casualty handover information</li></ul>                            |

## Written questions

Examples of types of written questions include:

- Multiple response questions
- True or false question
- Matching pairs
- Completion questions or 'fill in the gap'
- Short answer questions
- Extended response questions

## Verbal questioning

Verbal questioning provides an opportunity to assess underpinning knowledge as well as the application of essential knowledge. It allows for interaction and exploration of points, for example, ethics, values or attitudes. It is also a useful method to help with assessment for Recognition purposes.

Verbal questioning is often used in conjunction with other assessment-gathering methods, for example, with observation or presentation of a product or portfolio. Questioning is useful when there are concerns about a candidate's writing skills, and if writing is not being assessed. To a candidate, verbal questions are less formal than written questions. However, preparation of the questions, or areas of questioning, is the key to successfully using questioning in assessment.

Assessors can ask many types of questions. Some examples are:

**Questions of invitation** *How did you design the training program for your client?*

**Questions of exploration** *Who were your key stakeholders? What were the results of your discussions with key stakeholders?*

**Questions of confirmation** *How did you know that you were following the correct process to design a training program for your client?*

**Questions of investigation** *How did you prepare for your meeting with your key stakeholders? What happened when you met with your key stakeholders? What questions did they ask?*

**Questions of reflection** *What did you think of the steps you followed to design the training program? What worked well? Is there anything you would do differently next time?*

**Do Activity 8: Observation checklist in the Assessment Portfolio**

**Do Activity 9: Develop some written questions in the Assessment Portfolio**

**Do Activity 10: Instructions for candidates in the Assessment Portfolio**

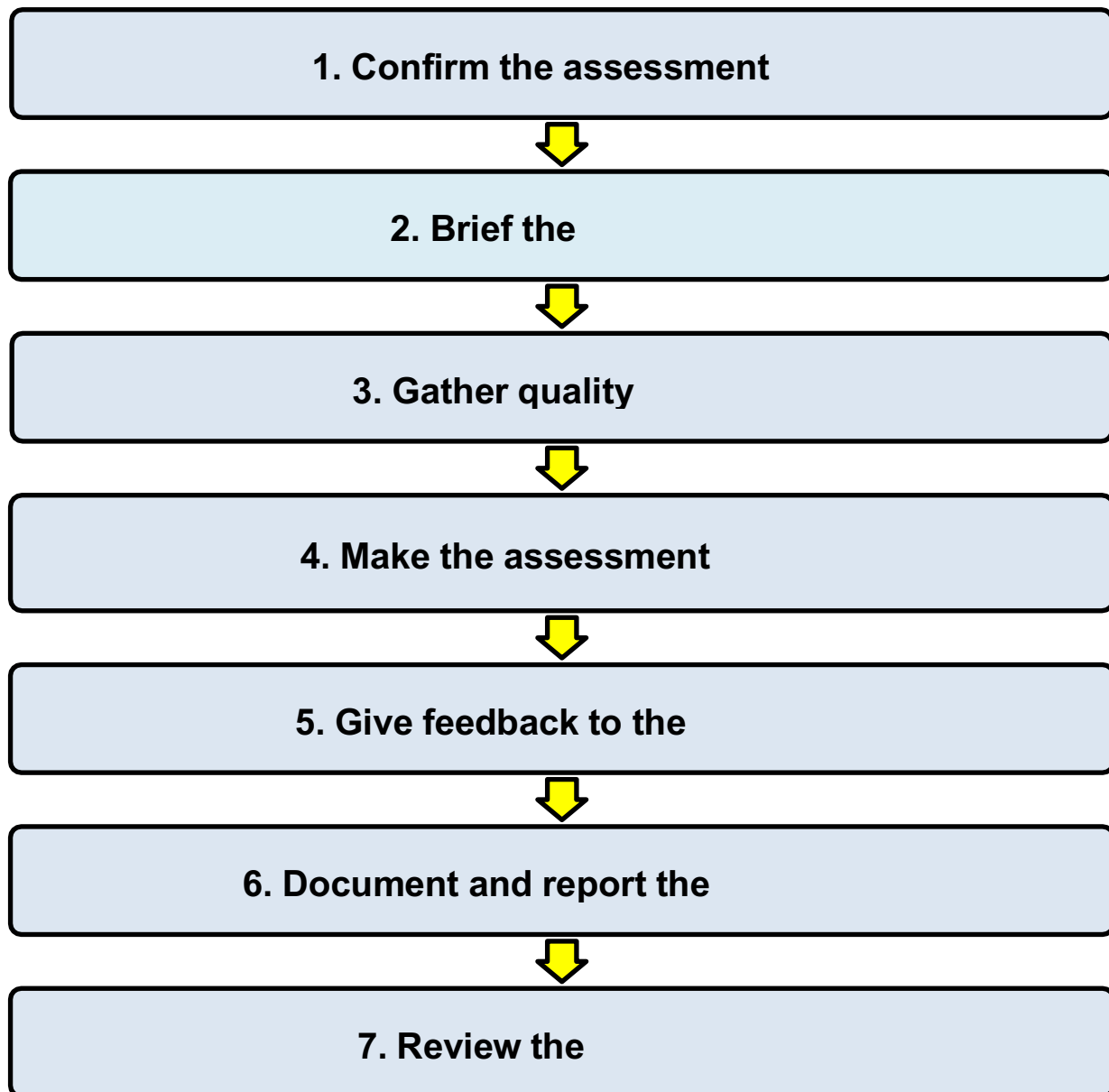
## Documenting the Assessment Plan

**Activity 11: Planning your assessment activities in the Assessment Portfolio**

**Do Task 2: Plan an Assessment in the Assessment Portfolio in the Assessment Portfolio**

## TOPIC 3: ASSESS COMPETENCE

### Steps of Assessing Competence



## Brief the Candidate

To brief the candidate effectively, you need to be aware of all the relevant assessment policies and procedures that apply within SLSWA. For example, can you answer the following questions?

1. What is your SLSWA's procedure for ensuring the health and safety of participants during assessments? Do you have a standard checklist to use and what advice do you need to provide to the candidates about their responsibilities for health and safety during assessment?
2. What is the process for handling appeals and grievances? If the candidate is unhappy with the assessment decision or the way the assessment is conducted, what should they do about this?
3. How will the candidate receive and provide feedback about the assessment? Are there standard forms to be filled in?
4. What is going to happen during assessment – can you describe this clearly?
5. How many attempts can the candidate make to get the assessment right? Can they keep on trying indefinitely or is there a limited number of attempts? Do they need to complete training between attempts or can they try again immediately?
6. What happens next if the candidate is judged competent; or not yet competent?
7. How are records kept and who has access to them?

**Do Activity 12: Briefing the candidate in the Assessment Portfolio**

## Gather Quality Evidence

This step was introduced in the Introduction to Assessment section, so re-read this if necessary before continuing work through the manual.

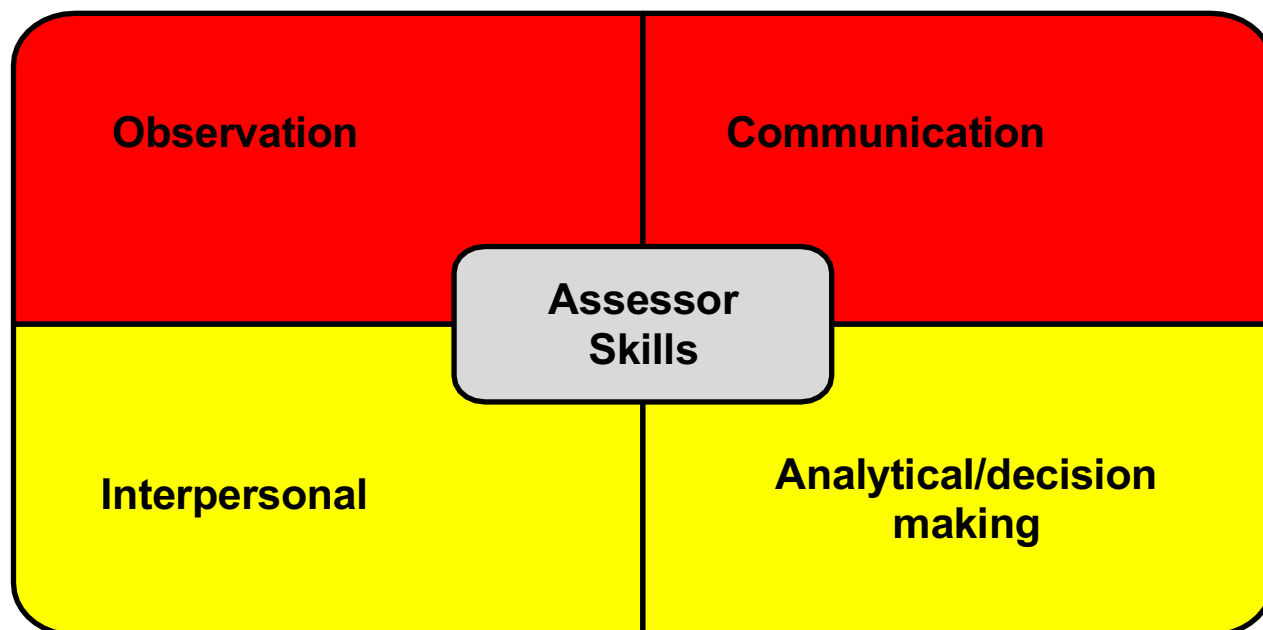
**Do Activity 13: Gather quality evidence in the Assessment Portfolio**

## Impact of the Assessor

The assessor can have an impact on the candidate's performance in many ways – by being overly talkative, too friendly, too stern, by physically getting in the way of the candidate, or hanging over them while they perform.

**Do Activity 14: Impact of the assessor in the Assessment Portfolio**

## Assessor Skills



Assessors require a wide range of skills to effectively analyse and interpret competency standards, plan and conduct assessments, gather quality evidence and communicate assessment decisions with candidates. These are discussed in more detail following

### Analytical/decision making skills

An assessor requires good analytical skills for all stages of the assessment process. They will need these skills when interpreting competency standards and evidence requirements, identifying the candidate needs, when reviewing the collected evidence and during assessment validation.

### Interpersonal skills

An assessor needs to show empathy with candidates to put them at ease during the assessment process. Consider how you have felt through your own assessment processes. All candidates have the right to be fairly assessed, and performance and outcomes can often be affected if they are feeling threatened or scared. Below are some tips to help put candidates at ease:

- Be prepared for assessment! Don't make the candidate wait (and possibly become more nervous) while you complete last minute preparation
- Welcome the candidates and create a positive atmosphere
- Allow the candidate to settle in by chatting about something unrelated to the assessment to begin with.
- Tell the candidate what will happen and how long it will take
- Invite the candidate to ask questions as you proceed rather than at the end
- Get regular feedback to ensure that the candidate understands what you are discussing
- Get down to the candidate's level, for example if they are sitting down sit down with them.

Good listening skills make other people aware that you are interested in and following what they are saying. Signs of active listening include:

- Making appropriate physical responses such as retaining eye contact and nodding to indicate agreement or understanding
- Asking appropriate questions
- Reflecting on what has been said and including it in your responses

## Observation skills

An assessor requires observation skills to recognise candidates prior learning, determine candidate performance and identify when candidates may need assistance during the assessment process.

During an observation activity, the assessor watches the candidate doing a task or performing a process or series of tasks or processes. Observation checklists can aid the assessor with this. If the assessor is observing a group scenario/activity; they must ensure that they assess each individual candidate perform all the necessary roles to demonstrate competence individually.

**Do Task 15: Observer a candidate and compare the performance against a set criteria (this may be another candidate or a video)**

## Communication skills

Good communication skills are important throughout the assessment process

- Give clear instructions
  - Provide clear directions on tasks to be completed
  - Be concise
  - Use language familiar to the candidate
  - Avoid negative language
- Questioning
  - The way you ask questions will determine the quantity and quality of the response you get
  - Your questions should draw out the information that you need in order to assess the candidate
  - Avoid asking too many questions in sequence
  - Avoid ambiguous or unclear questions
  - Avoid asking leading questions that may influence the responses
  - Ask follow up questions to confirm range and depth of knowledge
  - Good questions cover what is being assessed and allow the candidate to give the correct response.
- Feedback
  - Feedback is a vital component of any communication process. During

## Make the Assessment Decision

Assessors often worry about how much evidence is enough to prove competency. You need to be certain that the evidence you and your candidate have collected covers all parts of the benchmark. If the benchmark is aligned to a unit of competency standard, then the evidence as a whole must cover:

- All elements
- All performance criteria
- All the 'musts' in the range statement
- All of the critical evidence listed in the evidence guide
- All essential skills and underpinning knowledge listed in the evidence guide
- The Key Competencies
- The dimensions of competency

Make sure that you are familiar with and have made allowable adjustments for the special needs of your candidate/s.

Most effective assessment plans will involve the use of more than one method of assessment or the collection of more than one type of evidence. The assessment decision cannot be made until all the assessment evidence has been collected and reviewed for overall competency.

Assessment decision-making is easy when the decision is clear – the candidate is clearly competent or not – but becomes more difficult when you have conflicting evidence or incomplete evidence.

### Do Activity 15: Assessment decision making in the Assessment Portfolio

Did you find it difficult to decide what to do in each of the assessment situations? The borderline assessments are always more difficult for the assessor, and pressure exerted by workplace managers and supervisors can also make decision making more difficult.

Assessment protocols should also be made clear to candidates and other stakeholders, including workplace supervisors and managers. While specific information may be sought from coaches and patrol captains to support the candidate's evidence, they seldom have a role in determining competency of the candidate. This is because they are rarely qualified assessors with a good understanding of the modules within an award.

## What if you cannot decide?

If you have difficulty in making your decision based on evidence that the candidate has provided, this may be due to the type of evidence you decided on. Discussing the assessment strategy with other assessors and the candidate before the assessment helps to avoid making inappropriate selections for the evidence.

However, if the problem exists now you should have two alternatives.

If you can't make a decision about competency, you should ask the candidate to submit further evidence.

## What do you do if the candidate is not yet competent?

During the planning of the assessment, you should have provided the candidate with information about what happens if they are not yet competent. Depending on the skill or job being assessed, it is possible that the person will not have to be re-assessed on the entire assessment, just the portion that they did not complete properly.

For example, if someone is being assessed driving a taxi, and they have competently driven the taxi to standard, and can clearly handle it in different conditions, but they did not recognise all the street signs correctly, how would you reassess them?

## Give Feedback to the Candidate

Feedback is a crucial part of the assessment process. It is important that it is delivered in a constructive way and is not just a chance to list all the negative points but the positive points also. There are three key things an assessment candidate needs to know following assessment:

- What is the result – competent or not yet competent?
- What did they do well?
- What could they do better?

If they have not been adequately briefed, or have simply forgotten, this is also a good time to reiterate:

- What happens next
- How records are kept, where and who has access to them
- The procedure for appeals
- The availability of further training or other forms of support as relevant

Feedback should be as positive as possible and should also be a two-way process. There are lots of approaches to giving feedback and the following are only two suggestions:

### Example 1 Candidate found competent

1. Ask the candidate how they thought they went – what they did well and how they could have improved.
2. Confirm their own summary of their performance and add your own observations.
3. Give the result
4. Ask for the candidate's feedback about the assessment process

### Example 2: Candidate found not yet competent

1. Tell the candidate their result and what they did well
2. Identify areas where they could improve
3. Inform them of their options for re-assessment
4. Ask for their opinion about their performance and their feedback about the assessment process

## Involving the Training Officer when providing feedback

It is important that feedback is also discussed with the Training Officer, in particular if the candidate has been found not yet competent. The Training Officer may need a greater depth of feedback than the candidate to enable them to provide suitable further training.

### Confidentiality of outcomes

In a group assessment it is often more difficult to provide candidates with feedback in private. If a candidate has been deemed 'not yet competent' you should be sensitive in the way that you provide feedback. If possible do this aside from the rest of the group. One way to do this is to speak to candidates who have been found 'not yet competent' first, in private, so that they do not have to be present when the rest of the group is given their positive result.

## Document and Report the Assessment

SLSWA operates two systems of record keeping – one electronic using Surfguard and one paper- based in which completed assessment tools and materials can be stored.

Effective record keeping is essential for SLSWA to be able to:

- Track assessment tools and materials in the case of an appeal
- Provide evidence of appropriate record keeping at audit
- Provide feedback to candidates
- Re-issue certificates to candidates who later lose them.

The following are samples of the types of forms used within SLISA

### Sample SLISA Form 14

#### SURF LIFE SAVING AUSTRALIA Assessment Request

|                |                               |                           |                                               |
|----------------|-------------------------------|---------------------------|-----------------------------------------------|
| Assessment ID: | 674507                        | Proposed Assessment Date: | 23/02/2019                                    |
| Award:         | Bronze Medallion              | Type:                     | Award                                         |
| Organisation:  | Alkimos Surf Life Saving Club | Assessor(s):              | Bunford, Garry; Hills, Mark; Tenaglia, Tracey |
|                |                               | Trainer(s):               | Rigby, Neil                                   |

ENDORSED TO PROCEED BY: Janie Rowse

|                                                                                                                    |                       |
|--------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1. 5837404, Bostock, Rhys, (Alkimos Surf Life Saving Club), (Active (15-18 yrs)), Male, DOB:27/12/2000             | C/ NYC/ DNA/ DNC/ RNG |
| Physical Prereq:                                                                                                   |                       |
| Pre-reqs:                                                                                                          |                       |
| COMMENTS:                                                                                                          |                       |
| 2. 5808301, Brogden, Renee, (Alkimos Surf Life Saving Club), (General), Female, DOB:04/09/1984                     | C/ NYC/ DNA/ DNC/ RNG |
| Physical Prereq:                                                                                                   |                       |
| Pre-reqs:                                                                                                          |                       |
| COMMENTS:                                                                                                          |                       |
| 3. 4174002, Dey, Kristie, (Alkimos Surf Life Saving Club), (Active (18yrs and over)), Female, DOB:29/12/1986       | C/ NYC/ DNA/ DNC/ RNG |
| Physical Prereq:                                                                                                   |                       |
| Pre-reqs:                                                                                                          |                       |
| COMMENTS:                                                                                                          |                       |
| 4. 5739356, Lawson, Susan, (Alkimos Surf Life Saving Club), (General), Female, DOB:26/06/1976                      | C/ NYC/ DNA/ DNC/ RNG |
| Physical Prereq:                                                                                                   |                       |
| Pre-reqs:                                                                                                          |                       |
| COMMENTS:                                                                                                          |                       |
| 5. 5782435, Lettner, Vivien, (Alkimos Surf Life Saving Club), (Cadet Member (13-15 years)), Female, DOB:17/02/2004 | C/ NYC/ DNA/ DNC/ RNG |
| Physical Prereq:                                                                                                   |                       |
| Pre-reqs:                                                                                                          |                       |
| COMMENTS:                                                                                                          |                       |
| 6. 5739333, Neale, Chaselle, (Alkimos Surf Life Saving Club), (General), Female, DOB:26/06/1973                    | C/ NYC/ DNA/ DNC/ RNG |
| Physical Prereq:                                                                                                   |                       |
| Pre-reqs:                                                                                                          |                       |
| COMMENTS:                                                                                                          |                       |

ASSESSOR IN CHARGE: (Bunford, Garry), (Hills, Mark), (Tenaglia, Tracey) \_\_\_\_\_ SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

ASSESSMENT COMMENTS: Confirm assessors as G.Bunford did mock assessment.

RECEIVED BY STATE OFFICE: \_\_\_\_\_ STATE OFFICE SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# SLSWA BRONZE MEDALLION – FINAL ASSESSMENT

|     |         | Assessment Task | Resus & Defib        | Radio Ops | First Aid with Scenarios | Signals | Date | Run-swim-run         | Rescues & carries | Spinal Mgmt. walk up & wet | IRB awareness | Patrol Scenarios | Date | Overall Assessment C / NYC |
|-----|---------|-----------------|----------------------|-----------|--------------------------|---------|------|----------------------|-------------------|----------------------------|---------------|------------------|------|----------------------------|
|     |         |                 | Final Dry Assessment |           |                          |         |      | Final Wet Assessment |                   |                            |               |                  |      |                            |
| No. | Surname | Given Name      | C/NYC                | C/NYC     | C/NYC                    | C/NYC   |      | C/NYC                | C/NYC             | C/NYC                      | C/NYC         | C/NYC            |      |                            |
| 1   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 2   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 3   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 4   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 5   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 6   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 7   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 8   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 9   |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 10  |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 11  |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |
| 12  |         |                 |                      |           |                          |         |      |                      |                   |                            |               |                  |      |                            |

| Dry Assessment          | Assessor Name | Signature | Date | Wet Assessment     | Assessor Name | Signature | Date |
|-------------------------|---------------|-----------|------|--------------------|---------------|-----------|------|
| Assessor-in-charge      |               |           |      | Assessor-in-charge |               |           |      |
|                         |               |           |      |                    |               |           |      |
|                         |               |           |      |                    |               |           |      |
|                         |               |           |      |                    |               |           |      |
|                         |               |           |      |                    |               |           |      |
| Location of assessment: |               |           |      | Location:          |               |           |      |
|                         |               |           |      |                    |               |           |      |

|                                                            |  |  |  |                                     |  |                                        |  |
|------------------------------------------------------------|--|--|--|-------------------------------------|--|----------------------------------------|--|
| Please attach the following documents and return to SLSWA: |  |  |  | Assessment request form (form 14)   |  | Candidates Skills and Assessment Guide |  |
|                                                            |  |  |  | Attendance and Preliminary Sign Off |  | Assessment Report Form                 |  |

## Review the Assessment

Assessment processes can always be improved. Every assessment undertaken should be reviewed, at least by gathering feedback from the candidates and assessors. This review of assessment contributes to the continuous improvement work of SLSWA, and it also helps the individual assessor to improve their practice.

Review of assessment can be simple – such as completing a review checklist like the one below.

| Assessment Process                                                    | Yes/No | Comments and suggested improvements |
|-----------------------------------------------------------------------|--------|-------------------------------------|
| Was the assessment plan followed?                                     |        |                                     |
| Were all organisational and legal requirements addressed?             |        |                                     |
| Was the candidate properly briefed?                                   |        |                                     |
| Were the principles of assessment adhered to?                         |        |                                     |
| Were the rules for assessment evidence applied to evidence gathering? |        |                                     |
| Were the methods and tools used as directed in instructions?          |        |                                     |
| Were reasonable adjustments required and made?                        |        |                                     |
| Was clear and constructive feedback supplied?                         |        |                                     |
| Have all relevant documents been completed?                           |        |                                     |
| Have all reporting and record keeping requirements been met?          |        |                                     |
| Any other issues arising?                                             |        |                                     |

## APPENDIX A: EXAMPLE - ASSESSMENT PLAN TRAINING OFFICER COURSE

|              |                                                                                                                                                                                                                                                                                   |                                                                                                           |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|              | <b>Course Name:</b> Training Officer Course                                                                                                                                                                                                                                       |                                                                                                           |
| <b>Why</b>   | <b>Purpose of Assessment</b><br>To assess competence to be a training officer.                                                                                                                                                                                                    |                                                                                                           |
| <b>Where</b> | <b>Place for assessment to occur</b><br>Classroom<br>Local lifesaving club and beach                                                                                                                                                                                              |                                                                                                           |
| <b>Who</b>   | <b>Target Group</b><br>16+ year old lifesaving club members who want to be training officers                                                                                                                                                                                      |                                                                                                           |
|              | <b>Assessor/s</b><br>People who hold a both the Trainer and Assessor Awards as well as appropriate experience                                                                                                                                                                     |                                                                                                           |
|              | <b>Assessment arrangements confirmed with appropriate personnel</b><br>SLSWA informed<br>Candidates informed of requirements and timeline<br>Suitable Assessors in district are contacted and the assessment tools and requirements confirmed                                     |                                                                                                           |
| <b>How</b>   | <b>Assessment methods (e.g. scenario, written questionnaire, interview)</b><br>Written questions<br>Observation of performance<br>Self Assessment                                                                                                                                 | <b>Assessment tools (e.g. observation checklist, exam paper, note taking)</b><br>Learner Guide<br>Logbook |
|              | <b>Any reasonable adjustments that may be required to meet candidate needs</b><br>Options for verbal question and answer to support candidates with reading difficulties<br>Enlarged self assessment page (A3) as an option                                                       |                                                                                                           |
| <b>What</b>  | <b>Materials and resources required for assessment</b><br>One assessment resource per candidate<br>Equipment as appropriate to courses candidates are training (e.g. Manikins, tubes, whiteboards)                                                                                |                                                                                                           |
|              | <b>Required evidence</b><br><b>Completed assessment resource including</b> <ul style="list-style-type: none"> <li>Answers to Learner Guide</li> <li>Completed Logbook</li> </ul>                                                                                                  |                                                                                                           |
|              | <b>Any special arrangements or support required during assessment</b><br>Qualified training officer required to supervise candidate<br>Water Safety equipment and personnel as appropriate to activities that candidate is training (candidate to organise, supervisor to assist) |                                                                                                           |
| <b>When</b>  | <b>Timeline for assessment (notification, conduct assessment, record keeping):</b><br>Course advertised at least one month in advance<br>Some assessment during course<br>Post course assessment work to be completed and submitted within 12 months of course completion         |                                                                                                           |