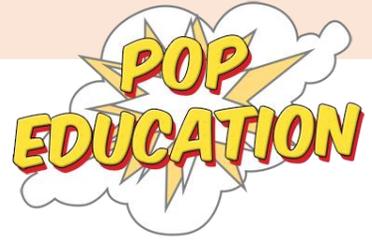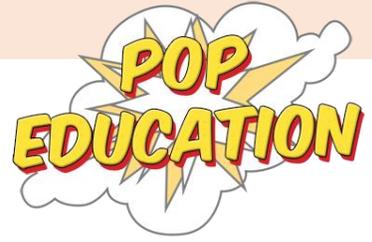# Contextualisation in context

Sarah Phillips

Pop Education

Agenda

- What is contextualisation?

- Considerations

- The project

- Learner characteristics

- Method choice

- Challenges from the industry

- Assessment design

What is contextulisation?

Adjusting units of competency, or packaging certain units into a qualification, to suit the specific needs of the enterprise or learner. Training Packages can be contextualised within limits set by guidelines for contextualisation.

What The Standards say

Fairness

The individual learner's needs are considered in the assessment process.

Flexibility

Assessment is flexible to the individual learner by:

- reflecting the learner's needs

- 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.
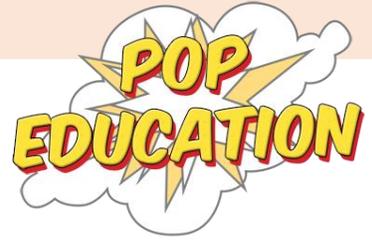
What ASQA says

"When developing assessment materials, use the information from the unit or module elements, performance criteria and assessment requirements to determine what competence looks like. Ensure that assessment tools are contextualised (or can be contextualised) to the student cohort to produce valid skills that are relevant to the student's industry or work context."

The consortium
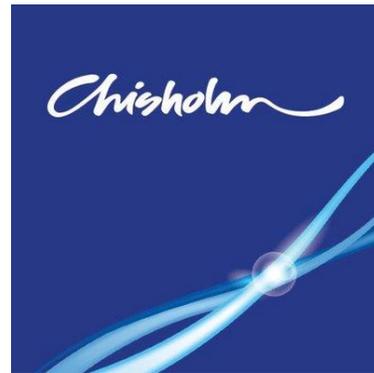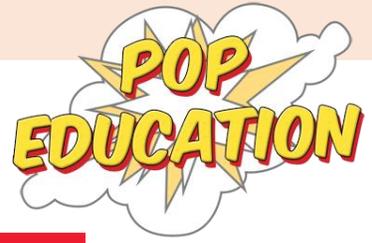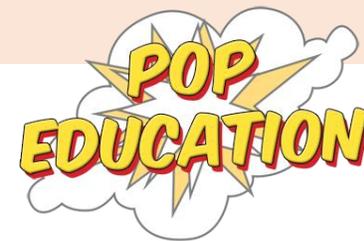
The project team - Steering committee

- **Jane McLennan** - Assistant Director Vocational Education (Education) RMIT University

- **Brad Beach** - Manager Professional Educator College - Chisholm Institute

- **Glenn Blair** - Assistant Director Vocational Education (Operations) RMIT University

- **Diana Swift** - Manager Business - Swinburne University

- **Ben Burgess** – General Manager   Chisholm Online – Chisholm Institute

- **Claire Rasmussen** - Director VET Practice - Federation University

- **John Flett** - Head of Education Development - The Gordon

- **Cheryl Bartolo** - CMM General Studies and Further Education

- **Sarah Phillips** – Project Manager
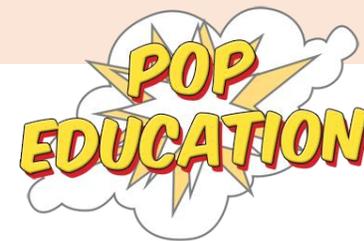
The project team – development team

- **Sarah Phillips** – Assessment developer/Assessment SME and content writer

- **Colleen Mandaliti** – TAE SME and Curriculum designer

- **Rita Chiu** – LLN SME/Content writer/developer/template design

- **Michael Gwyther** – E-learning SME and Content writer/developer

- **Paschal Somers** – Assessment SME and Content writer

- **Peter Murphy** – LLN SME

- **Alex Phillips** – Content developer

- **Miriam Reynoldson –** Quality assurance and template design
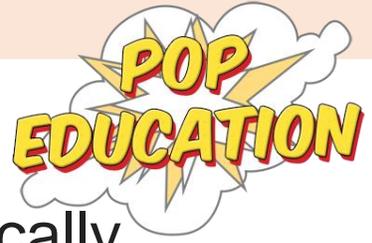
The project

The objective of this project was to develop shared resources specifically designed to build capability of the Victorian TAFE teacher workforce, with the intent to improve quality of delivery and assessment. This in turn has the opportunity to improve the student learning experience and learner outcomes.

This was to be achieved through the development of a set of standardised assessment tools and engaging teacher and learner resources for the following units:

•TAELLN411 Address adult language, literacy and numeracy skills

•TAEASS501 Provide advanced assessment practice

•TAEDEL501 Facilitate e-learning
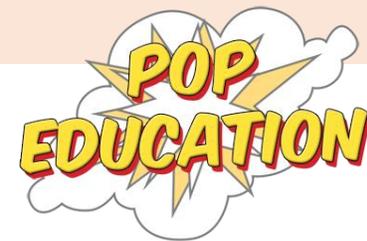
The challenge

Develop 3 units of competency that are contextualised to be suitable for in-house trainer professional development, for a multi-purpose delivery mode, that was flexible enough to be used by a range of providers.
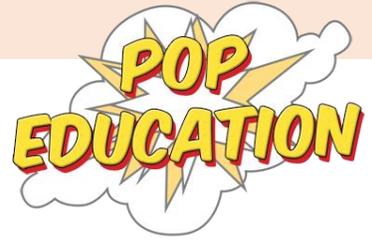
# What do you need to consider when contextualising assessment?

- Learner group
- Qualification
- Industry it applies to
- Delivery mode
- Workplace arrangements
- Current job role
- Access to resources
- Contextualisation guidelines
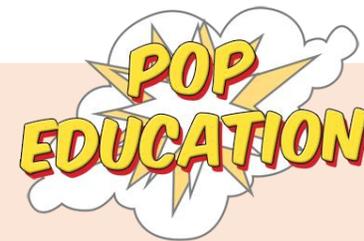
Activity 1 – identify the characteristics of the learner group

Brainstorm the likely characteristics of the learner group.

- Are they self motivated?

- Are they likely to do homework?

- Are they going to have access to a computer?

- How much time will they have to complete tasks?

- What will their access to resources be like?

- What else?
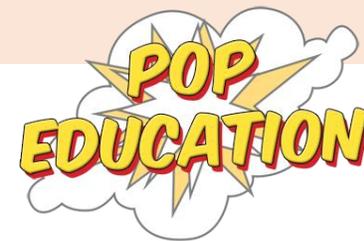
The design requirements

These units needed to be designed and developed with:

- Blended, online and face to face capability

- Generic branding with WCAG compliant:
  - Colour schemes
  - Fonts

- Agreement on templates and procedures

- Assuming that students had access to their own policies and procedures in the workplace

- Assuming they had access to students

Features of the unit – TAEASS501

- 8 topics covering leadership, advanced assessment, blended learning and continuous improvement

- In depth perspectives on quality assessment leadership

- Sequenced topics with wayfinding subtopics

- Built in SCORM with native LMS activities

- Activities covering critical analysis, moderation and validation, professional development portfolios and networking

Features of the unit – TAEDEL501

- Topics covering facilitation, design and technology management

- SCORM, Interactive H5P, book modules, VC and activities (Full Suite)

- Highly facilitated with a learning loop based on assessment process

- Collaborative participation design

- Activities covering learner engagement, troubleshooting, critical review
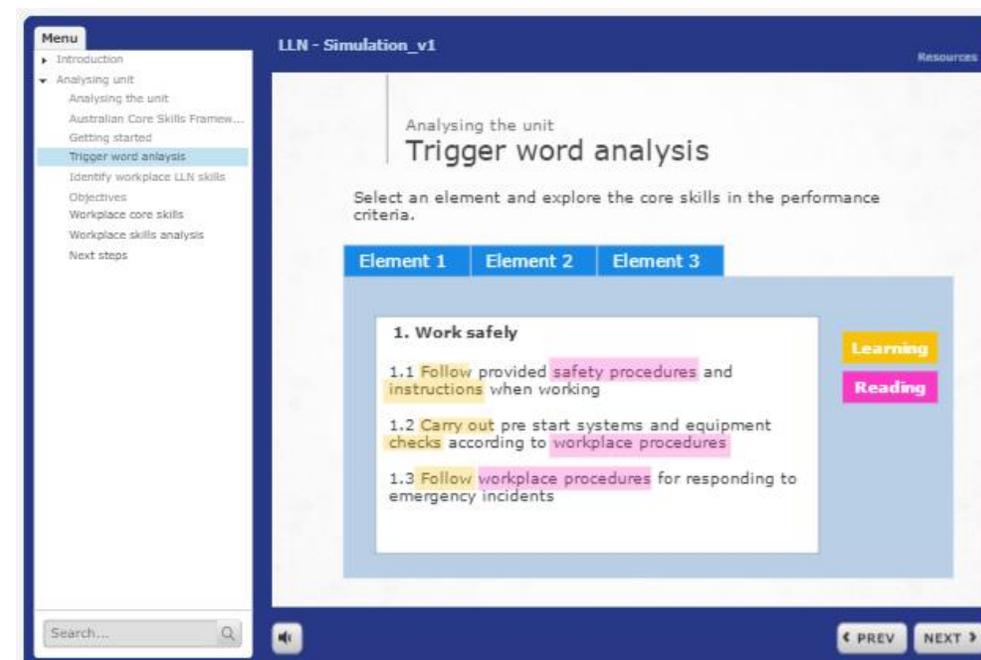
- Takes full advantage of native LMS

Welcome late comers

Oh welcome Joe you're only 10 minutes late......

Don't punish latecomers, welcome them as you see them arrive and ask a text chat message to ensure they can hear you okay
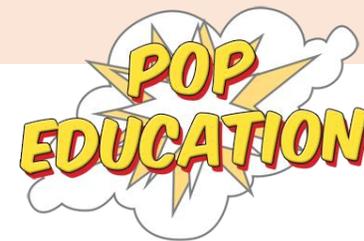
Features of the unit – TAELLN411

- 4 topics covering preparation and analysis, using the ACSF, implementation and evaluation

- Experiential simulated learning sequence with interaction built in

- Built in SCORM with internal and external activities

- Utilises native LMS

Factors that influence method choice

- What would the job role look like?

- Skills vs knowledge

- Applied, conditional and declared knowledge

- Observable vs non-observable skills

- Time available vs time required

- Classroom and workplace access

- Likely access to resources

- Contingencies

Tips for guiding method choice

- Look at your conditions of assessment, what is mandatory for the students to do and access?

- Look at the performance evidence, this often tells you the tasks needed to be demonstrated.

- Look at the knowledge evidence, are there any verbs at the beginning? This means it may not be able to be embedded into tasks.

- Look at the elements and performance criteria, where are the verbs? What are the resources required? Does anything need to happen first? PC are not always listed in a logical order for the task.
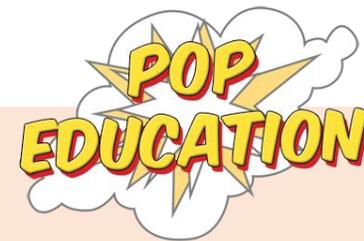
Activity 2 – Identify specific challenges

Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- undertaking the assessment of at least 20 individual candidates, against at least one unit of competency
- assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.
- accurately documenting the outcomes of all assessments undertaken
- leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes
- critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.

Assessment Conditions

Evidence must be gathered through the assessment of at least 20 individual candidates who are enrolled vocational learners. Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
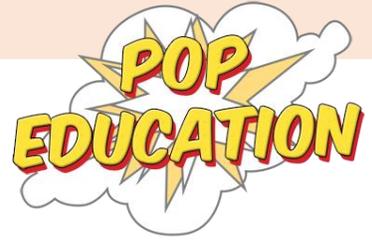
The challenges and limitations

- Complex units forcing critical analysis for what they really mean in the sector
- Assessment conditions can be difficult
- Contradictions in the language
- Contingencies needed to be addressed in situations replicating workplace conditions
- Technology standards across platforms
- Cannot rely on class time to conduct assessment
- Cannot be too time consuming for the workplace supervisor
- Hidden prerequisites found in the language of the unit
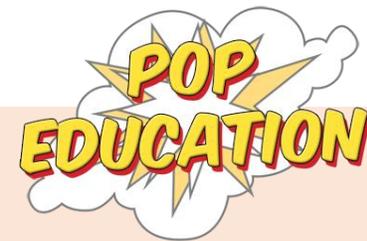
Activity 3 - TAEASS501 Menti

What assessment methods would you use to address the needs of the unit TAEASS501 Provide advanced assessment practice?
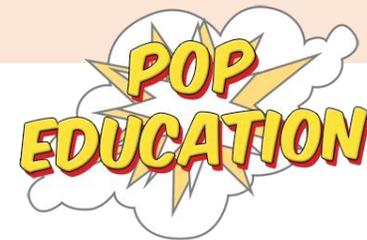
Planning assessment

We identified a range of different assessment methods as follows:

- Knowledge assessment

- Workplace projects - advanced practice, leading teams, trial and reviews,

- Projects – analysis, design and development

- Simulation – Digital and class-based

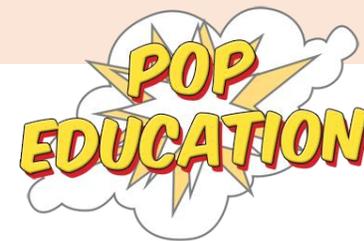- Class-based group projects – benchmark development

- Peer reviews
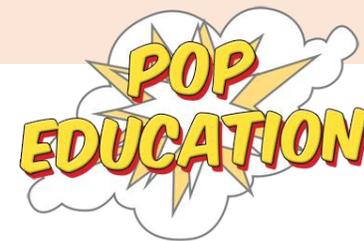
Assessment finalisation

TAELLN411

- 1 x workplace assessment
- Guided storytelling stages to the process
- Covering analysis, design and development, peer review, trial and reflection

TAEASS501

- 2 x Workplace assessments
 - Advanced practice
  - Leading teams
- 1 x Knowledge assessment

Assessment finalisation

TAEDEL501

- 1 x assessment with interactive, time sensitive simulations developed to address facilitation and technology requirements
- 1 x project assessment which includes:
  - Covering design, benchmark development and facilitation in discussion forums, messaging and virtual classrooms
  - Peer review activities to provide a best practice model for skills the students are required to develop
  - Highly facilitated staged assessment process
 - Knowledge evidence built into the project

*All assessments included industry standard templates, policies and procedures
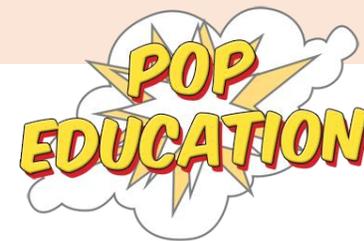
Evidence – Leading assessment practice

You are required to submit the following documentation, to the standards specified in the instructions:

- Assessment plan template/s with unpacking tool

- Self and Peer Assessment template/s

- Professional development log

- Student record log

- Original assessment tool/s including instruments, resources, marking guides, Record of assessment outcomes and mapping documents

- Adapted assessment tool/s including instruments, resources, marking guides, Record of assessment outcomes and mapping documents

- All assessments submitted which you made judgement of competency for. (Combine these into a single PDF document per unit and remove any student identifying information)
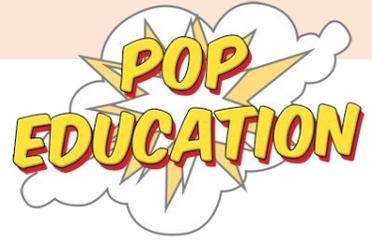
Summary

- Every unit is different and it changes with every cohort
- There is a wrong way of assessing and poor method choice can lead to poor outcomes
- Logistics are a major driver of assessment contextualisation
- Planning takes just as long as developing assessments