



Tourism Occupational Skill Standard Development In The APEC Region - Stage IV

**Book 3 :
APEC Skill Standards
Assessor Program
Handbook**

**APEC PROJECT NO. TWG - 01/2005
NOVEMBER 2006**



**Asia-Pacific
Economic Cooperation
Tourism working Group**



Asia-Pacific
Economic Cooperation
Tourism working Group

**ROAM
ASIA PACIFIC
WORKPLACES
WITH
APEC Skill Standards**

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Tourism Occupational Skill Standards Development in the APEC Region – Stage IV



Asia-Pacific
Economic Cooperation
Tourism working Group

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**TOURISM OCCUPATIONAL SKILL
STANDARD DEVELOPMENT
IN THE APEC REGION – STAGE IV
APEC PROJECT NO. TWG 01/2005**

**ASIA PACIFIC ECONOMIC COOPERATION
TOURISM WORKING GROUP**

APEC TOURISM WORKING GROUP

Tourism Occupational Skill Standards Development in the APEC Region – Stage IV Book 4 : APEC Skill Standards Organization Structure & Miscellaneous Reports

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BOOK 3
APEC SKILL STANDARD
ASSESSOR
PROGRAM HANDBOOK

BOOK FOUR OF APEC TWG Project No. 01/2005 APEC Tourism Occupational Skill Standards Development – Stage IV

INTRODUCTION TO APEC SKILL STANDARD ASSESSMENT

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FOREWORD

The APEC Tourism Occupational Skills Standard Assessment System is the main pillar in ensuring the quality of skills for recognition and skills portability among APEC member economies, leading to skilled manpower mobility, and therefore it is substantial to handle this issue with the highest integrity. The Assessment could make or break the whole APEC Skill Standard System.

This handbook provides authorized personnel a complete guideline on how to proceed and process in assessing other people's skills / competencies in specific APEC Skill Standard Unit / Units. This book has been written by adopting and adapting similar resources from Australia with the consents of the Badan Nasional Sertifikasi Profesi (BNSP / National Professional Certification Agency of Indonesia).

By adapting international procedures, acceptance in an equivalent manner with other similar bodies among member economies shall be obtained more efficiently, and therefore leads to a Mutual Recognition Arrangement.

This Book contains the Assessor Training Program in essay format and Power Point Presentation Templates.

Jakarta, September 2006

APEC TOURISM WORKING GROUP WORKSHOP

APEC TWG Project No. 01/2005

APEC Tourism Occupational Skill Standards Development – Stage IV

INTRODUCTION TO APEC SKILL STANDARD ASSESSMENT

APEC TOURISM WORKING GROUP WORKSHOP

APEC TWG Project No. 01/2005

APEC Tourism Occupational Skill Standards Development – Stage IV

WORKSHOP COVERAGE

- PLAN SS ASSESSMENT – 2.07.07.05
- CONDUCT SS ASSESSMENT – 2.07.08.05
- REVIEW SS ASSESSMENT – 2.07.09.05

APEC TOURISM WORKING GROUP WORKSHOP

APEC TWG Project No. 01/2005

APEC Tourism Occupational Skill Standards Development – Stage IV

INTRODUCTION TO APEC SS ASSESSMENT

PART 1

“PLAN & PREPARE ASSESSMENT”

SS ASSESSMENT

- **SS / CS ASSESSMENT**

- THE PROCESS OF COLLECTING EVIDENCE AND MAKING JUDGMENTS TOWARDS SATISFACTORY PERFORMANCE OF THE BENCHMARKS SET BY THE SS UNIT

- **SS/CS WORKPLACE ASSESSMENT**

- A SYSTEM WHICH ENABLES EMPLOYEES TO BE CERTIFIED BASED ON WORKPLACE EXPERIENCE, REGARDLESS OF PRIOR EDUCATION .

- **APEC SS ASSESSMENT**

- THE PROCESS OF COLLECTING EVIDENCE AND MAKING JUDGMENTS TOWARDS SATISFACTORY PERFORMANCE OF THE BENCHMARKS SET BY THE APEC SKILL STANDARDS UNIT

- **SS / CS CERTIFICATE**

- THE FORMAL DOCUMENT TO CERTIFY THE ABILITY TO SATISFACTORILY PERFORM SKILL STANDARD UNIT / UNITS.

THE BIG DIFFERENCE

DIFFERENCES WITH THE TRADITIONAL ASSESSMENT

- **STANDARD BASED**

- CANDIDATES ARE ASSESSED AGAINST A SET OF STANDARDS, NOT AGAINST EACH OTHER OR AGAINST THE ASSESSOR

- **EVIDENCE BASED**

- DECISIONS ON WHETHER THE CANDIDATE IS COMPETENT OR NOT ARE BASED UPON EVIDENCE PROVIDED BY THE CANDIDATE, EITHER DEMONSTRATED OR PRODUCED BY THE CANDIDATE OR COLLECTED BY THE ASSESSOR, NOT BASED ON WHAT TRAINING THE CANDIDATE HAS ATTENDED

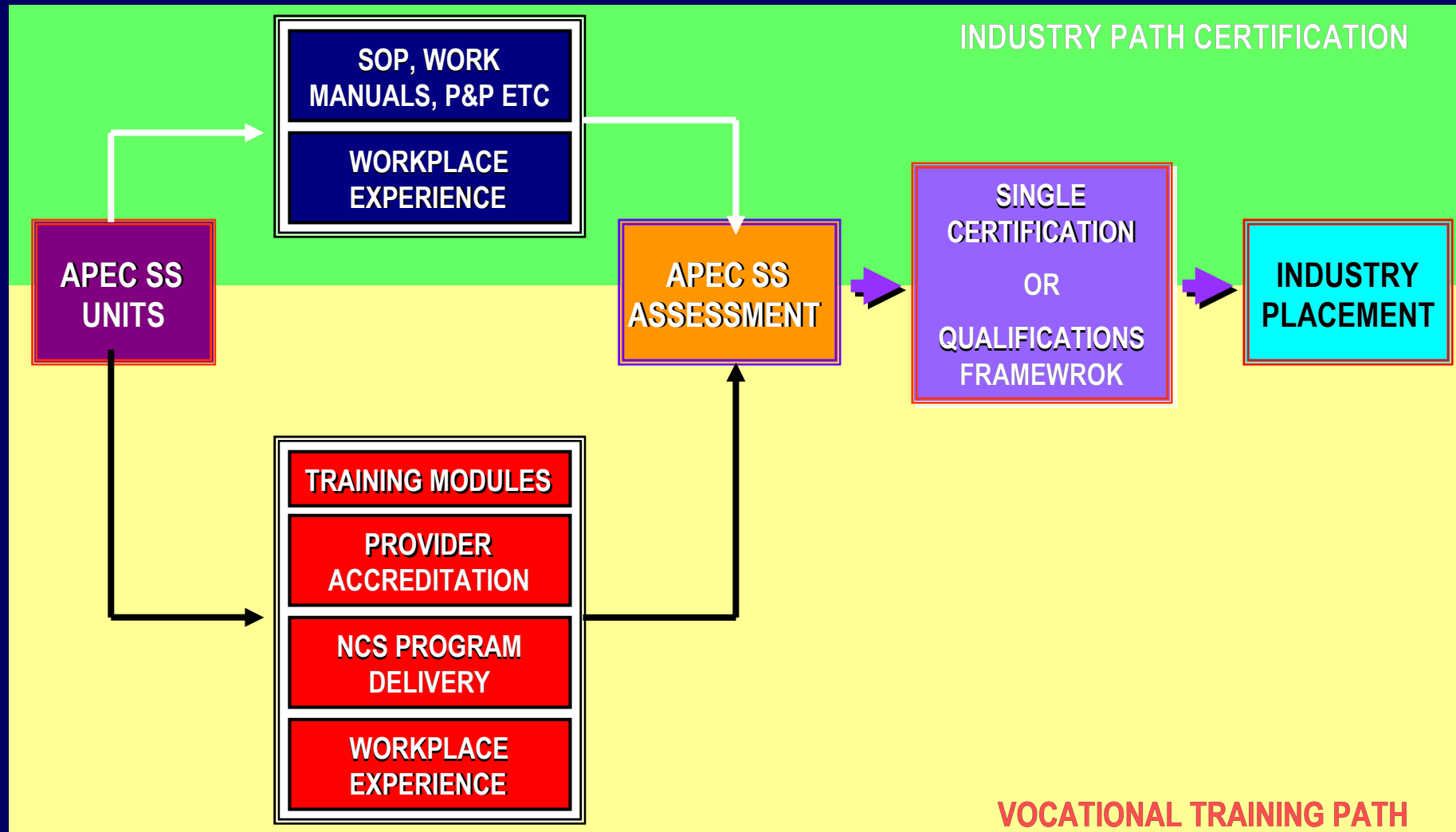
- **PARTICIPATORY PROCESS**

- THE ASSESSMENT PROCESS IS AN INTERACTIVE PROCESS WHERE THE CANDIDATES ARE ACTIVELY INVOLVED.

WHAT DOES SKILLED MEAN?

- PERFORMING THE SKILLS AT THE BENCHMARK OF THE STANDARD
- ORGANIZING RESPONSIBILITIES
- FULFILLING EXPECTATIONS SET BY THE STANDARD
- RESPONDING AND REACTING APPROPRIATELY WHEN THINGS GO WRONG
- TRANSFERING SKILLS AND KNOWLEDGE TO NEW SITUATIONS

SS BASED ASSESSMENT



PURPOSE OF ASSESSMENT

- **RECRUITMENT, SELECTION & PLACEMENT**
- **PERFORMANCE APPRAISAL**
- **RECOGNITION : payment, promotion, awards etc.**
- **IDENTIFICATION OF TRAINING NEEDS**
- **NATIONAL / REGIONAL RECOGNITION FOR MOBILITY**

TYPES OF ASSESSMENT

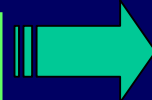
- **FORMATIVE ASSESSMENT**
- **DIAGNOSTIC ASSESSMENT**
- **SUMMATIVE ASSESSMENT**



APEC SKILL STANDARD FORMAT

UNIT NAME & CODE

UNIT ELEMENTS:
DESCRIBES THE SKILL OUTCOMES
OF THE UNIT
(WHAT TO DO
TO COMPLETE THE UNIT)

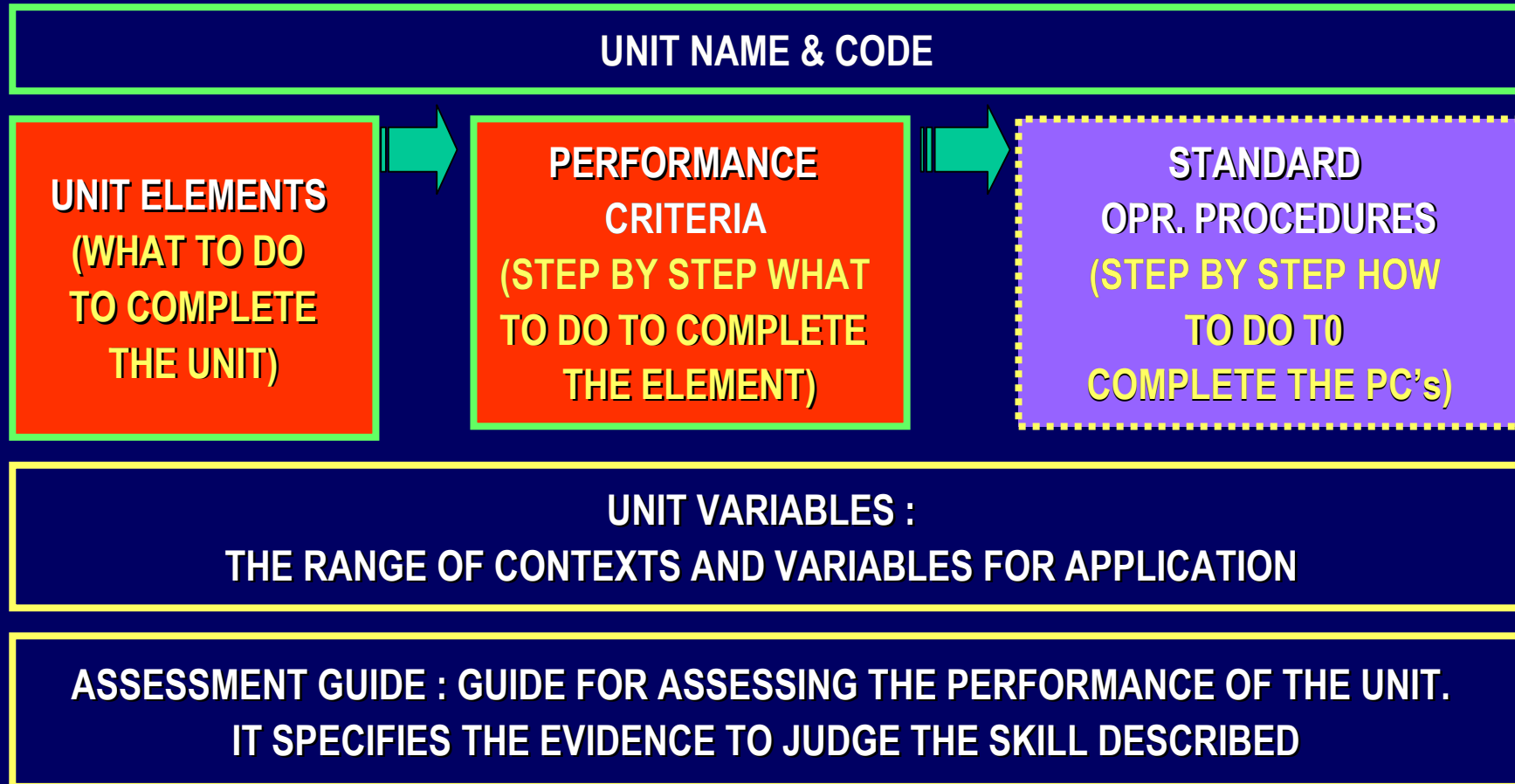


PERFORMANCE CRITERIA :
THE REQUIRED LEVEL OF SKILL
OF THE ELEMENTS
(STEP BY STEP WHAT TO DO
TO COMPLETE THE ELEMENTS)

UNIT VARIABLES :
THE RANGE OF CONTEXTS AND VARIABLES FOR APPLICATION

ASSESSMENT GUIDE : GUIDE FOR ASSESSING THE PERFORMANCE OF THE UNIT.
IT SPECIFIES THE EVIDENCE TO JUDGE THE SKILL DESCRIBED

ENTERPRISE SOP



SAMPLE OF ENTERPRISE SOP INDUSTRY VS ENTERPRISE STANDARDS

- APEC SKILL STANDARD IS AN INDUSTRY STANDARD
- ENTERPRISE STANDARD IS DEVELOPED BY ENTERPRISE IN LINE WITH THE BENCHMARK SET BY THE APEC SS

PRODUCT	APEC SS	ENTERPRISE STANDARD	
		ENTR. A	ENTR. B
TELEPHONE GREETINGS	Calls are responded promptly clearly and politely according to enterprise policy.	Good Morning, ABC Corporation, may I help you ?	Selamat Pagi, XYZ Corporation, Stella speaking may I help you ?

SAMPLE OF ENTERPRISE STANDARD IN PRODUCT

- APEC SKILL STANDARD IS AN INDUSTRY STANDARD
- ENTERPRISE STANDARD IS DEVELOPED BY ENTERPRISE IN LINE WITH THE BENCHMARK SET BY THE INDUSTRY STANDARDS

PRODUCT	INDUSTRY	ENTERPRISE STANDARD	
		ENTR. A	ENTR. B
HOT COFFEE	Hot coffee are presented According to enterprise standards	<ul style="list-style-type: none"> . In a cup . Steaming hot . Separate sugar cubes 	<ul style="list-style-type: none"> . Variety Options . In a cup . Steaming Hot . A variety of condiments

WHAT TO ASSESS ???

UNIT NAME & CODE

UNIT ELEMENTS
(WHAT TO DO
TO COMPLETE
THE UNIT)

PERFORMANCE
CRITERIA
(STEP BY STEP WHAT
TO DO TO COMPLETE
THE ELEMENT)

STANDARD
OPR. PROCEDURES
(STEP BY STEP HOW
TO DO TO
COMPLETE THE PC's)

UNIT VARIABLES :
THE RANGE OF CONTEXTS AND VARIABLES FOR APPLICATION

ASSESSMENT GUIDE : GUIDE FOR ASSESSING THE PERFORMANCE OF THE UNIT.
IT SPECIFIES THE EVIDENCE TO JUDGE THE SKILL DESCRIBED

DO YOU ASSESS ENTERPRISE SOP ?

EVIDENCE

- EVIDENCE ARE THINGS WHICH SUPPORT THE ASSESSED'S CLAIMS OF ACHIEVING THE BENCHMARKS OF THE APEC SS UNITS
- EVIDENCE MAY INCLUDE:
 - PRODUCTS THAT HAVE BEEN COMPLETED
 - PROCESSES THAT HAVE BEEN CARRIED OUT
 - UNDERPINNING KNOWLEDGE
 - APPROPRIATE ATTITUDE

EVIDENCE OF PROCESS & PRODUCT

SAMPLE OF PROCESS

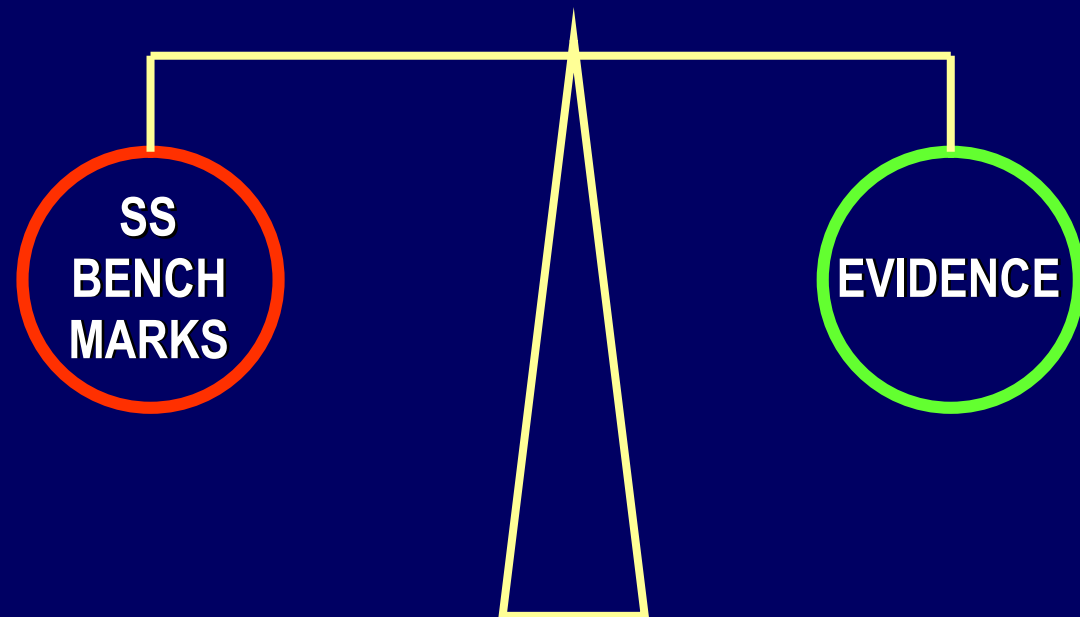
- Correct procedures are followed
- Safe work methods are used
- Required service is provided
- Correct sequence is followed
- Works as a member of a team
- Good communications are maintained
- Records are correctly maintained

SAMPLE OF PRODUCT

- Work-piece is to specification
- Finish is to specification
- Sale is made
- Customer is satisfied
- Budget is achieved
- Faults is found and rectified
- Equipment is correctly set up
- Work is completed on time

JUDGING EVIDENCE

COMPARING SUFFICIENT EVIDENCE OF THE CANDIDATE'S SKILLS AGAINST THE BENCHMARKS SET IN THE PERFORMANCE CRITERIA OF THE SKILL STANDARDS, AND MAKING DECISION AS TO WHETHER THE BENCHMARKS HAVE BEEN ACHIEVED OR NOT. TO BE ABLE TO JUDGE EVIDENCE, A SET OF ASSESSMENT TOOLS AND PROCEDURES HAS TO BE DEVELOPED



FORMS OF EVIDENCE

- **DIRECT/PRIMARY EVIDENCE** – obtained by observing the candidate while performing the duties
- **INDIRECT/SECONDARY EVIDENCE** – obtained by collecting evidence such as projects, simulation, role plays etc
- **SUPPLEMENTARY EVIDENCE** – when assessor needs additional evidence just to make decision, usually by written or oral questioning, off-the-job test or third party report

EVIDENCE GATHERING METHODS

- WORKPLACE OBSERVATION
- ORAL QUESTIONING / INTERVIEW
- SIMULATION / ROLE PLAY
- 3rd PARTY REPORT
- DOCUMENTS / PORTFOLIO
- PRESENTATION
- PROJECT / CASE STUDY
- WRITTEN ASSESSMENT
(See Training Material - File # 2.3)

ASSESSING SKILLS & KNOWLEDGE

ASSESSMENT OPTIONS

SKILLS (PROD & PROCESS)

- WORKPLACE OBSERVATION
- ORAL QUESTIONING
- ROLE PLAY
- 3RD PARTY REPORT
- DOCUMENTS/PORT FOLIO
- PROJECT / CASE STUDY
- PRESENTATION
- WRITTEN TEST

UNDERLYING KNOWLEDGE

ASSESSMENT IS NORMALLY FOCUSED ON ACTUAL PERFORMANCE, HOWEVER, IT IS ALSO IMPORTANT TO ASSESS THE UNDERLYING KNOWLEDGE OF THE SKILLS

- ORAL QUESTIONING
- WRITTEN TESTS
- PRESENTATIONS



PRINCIPLES OF EVIDENCE

(evaluating the quality of assessment tools & procedures)

- **VALIDITY** – a valid assessment assesses what it claims to assess and focuses on the appropriate areas of competence and skills reflects workplace reality
- **RELIABILITY** – consistent results from one assessment to the next
- **FLEXIBILITY** - no single approach/methods to the assessment
- **FAIRNESS** – no favoritism and no bias; same treatment to everybody
- **COST EFFECTIVE** – the least possible cost for the assessment process

(See Training Material - File # 2.3)

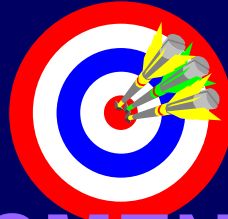


RULES OF EVIDENCE

(determining the quality of evidence)

- **VALID** – evidence must cover the broad range of knowledge and skills required to demonstrate the benchmarks of the skill standard
- **SUFFICIENT** – evidence collected is sufficient in amount to give judgment
- **CURRENT** – evidence collected is recent / current
- **AUTHENTIC** – evidence submitted does not belong to somebody else

(See Training Material - File # 2.3)



ASSESSMENT TOOLS

TO ENABLE THE ASSESSOR TO JUSTIFY THAT THE ASSESSMENT HAS BEEN VALID, RELIABLE, FLEXIBLE AND FAIR

- SPECIFIC INSTRUCTIONS GIVEN TO THE CANDIDATE
- SETS OF VERBAL / WRITTEN QUESTIONS TO BE ASKED
- APEC SS ASSESSMENT FILES, DOC. 1, 2, 3
- DESCRIPTION OF SKILLED PERFORMANCE
- USE THE APEC SS ASSESSMENT FILE

WRITTEN TESTS

- SHORT ANSWER
- **ESSAY**
- **MULTIPLE CHOICE**
- TRUE & FALSE

ANOTHER WAY TO ASSESS KNOWLEDGE AND UNDERSTANDING IS TO ASK THE CANDIDATE TO GIVE PRESENTATION. IN DOING THIS, BEWARE THAT YOU ARE ASSESSING THE CANDIDATE'S KNOWLEDGE AND UNDERSTANDING, **NOT** THEIR PRESENTATION SKILLS, UNLESS THAT IS WHAT YOU ARE ASSESSING..

QUESTIONING PRINCIPLES

- ENCOURAGE THE CANDIDATE TO PARTICIPATE IN THE DISCUSSIONS
- AVOID UNCLEAR AND CONFUSING QUESTIONS
- DO NOT ASK TOO MANY QUESTIONS WITHIN THE SAME SENTENCE
- AVOID LEADING QUESTIONS THAT MAY INFLUENCE THE CANDIDATE'S RESPONSE
- PLAN THE STRUCTURE AND ORDER OF THE QUESTIONS BEFORE THE ASSESSMENT
- USE FOLLOW UP QUESTIONS TO CHECK RANGE AND DEPTH OF KNOWLEDGE AND EXPERIENCE OF THE CANDIDATE

QUESTIONING

TYPES OF QUESTIONS

- CLOSED QUESTIONS
- OPEN QUESTIONS
- PROBING QUESTIONS
- LEADING QUESTIONS
- STRUCTURED QUESTIONS
- UNSTRUCTURED QUESTIONS

(See Training Materials - File # 2.4)

ASSESSMENT TOOLS & PROCEDURES QUALITY CHECKLIST

- **VALIDITY:** reflects workplace realities, measure the candidates ability to meet the standards
- **RELIABILITY:** consistent measuring, use a range of methods, generate sufficient evidence, evidence collected over a range of time and contexts
- **FAIRNESS:** includes allowable adjustments according to age, ethnic, gender, language, difficulties, disabilities, backgrounds; free of bias; provides multiple checking of knowledge and skills
- **FLEXIBILITY:** can be adapted to suit the circumstances and needs of the enterprise or candidates
- **SUITABILITY:** reflects the workplace realities and normal operation without causing undue disruption
- **COST EFFECTIVE:** the tools and procedures are cost effective, does not involve lost of productivity, time efficient
- **LEGAL REQUIREMENTS:** meets relevant legal requirements
- **AUTHENTICITY:** promotes authenticity of evidence

WORKING IN A TEAM

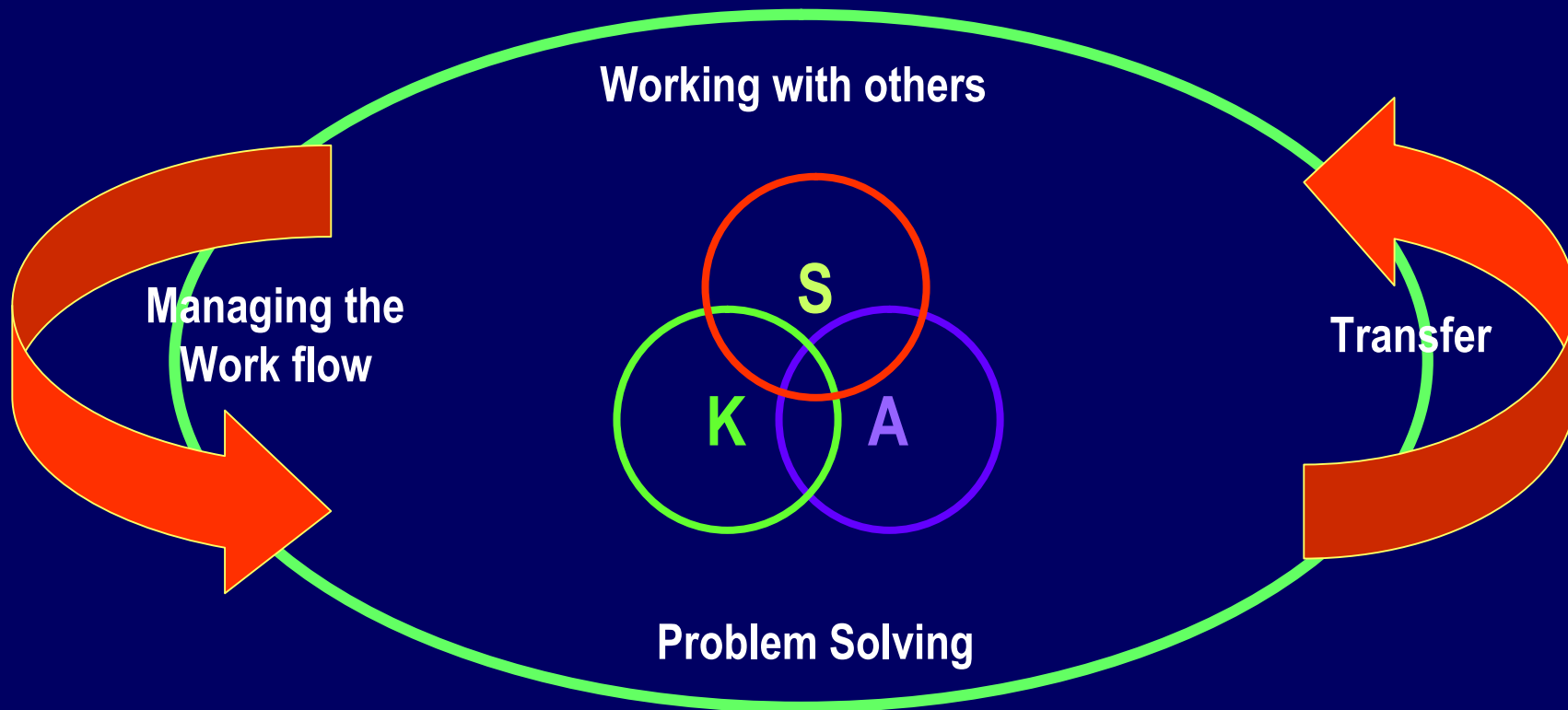
- WHEN YOU HAVE TO ASSESS AN AREA FOR WHICH YOU HAVE LITTLE OR NO EXPERIENCE;
- WHEN THE ASSESSOR LACKS THE TECHNICAL SKILLS OF THE UNIT;
- WHEN ASSESSING A HIGHLY SPECIFIC AREA WHERE THERE IS NO ONE PERSON HAS ALL THE SKILLS AND KNOWLEDGE REQUIRED;
- WHEN THE ASSESSMENT PROCESS HAS TO BE CONDUCTED BY LONG DISTANCE AND THE ASSESSOR IS UNABLE TO PHYSICALLY OBSERVE THE CANDIDATE'S PERFORMANCE.

SEEK TECHNICAL ASSESSITANCE !!!

HOLISTIC ASSESSMENT

- **Holistic Assessment**

- An assessment approach that covers , in an integrated way, multiple elements and / or units from the competency standards
- An assessment approach that integrates the issues depicted below



TRIALING THE ASSESSMENT PROCESS

- **Identify the criteria for evaluation**
- **Determine the representatives of the group**
- **Conduct the trials**
- **Analyze results**
- **Modify tools and procedures based on results**

PRIOR INFORMATION TO THE ASSESSED

(to be advised before the D-day)

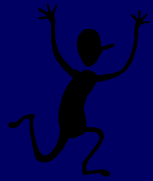
- **SCHEDULE** – when, what time
- **LOCATION** - where
- **RESOURCES** – what to bring
- **REQUIREMENTS** – what is expected to be done
- **ASSESSMENT METHODS** – how the assessment is going to be done
- **EVIDENCE REQUIRED** – what evidence to be provided, either direct, indirect or supplementary
- **APPEALS MECHANISM** – when the assessed is not satisfied with the results

PREPARING ASSESSMENT TOOLS

Refer to 'Assessment Tool' (see page 22)

- **APEC ASSESSMENT DOCUMENTS (See Book 2 & 3)**
 - Copy of the units assessed
 - Doc 1 - Cover Sheet
 - Doc 2 - Evidence matrix
 - Doc 3 - Validity sheet
- **ADDITIONAL PAPERS**
 - Method options
 - Bank of Questions
 - Evidence rules

PLANNING PROCESS



- **STEP ONE**
PREPARE PRIOR INFORMATION SHEET



- **STEP TWO**
COPY AND STUDY THE UNIT TO BE ASSESSED



- **STEP THREE**
PREPARE ASSESSMENT COVER SHEET



- **STEP FOUR**
PREPARE EVIDENCE SHEET



- **STEP FIVE**
PREPARE QUESTIONS AND ANSWER



- **STEP SIX**
PREPARE VALIDITY SHEET



- **STEP SEVEN**
READY TO CONDUCT



PREPARING ASSMT. DOC. 2

JUDGING THE SKILLS / KNOWLEDGE CAN BE ACHIEVED BY WEIGHING THE EVIDENCE COLLECTED AGAINST THE PERFORMANCE CRITERIA & UNDERLYING KNOWLEDGE. IT IS SUBSTANTIAL THAT EVIDENCE COLLECTED SHOULD BE : VALID, SUFFICIENT, CURRENT & AUTHENTIC. LOOK AT THE FORMAT BELOW (Doc. 2.3):

PERFORMANCE CRITERIA & UNDEPINNING KNOWLEDGE	ASSESSMENT METHOD	VALID	SUFFICIENT	CURRENT	AUTHENTIC	C / NYC
1.1	1, 2, 8					
1.2	1, 3, 4					
1.3	3, 6					
1.4	1, 2, 3					

APEC TOURISM WORKING GROUP WORKSHOP

APEC TWG Project No. 01/2005

APEC Tourism Occupational Skill Standards Development – Stage IV

INTRODUCTION TO APEC SS ASSESSMENT

PART 2

“CONDUCT ASSESSMENT”

TIPS FOR ASSESSORS

- **Make sure the assessment environment is comfortable**
- **Prepare your instructions based on planning, breaking down into small parts**
- **Create positive atmosphere and pay attention to surroundings**
- **Ensure the candidate is relaxed and at ease**
- **Greet the candidate in a friendly manner, always keep eye contact**
- **Allow time for candidate to feel comfortable**
- **Give a brief but complete overview of the assessment process:**
 - **Where it will take place**
 - **When it will take place**
 - **How they will be assessed**
 - **Why they are being assessed**
 - **Which tasks they will be required to perform**
 - **Do not add unnecessary information**

TIPS FOR ASSESSORS (cont'd)

- Advise the time allowed for the assessment
- Invite questions and comments from the candidate
- Advise the candidate when they can begin the actual assessment
- Avoid negative words
- Use the 'You' approach
- Sequence the information correctly
- Confirm full understanding

INTERACTIVE PROCESS, ATTITUDE AND BEHAVIOR

- **ENCOURAGE THE CANDIDATE TO BE INVOLVED IN THE PROCESS**
- **SHOW EMPATHY**
- **LISTEN AND RESPOND POSITIVELY**
- **ENSURE THAT THE CANDIDATE'S RIGHTS ARE PRACTISED: FREE CONSENTS AND CONFIDENTIALITY**

USING POWER APPROPRIATELY

- AN ASSESSOR HOLDS POWER OVER THE ASSESSED: DONOT ABUSE THIS POWER
- USAGE OF INCORRECT POWER INTIMIDATES THE CANDIDATE
- INSTEAD, USE THE POWER WISELY BY MAKING THE CANDIDATE FEEL COMFORTABLE, EMPOWER THE CANDIDATE TO USE HIS OWN STRENGTH AND HELP THEM GET THE MOST OUT OF THE ASSESSMENT.
- THE ASSESSOR IS NOT SUPPOSED TO BE AN AUTHORITY FIGURE

CODE OF PRACTICE

(From the National Council for Measurement in Education (NCME) Australia)

- The differing needs and requirements of the assessed, enterprise and industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process or outcomes are identified and referrals are appropriately made
- All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of the assessment
- The rights of the assessed are protected during and after the assessment
- Personal or interpersonal factors irrelevant to the process must not influence the outcomes
- Evidence collected during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- The candidate is made aware of the right and process of appeal
- Formal agreement is obtained from both the Assessor and the Assessed that the assessment was carried out in accordance with agreed procedures and policies
- Assessment tools, system and procedures are consistent with equal opportunity legislation
- The candidate is informed of consequences of decisions arising from assessment, prior to the assessment
- Confidentiality is maintained regarding the assessment results
- Results are released with the written permission of the assessed
- The assessment results are used consistently
- Opportunities for networking among assessors are created and nurtured

ERRORS !!!

COMMON ERRORS BY ASSESSOR

- MARKING DOWN THE MIDDLE
- THE HALLO EFFECT
- THE HORN EFFECT
- FAIL TO OBSERVE
- FAIL TO RECORD
- MIRROR EFFECT

ADJUSTMENTS IN ASSESSMENT

ALLOWABLE ADJUSTMENTS

- LANGUAGE, LITERACY & NUMERACY BARRIERS
- USE OF TECHNOLOGY / EQUIPMENT
- PHYSICAL DISABILITY
- MEDICATION

MAKING DECISION

JUDGING THE SKILLS / KNOWLEDGE CAN BE ACHIEVED BY WEIGHING THE EVIDENCE COLLECTED AGAINST THE PERFORMANCE CRITERIA & UNDERLYING KNOWLEDGE. IT IS SUBSTANTIAL THAT EVIDENCE COLLECTED SHOULD BE : VALID, SUFFICIENT, CURRENT & AUTHENTIC. LOOK AT THE FORMAT BELOW (Doc. 2.3):

PERFORMANCE CRITERIA & UNDEPINNING KNOWLEDGE	ASSESSMENT METHOD	VALID	SUFFICIENT	CURRENT	AUTHENTIC	C / NYC
1.1	1, 2, 8	V	V	V	V	C
1.2	1, 3, 4	V	---	V	V	NYC?
1.3					
1.4					

RECORDING THE ASSESSMENT

THE APEC SKILL STANDARD SYSTEM HAS PROVIDED YOU WITH FRIENDLY AND EASY ASSESSMENT FILE FORMAT. DO YOUR RECORDING USING THE APEC SKILL STANDARD ASSESSMENT FILE AS THE MAIN DOCUMENT. YOU MAY ADD OTHER DOCUMENTS AS DEEMED NECESSARY (See Training Materials File 2.3)

ASSESSMENT FILE

APEC SS ASSESSMENT FILES (PROVIDED)

- **ASSESSMENT DOCUMENTS # 1-3 (See Training Material File # 2.1)**
 - Copy of the units assessed
 - Doc 1 - Cover Sheet
 - Doc 2 - Evidence matrix
 - Doc 3 - Validity sheet
- **Other documents prepared in advance and added during the assessment process**

FEEDBACK

THE ASSESSOR NEEDS TO GIVE DETAILED FEEDBACK OF THE ASSESSED PERFORMANCE **BEFORE CONCLUDING THE PROCESS**, BUT DELIVERING FEEDBACK TO 'NOT YET COMPETENT' CANDIDATE IS NOT EASY. THE CANDIDATE MAY ON IMPULSE FILE TO APPEAL THE DECISION.

FEEDBACK STRATEGY

- BE POSITIVE, IDENTIFY STRENGTH AND WEAKNESSES
- BE PRECISE ABOUT AREAS FOR IMPROVEMENT
- BE SPECIFIC ABOUT THE PARTS TO BE REPEATED
- GIVE SUGGESTIONS TO ASSIST THE CANDIDATE OVERCOME THE WEAKNESSES (SUCH AS TRAINING)
- SUGGEST OPPORTUNITY FOR RE-ASSESSMENT

DEBRIEFING

DEBRIEFING IS A PROCESS WHERE **AFTER COMPLETION OF AN ASSESSMENT** OR SOME ASSESSMENT PROCESSES, THE ASSESSOR NEEDS TO DISCUSS SOME AREAS WITH COLLEAGUES

DEBRIEFING IS NECESSARY WHEN :

- THE ASSESSOR FEELS HE/SHE HAS NOT PERFORMED WELL
- A NEW METHOD OF ASSESSMENT HAS BEEN USED
- THERE ARE CHANGES TO REQUIREMENTS
- THE ASSESSOR HAS TROUBLE IN WORKING OUT WHAT EVIDENCE TO BE COLLECTED

REMEMBER, THE ASSESSOR MAY NOT BE 'RIGHT' ALL THE TIMES ! BE AN ASSESSOR, YOU HAVE TO BE SURE THAT YOU ARE READY TO FACE DIFFERENT TYPES OF PEOPLE AND EVENTS

ASSESSMENT PROCESS



- **STEP ONE**
ICE BREAKING & STARTING



- **STEP TWO**
ASSESS ACCORDING TO PLANNED SCENARIO



- **STEP THREE**
GATHER EVIDENCE AND MAKE DECISIONS



- **STEP FOUR**
RECORD THE PROCESS



- **STEP FIVE**
FEED BACK THE ASSESSED



- **STEP SIX**
DEBRIEFING AND SIGN VALIDITY SHEET



- **STEP SEVEN**
REPORT ASSESSMENT



EXERCISE

CONDUCT ASSESSMENT

- **Divide into 4 groups**
- **Each group will plan and conduct assessment, using the results of the planning exercise**
- **Check your assessment tools and procedures**
- **Prepare your Assessor and Candidate**
- **Preparation 30 minutes, followed by simulation by each group.**
- **START NOW !!!**

APEC TOURISM WORKING GROUP WORKSHOP

APEC TWG Project No. 01/2005

APEC Tourism Occupational Skill Standards Development – Stage IV

INTRODUCTION TO APEC SS ASSESSMENT

PART 3

“REVIEW ASSESSMENT”

WHY REVIEW ?

REVIEW PROCESS IS AN ESSENTIAL POST ASSESSMENT PROCESS. IT IS MORE SO BECAUSE THE ASSESSED CAN MAKE AN APPEAL IF HE/SHE IS NOT SATISFIED WITH THE RESULTS OF THE ASSESSMENT

AIMS

- **TO ENSURE RELIABILITY, VALIDITY, FLEXIBILITY AND FAIRNESS OF THE ASSESSMENT**
- **TO ENSURE FLEXIBILITY AND FAIRNESS OF THE PROCEDURES AND METHODS**
- **TO DISCUSS DIFFICULTIES / PROBLEMS DURING PROCESS**
- **TO MAINTAIN & IMPROVE QUALITY OF PROCESS**
- **TO IMPROVE ASSESSMENT QUALITY OF THE ASSESSOR**

REVIEW METHODS

REVIEW PROCESS IS AN ESSENTIAL POST ASSESSMENT PROCESS. THE REVIEW PROCESS COULD BE BETWEEN THE ASSESSOR AND THE ASSESSED, OR BY INVITING SEVERAL ASSESSORS.

METHODS

- FEEDBACK FROM CANDIDATES
- REFLECTING ON YOUR ASSESSMENT
- FEEDBACK FROM OTHERS
- MODERATION SESSIONS

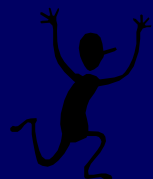
VERIFICATION ISSUES

- WHO NEEDS TO BE INVOLVED ?
- WHAT METHODS ?
- WHAT CRITERIA ?
- WAS THE EVIDENCE VALID ?
- ASSESS THE WHOLE UNIT ?
- USE MORE THAN ONE PIECE OF EVIDENCE ?
- COLLECT THE RIGHT AMOUNT OF EVIDENCE ?
- EVIDENCE PROVIDED AUTHENTIC?
- REFLECT ACTUAL WORKPLACE CONDITION & PRACTICES ?

UTILIZING THE REVIEW RESULTS

- **WHEN THE REVIEW PROCESS IS COMPLETED, THE RESULTS SHOULD BE DOCUMENTED**
- **SHOULD MODERATION OR CHANGES BE MADE FOR FUTURE ASSESSMENT PROCESS/PROCEDURES, THE DOCUMENT SHOULD BE DISTRIBUTED TO RELEVANT PERSONNEL FOR FURTHER DISCUSSION AND DECISIONS**
- **WHEN CHANGES HAVE BEEN MADE, REPORTS OF THE CHANGES SHOULD ALSO BE DISTRIBUTED TO RELEVANT PERSONNEL FOR ACTION.**

REVIEW PROCESS



- **STEP ONE**
ASSESSMENT PROCEDURE IS REVIEWED



- **STEP TWO**
ASSESSMENT DECISIONS ARE CHECKED



- **STEP THREE**
REVIEW FINDINGS ARE DOCUMENTED /
REPORTED AND NECESSARY CHANGES
MADE



APEC TOURISM WORKING GROUP WORKSHOP

APEC TWG Project No. 01/2005

APEC Tourism Occupational Skill Standards Development – Stage IV

INTRODUCTION TO APEC SS ASSESSMENT ***“THE ASSESSORS”***

TRAITS OF PROFESSIONAL ASSESSORS (1)

- **ENTRY QUALIFICATIONS**
 - 5 YEARS RECENT INDUSTRY EXPERIENCE
 - MINIMUM HIGH SCHOOL GRADUATES
 - AT LEAST SUPERVISORY POSITION (REFER TO APEC JOB LEVELS)
 - TRAINING SKILLS
- **TECHNICAL ASSESSMENT SKILLS**
 - CERTIFIED IN UNITS 2.07.07-11.05
 - ABLE TO CHOOSE THE MOST APPROPRIATE METHOD
 - ABLE TO MAKE A SOUND JUDGMENT ON WHETHER EVIDENCE IS SUFFICIENT TO DEMONSTRATE COMPETENCY
 - COMMUNICATION & LISTENING SKILLS
- **INDUSTRY OPERATIONAL SKILLS**
 - CERTIFIED IN THE UNIT/S BEING ASSESSED
 - ABLE TO CORRECTLY INTERPRET ELEMENTS AND PERFORMANCE CRITERIA OF THE UNIT ASSESSED

TRAITS OF PROFESSIONAL ASSESSORS (2)

- **ADMINISTRATIVE SKILLS**

- PLANNING & BUDGETING
- ORGANISING & COORDINATING
- REPORTING

- **APPEARANCE & GROOMING**

- APPROPRIATE DRESS CODE
- IN GOOD HEALTH

- **PERSONALITY**

- MATURITY & INTEGRITY
- MODEST / LOW PROFILE
- SINCERITY
- PATIENCE
- TACTFUL AND HELPFUL
- OPEN & TRANSPARENT

**YOUR MAIN OBJECTIVE IS TO ENCOURAGE, EMPOWER AND EDUCATE
THE MANPOWER, NOT TO SCARE THEM OFF**

APEC TOURISM WORKING GROUP WORKSHOP

APEC TWG Project No. 01/2005

APEC Tourism Occupational Skill Standards Development – Stage IV

INTRODUCTION TO APEC SKILL STANDARD ASSESSMENT

**TERIMA KASIH, THANK YOU
XIN CAM ON, XIE XIE
KOB KHUN KA, SALAMAT PO**

PART 1: PLAN ASSESSMENT

1. Assessment

Assessment is no big deal. Everybody needs to assess something on a daily basis: be it daily activities, social encounters, or other activities.

In all cases, it is a process of collecting information or evidence about certain activities and comparing the results to the relevant standards / requirements / criteria to see whether the standards / requirements / criteria have been met or not.

A judgment is then made and decision reached.

2. The Skill/Competency Standard (SS/CS) Assessment

In Skill / Competency Standard assessment, skills, knowledge and attitude of the candidate are assessed against the standards. When assessment process has been completed satisfactorily, the candidate is stated "COMPETENT". When the assessment process proves unsatisfactory, the candidate is stated "NOT YET COMPETENT", and the assessment process can be repeated.

3. APEC Skill Standard (APEC SS) Assessment

In APEC SS based assessment, skills, knowledge and attitude of the candidate are assessed against specific criteria as set out in the APEC Skill Standards. The process is the same as in SS/CS based assessment.

4. The APEC SS/CS Workplace Assessment

The APEC SS / CS Assessment open two possibilities for assessment process:

1. **Workplace Assessment** where individuals gain skill and knowledge in the workplace and assessed against the standards specified in the SS / CS, or
2. **Training Path Assessment** where candidates take training on or off the job, or a combination of both, and evidence is collected upon completion and judgment is made whether the evidence has met the standards specified in the SS / CS.

5. Differences with the Traditional Assessment

- SS/CS based assessment is standard based

Candidates are not assessed against each other or against the assessor, but against the standards.

- SS/CS based assessment is evidence based.

Decisions about whether a person is competent or not, are based upon evidence provided by the candidate. The evidence may be demonstrated or produced by the candidate or gathered by the assessor.

- SS/CS based assessment is a participatory process.

Candidates are involved in the process of assessment.

In other words, SS/CS Assessment is the process of gathering evidence and making judgements about whether the standards specified in the SS/CS have been met and whether the evidence is sufficient to indicate skills / competence.

6. What does skilled / competent mean?

Being skilled / competent means not only being able to perform a certain SS/CS Unit in isolation, but extends to the ability to:

- Performing at an acceptable level of skill.
- Managing a number of different tasks.
- Responding and reacting appropriately when things go wrong.
- Fulfilling the responsibilities and expectations of the workplace.
- Transferring skills and knowledge to new situations and contexts.

7. The APEC SS Assessment Mechanism

In APEC SS Assessment the candidate should already be using or doing the APEC SS, either in the workplace or in the educational institutes.

In the workplace application, the SS is completed with or developed into Standard Operating Manuals, Manuals, Policies and Procedures etc. Management applies the documents for guiding the employee's performance. After some duration of work experience, individual or a group of employees can be assessed against the standard specified by the APEC SS Units. When determined COMPETENT, the individual will be given Certificate of Competence.

In educational institutions, the SS is completed with or developed into Training Modules followed by delivery of the training program by accredited institutions and some duration of industry job training. Having undergone the above process, students can then be assessed against the standard specified by the APEC SS Units, in exactly the same way as employees in the workplace are being assessed.

There are two possible certification systems:

Single Certification System where individuals are given one single certificate for each APEC SS Unit being assessed with satisfactory results (Competent), or

Qualification Framework Certification where individuals can undertake a group of APEC SS Units assessment to qualify for a certain Job Title. The only problem with this Qualification Framework Certification System is that each enterprise may have different compositions of APEC SS Units for the same Job Title.

For this reason, APEC, as a regional forum consists of 21 member economies, prefers to apply the Single Certification System. Qualification Framework System may be more applicable at the national level or under specific Mutual Recognition Arrangement between two or more member economies.

8. Purpose of Assessment

SS/CS Assessment could be applied for various purposes, among others:

Recruitment

To recruit a person for a particular job or job position.

Employee Appraisal

To appraise employees work performance.

Recognition

Skill Standard Assessment may be used for recognition purposes such as: promotion, rotation, remuneration, awards, etc.

Identification of training needs

To identify training needs for employees in career planning.

Regional recognition for mobility

SS / CS assessment may also be used for cross economies/countries manpower qualification portability and mobility within the region.

9. Types of assessment

There are three different types of assessment:

Diagnostic

Diagnostic assessment is to determine training/education needs for various purposes, such as beginning of work, promotion, rotation, placement etc.

Formative

Formative assessment is carried out during the learning or working process. It advises the worker / learner about the quality of their performance and their rate of progress towards the achievement of the performance criteria as stated in the skill standard.

Summative

Summative assessment occurs at the end of a period of learning or practice. It determines whether the worker / learner have met the standards specified in certain SS /CS units. Summative assessment is usually carried out for the purpose of formal certification or recognition.

10. The APEC Skill Standard Format

The APEC Skill Standard (APEC SS) consists of a lot of small Skill Standard Units, each covering three areas required to complete a certain duty within the workplace operation: skill, knowledge and attitude.

One skill standard unit identifies a duty in the workplace. The unit title is a small particle in the total workplace duties. It is easily assessable for certification using the assessment materials in Book Two and Book three on APEC Skill Standards.

The APEC SS Unit comprises of the following components:

- Unit Title
- Unit Code
- Elements of skill
- Performance Criteria
- Unit Variables
- Assessment Guide

APEC SS Unit Title

The unit title defines a specific area of job skills in the workplace. To emphasize its function the unit title is always expressed in job performance output using accurate verb and simple term. For wide applicability in the workplace, the job skills of a unit should be limited to only one or two components of work skills at the most. This is understandable since different components within a cluster of closely related duty may each have to be distributed to two different staff.

Let's take one possible unit title consisting of two closely related components which are usually clustered together: "Plan and Manage Meetings". In real workplace, the duty of planning and managing a meeting may have been assigned to two different persons: the person doing the planning of the meeting may not be the person to manage the meeting. It is therefore important to split the components of work into as smallest particle as possible and the unit title will be: "Plan Meetings", and "Manage Meetings".

Another example: "Source and Present Information". The person in charge of sourcing the presentation may not be the same person assigned to give the presentation.

However, it is also possible that the two units are assigned to one person, in which case the job qualification of that person will cover both units. It is also possible that two components of work skills are so closely related that it is usually assigned to one person, for example: "Receive and Store Stock", in which case the two components are clustered together within one unit title.

APEC SS Unit Code

To make it easier to identify the units a coding system is applied. The APEC SS Coding System consists of four parts of figures, each separated by a dot.

1. The first part shows the Chapter. Chapter One is identified as 1; Chapter Two is identified as 2, etc.
2. The second part shows the sub chapter. For example: 1.01 shows that the unit belongs to Chapter One, Sub Chapter 01, etc.
3. The third part identifies the unit sequential number. For instance: 1.01.13 identifies the unit belongs to Chapter One, Sub Chapter One and it is number 13 in the list of the units in Chapter 1.01, etc,
4. The last part of the coding system shows the year of release of that particular unit. For example: 1.01.13.05 means that the unit belongs to Chapter One, Sub Chapter 01, it is unit number 13 of Chapter 1.01, and the unit was released in 2005. The year of release is very important due to the dynamic SS approach, where each unit is reviewed and updated every two or three years.

Elements of Skills

Elements of skill standards are the building blocks that form the work skill or duty in question. They describe in output terms, the actions that an employee is supposed to do to complete the duty named in the unit title. It is a **step-by-step-what-to-do to complete the job skill /unit**.

Example:

Unit 1.01.08.05 Communicate on the telephone

Elements:

1. Receive incoming calls
2. Make outgoing calls

Unit 1.01.11.05 Provide Basic Country Information

Elements:

1. Obtain correct and updated information on the country
2. Respond correctly and positively to queries

Performance Criteria

The performance criteria identify a string of detailed steps of what to do in each element of the job skills to complete the element. Performance criteria are important since the elements of the skills only identify the basic tasks of what to do within the particular element.

Unit Variables

Range of Variables defines application boundaries, such as the context of where the unit may be applied, the types of customers, what equipment to be used, measurement of application, the specific attitude in performing the tasks, etc. As far as equipment to be used in certain units, the condition may vary from one country to another, from one enterprise to another. Due to its generic characteristics, the unit may be applied in different enterprises regardless to the infra structure within the country.

“Receive and Process Reservations” for instance may be applied in organization using computers or those where computers are not in use.

Assessment Guide

Evidence Guide is derived from the standards in assessment context. It specifies the required evidence of mastering the units such as the underpinning knowledge and expertise relevant to the details mentioned in the Unit Variables. It also includes the required attitude in performing the tasks.

11. Industry Versus Enterprise Standards

APEC SS is an industry standard, not an enterprise standard.

Industry standards give the basic and generic outline of products and services expected for specific situation. They do not specify the details of the products and/or services. Samples:

- a. APEC Standard describes: ‘A cup of coffee ’

Each enterprise will have their own specifications of what a ‘cup of coffee’ should be served in their establishment, for instance, Hotel A serves hot coffee in a coffee cup with sugar in it. Hotel B serves coffee steaming hot in a coffee cup with sugar and creams. Customers of Hotel C are offered a variety of coffees to choose from , either Espresso, Latte, Cappuccino, a variety of Instant Coffees, Bali Coffee, TORAJA Coffee etc. The coffee comes with condiments such as sugar, cream, milk, special extracted flavours etc.

- b. APEC Standard describes: calls are responded promptly, clearly and politely according to enterprise policy.

Each company will decide their own procedural details in doing the telephone greetings: Company ABC decides that each incoming call should be picked up after a maximum of 3 rings and their greetings should be: ABC Corporation, Good Morning, May I help you.....? Company XYZ request that all incoming calls be picked up after a maximum of 2 rings and all incoming calls should be greeted with: XYZ Corporation, SELAMAT PAGI, Stella at your service....

12. What to Assess in APEC SS Assessment?

In the SS / CS system, the candidate is assessed against the specifications of the unit listed in the Elements and Performance Criteria. Assessment also covers knowledge and skills related to the Elements and Performance Criteria, as well the appropriate attitude in performing the skills.

However, assessment does not include the individual enterprise SOP, since different enterprise may have different way on how to complete the Performance Criteria, unless you

are assessing your subordinates or you are accompanied by someone from the same company of the assessed who knows the SOP of that particular company.

13. What is evidence?

In the SS / CS system, evidence is something which supports the candidates' claim of skills / competency, or their having achieved a skill standard, a learning outcome or performance outcome.

Evidence can be collected on a wide range of measurable aspects of performance. These may include:

- products that have been made, or
- processes that have been carried out, or
- underpinning knowledge and understanding, or
- appropriate attitude, or all of the above.

Evidence collected for assessment

Sample of Products for Evidence	Sample of Process for Evidence
<ul style="list-style-type: none"> • Work-piece is to specification • Finish is to specification • Sale is made • Customer is satisfied • Budget is achieved • Fault is found and rectified • Equipment is correctly set up • Work is completed on time 	<ul style="list-style-type: none"> • Correct procedures are followed • Safe work methods are used • Required service is provided • Correct sequence is followed • Works as a member of a team • Good communications are maintained • Records are correctly maintained
<p>Underpinning Knowledge and Understanding are Demonstrated</p> <ul style="list-style-type: none"> • This included: Work procedures, Workplace hazards, Record keeping procedures, Training techniques, Statutory requirements, OH&S requirements, Safety precautions, Assessment techniques, Emergency procedures, Equal Opportunity principles, Tools and Equipment and their usage, etc. 	
<p>Appropriate Attitude is shown</p> <p>Appropriate facial expressions, body language, oral communications, etc. that show that the the assessed in happy to be in that particular workplace environment.</p>	

14. Judging The Skill Standard Evidence

An assessor duty is to compare the candidate's evidence against the standard specified in the SS Unit/units and make an overall judgment of whether the skills have been satisfactorily demonstrated.

“Judging the skill standard is the process of comparing sufficient evidence of the candidate's achievements with the required skill standard, and making a decision as to whether the standard has been satisfactorily demonstrated or not.” (D. RUMSEY, 1994)

Judgments need to be made as fair and objective as possible by detailing the form and type of evidence required, the criteria to be used when assessing and any rules about decision making. These rules may outline which combinations of evidence will be accepted and which ones will be considered incomplete.

15. Forms of Evidence

Evidence of skills / competency can take many forms. The forms of evidence that you will require will depend on the purpose of the assessment and the performance outcomes.

Forms of evidence are classified according to whether they are direct, indirect or supplementary.

Direct evidence

Direct evidence is obtained when the assessor observes the candidate actually perform in the workplace. The assessor makes a judgement about whether the candidate has competently performed the tasks required.

Indirect evidence

Indirect evidence is used when it is not possible or desirable for the candidate to be assessed in the workplace: it may be too costly or involve risks. Assessment methods used to collect indirect evidence include projects, simulations and role-plays.

Supplementary evidence

Supplementary evidence is used when the assessor needs additional evidence to infer competence. These may be used to verify and support evidence using other methods. This evidence is often obtained through written or oral questioning, tests done off-the-job or third party reports from peers and/or supervisors.

16. Assessment / Evidence-Gathering Methods

An assessment method or evidence gathering method is a way of collecting evidence that will demonstrate skills and knowledge.

The table below lists a number of assessment methods commonly used in the SS assessment:

METHODS	DESCRIPTION
<u>METHOD 1</u>	The most valid technique for assessing skill/competence is by observing the assessed

Workplace Observation	completing a particular task or set of skills in the workplace. Assessment by observing actual work performance can be complemented by oral questioning or written test.
METHOD 2 Oral Questioning	Oral questioning is particularly beneficial in cases where the assessed has a literacy problem and where clarifying aspects of an issue is needed. Oral test assesses the ability of the candidate to listen, interpret and communicate ideas about information.
METHOD 3 Role Play / Simulation	Role-play in simulated workplace situation is an appropriate method for checking potentially hazardous situations.
METHOD 4 3 rd Party Report	In certain circumstances where the assessor needs additional evidence to support potentially positive assessment, supervisors, employers or colleagues could be asked to vouch for the assessed skill / competence.
METHOD 5 Documents & Portfolios	Certificates, letters of reference, verbal referees, logbooks, reports, letter of acknowledgment, and the likes could be used to demonstrate achievement of skills and knowledge related to the unit being assessed.
METHOD 6 Presentation	The assessed can present arguments or evidence in a structured system. This method is suitable for theoretical and managerial skills, such as Coach Others in Job Skills, Develop and Implement Operational Plans, etc. Presentations allow candidates to display their knowledge and understanding in a particular area of competence. As an assessor you will need to be careful that you assess candidates on their knowledge and understanding and not on their presentation skills unless that is what you are assessing.
METHOD 7 Project / Case Study	This is a method whereby the assessed analyses the details of a given scenario and recommends solutions for the problem/s posed.
METHOD 8 Written Test	In special cases where the assessed has speaking or literacy problems to give a detailed workplace procedures, a comprehensive written assessment could be administered to ensure results of the assessment. Use a range of different question types. Written test is the last resort for assessment.

17. Assessing Skills & Knowledge

Assessing Skills

Assessing skills could be administered using the some or all of the above assessment methods:

- Workplace Observation
- Oral Questioning

- Simulation or Role Play
- Project / Case Study
- 3rd Party Report
- Documents / Port Folio
- Presentation
- Oral Questioning
- Written Test

Assessing Knowledge

SS / CS assessment is often focused on actual performance. However, it is important that underlying knowledge and understanding are also assessed. Knowledge can be assessed using a variety of methods, including:

- Written tests
- Oral questioning
- Interviews
- Portfolios / Documents / 3rd Party Report

18. Principles of Evidence

SS / CS assessment is the process of collecting evidence and making judgements on whether or not competence has been achieved. All assessment gathering methods are required to demonstrate compliance with the 5 technical principles of assessment listed below:

PRINCIPLES	DESCRIPTION
<u>VALIDITY</u>	<p>A valid assessment assesses what it claims to assess, evidence collected is relevant to the activity and demonstrates that the standards have been met. The VALIDITY of assessment can be improved by:</p> <ol style="list-style-type: none"> 1. ensuring the assessment focuses on the appropriate areas of competence and skills 2. sampling a sufficient range of skills and performance 3. ensuring that assessment tasks resemble those encounters in the workplace 4. using multiple approaches to assessment
<u>RELIABILITY</u>	<p>Reliability refers to consistency or reproductive ability of the assessment. A reliable assessment shows consistent results from one assessment event to the next. The RELIABILITY of assessments can be improved by:</p> <ol style="list-style-type: none"> 1. comparing assessment results of two or more assessors

	<ol style="list-style-type: none"> 2. collecting evidence across different locations and times 3. collecting evidence by a number of different assessment methods 4. specifying the competencies to be attained
<u>FLEXIBILITY</u>	<p>Flexibility in assessment allows for assessment either on or off the job and at mutually convenient times and situations. To be FLEXIBLE assessment should:</p> <ol style="list-style-type: none"> 1. provide for the recognition of skills no matter how, where or when they were acquired 2. draw on a range of methods and be appropriate to the context, tasks and person 3. be made accessible to the candidate so they can proceed readily from one SS unit to another
<u>FAIRNESS</u>	<p>A fair assessment will not disadvantage any person and will take into account the characteristics of the person being assessed. To be FAIR an assessment should:</p> <ol style="list-style-type: none"> 1. help the candidate understand clearly what is expected and what form the assessment will take 2. be equitable to all groups of people being assessed 3. have criteria for judging performance that are clear to all those seeking assessment 4. Provide opportunities for review and an appeal of the assessment decision.
<u>COST EFFECTIVE</u>	<p>Whichever assessment method is being used, the assessor should select the most cost effective method and process.</p>

19. Rules of Evidence

The quality of evidence is substantial to the assessment process. When collecting evidence regarding a candidate's skills / competency, the evidence obtained during the assessment process should follow the underneath principles:

RULES	DESCRIPTION
<u>VALID (VD)</u>	Evidence of skills / competence must cover the broad range of knowledge and skills required to demonstrate competence. Assessors need to ensure that the evidence meets the specified criteria of the standards. Evidence should also match or reflect the type of performance which is being assessed.
<u>SUFFICIENT (SF)</u>	Sufficient relates to the amount of evidence. Assessors must collect enough evidence to satisfy that the candidate is competent across all elements according to the PC, taking into account the Unit Variables.
<u>CURRENT (CU)</u>	An assessor needs to determine the recency or the currency of the evidence of competence. The focus is on whether the person being assessed has current competencies needed in the workplace.
<u>AUTHENTIC (AU)</u>	Assessors need to be sure that the evidence gathered is the candidate's own work. To determine authenticity, validation of the evidence by a third party may be necessary.

FAIR	Depending on the conditions of the assessment and the candidate, the Assessor needs to fair in judging the evidence gathered.
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20. Assessment Tools

Assessment tools are important in maintaining the quality and consistency in the assessment procedure. They help ensure that nothing important is left out of the assessment process and that there is consistency in what and how different candidates are assessed. Assessment tools also enable the assessor to justify that the assessment has been valid, reliable, flexible and fair.

Assessment tools include the following:

- Specific instructions given to the candidate.
- Sets of questions to be asked.
- APEC SS Assessment File for the Unit: Copy of the Unit and Documents 1 – 3 (Book 2)
- Description of skilled performance.

A number of these tools may be used in combination in order to provide enough evidence to make a judgment. Having instructions and instruments means that assessment tools can be used by other assessors, saves time and helps eliminate personal biases.

A performance checklist, record of competency checklist and an assessment report proforma are contained in the appendix at the end of this section.

21. Written Tests

These are often used to assess complex or critical concepts or facts. These may include:

- Short answer
- Essay
- Multiple choice
- True/false

22. Questioning

Questioning is the most common method for assessing knowledge. The aim of questioning is to collect information which will provide evidence of the candidate's skills. The way questions are phrased and asked can determine the amount and quality of the information received. Questions should be clear and designed to draw out information about the topic being assessed. Questioning is NOT interrogating. Skilled questions invite the best that the candidates can offer.

When questioning candidates:

- Involve the candidate as much as possible and encourage them to participate in the discussion.

- Avoid ambiguous and unclear questions, which may make the candidates feel unsure of themselves or confused.
- Avoid asking too many questions within the same sentence as this can also make the candidate feel confused and uncomfortable.
- Avoid leading questions that may influence the candidate's response and make the assessment invalid.
- Plan the structure and order of questions before the assessment.
- Use follow up questions to identify the range and depth of experience of the candidate.

There are many types of questions:

Closed Questions are structured questions that require a limited response. A 'Yes or No' or a set of answer can usually answer them. Closed questions are useful for gathering basic information and memory recall.

Sample:

What is the capital of Indonesia?

What is the flying time to Singapore?

Do you operate MS Word?

Open Questions are designed to draw out more complex information or opinions. They allow for a variety of responses depending on the way in which they are phrased. They are useful for opinion or judgment; comprehension; application; or evaluation and / or comparison

Sample:

Why do we need to consider OHS issues in the workplace?

Why is it important to be friendly when dealing with customers?

Probing Questions designed to encourage candidates to think more deeply. This type of questions is useful when the candidate has not given quite sufficient information to successfully answer the previous question. A probing question uses part of a response plus a further question based on the original questions

Sample:

What do you think the customer would think of you if you weren't friendly to them?

Leading Questions directs the responses from the candidate and may influence the candidate response. It may include information that is required in the answer. Leading questions should be AVOIDED.

Sample:

You wouldn't use a hammer for that job, would you?

Do you think it would be better to do it this way?

Structured Questions where all candidates get the same questions in the same order.

Unstructured Questions are general questions that are usually used to provide supplementary evidence only.

BANK OF QUESTIONS

When writing your Bank of Questions, check the following questions:

1. **LANGUAGE:** are the questions phrased in words that the candidate can understand? Are the terms used relevant to the SS Unit being assessed?
2. **TIME:** can the bank of questions be covered comfortably within the time allocated?
3. **INTERPRETATION:** could the questions be confusing and have more than one meaning? Has someone checked them to make sure they are clear?
4. **ANSWERS:** are the preferred answers for the questions being written, so there will be no confusion with the interpretation of the candidate's answers.
5. **VALIDITY:** do the questions match the competency standards being assessed?
6. **LITERACY:** have you considered the literacy demand of the questions to make sure that the candidate is not disadvantaged?
7. **SEQUENCING:** are the questions sequenced in a logical order? Does the sequence support the logical flow of information from the candidate?
8. **SINGLE IDEA:** does each question have one single idea for the candidate to deal with? Does each question ask only one question?

QUESTIONING PROCESS

Consider the following sequence:

1. **Ask the questions** clearly and specifically >
2. **Listen to the response** to assure the candidates that you are listening >
3. **Paraphrase the candidate's response** by repeating their own words in the main points to show you understood the meanings >
4. **Probe for more information / details** by using part of their response plus a further query from the original question >
5. **Give feedback > Ask new questions** by either using part of their response as a lead into a new question (bridging) or by framing a completely new question.

Consider the following points:

1. Use wording that avoids vague and ambiguous meaning
2. Adapt the questions to the level and language of the candidate

3. Ask questions in a logical and sequential order to assist the candidate flow of thinking
4. Give the candidate some wait-time to allow them to think about the question and their response before they answer. Do not make them nervous by urging them to answer and showing your impatience
5. Ask only one question at a time to help the candidate focus on one response at one time.

23. Assessment Checklist

The following checklist can be used for evaluating assessment tools and procedures:

	Validity	Does the tool measure the candidate's ability to meet the performance of the competency? Does it reflect workplace realities?
	Reliability	Does it consistently measure what it is supposed to measure? Does it use a range of methods? Does it generate sufficient evidence? Is the evidence collected over a range of contexts and time?
	Fairness	Does the tool include allowable adjustments that take into account: age, ethnicity, gender, language difficulties, disability, social and educational background? Is it free of bias? Does the assessment procedure use multiple assessment methods to allow multiple checking of knowledge and skills? Have there been many grievances and disputes?
	Flexibility	Can the procedures be adapted to suit the circumstances and needs of the enterprise, organisation or candidates?
	Suitability	Do the procedures reflect the workplace realities and normal operation without causing undue disruption?
	Cost	Are the tool(s) and procedure(s) cost effective? Is a special workspace required? Does it involve lost productivity? Consider the time required to demonstrate and collect the evidence.
	Regulatory requirements	Does it meet relevant legislative requirements? Does it comply with the assessment policy and procedures of the assessment system?
o	Authenticity	Does the tool promote authenticity of evidence?

Adapted from: University of Ballarat - SMB, 1997, p. 17

24. APEC Skill Standard Assessment File

Each APEC SS Unit Assessment File consists of the following documents:

- The APEC SS Unit

- Assessment Document 1: Assessment Cover Sheet
- Assessment Document 2: Evidence Matrix and Sheet
- Assessment Document 3: Validity of Assessment Sheet

25. Team Assessment

A team assessment takes place when an assessor conducts an assessment in an environment where they cannot do every role they are hoping to fill. For example, an assessor may have general knowledge about the area they are assessing, but some technical principle of which he is not an expert, also needs to be assessed. In this case they can form a partnership with a technical expert to assist them on this part of the assessment.

Assessment has to be flexible, and it has to cater to a huge range of candidate needs. Sometimes, one person is unable to perform all the tasks required in the assessment. When an assessor teams up with a technical expert, supervisor, another assessor or a team leader, the role of each person in the assessment has to be clearly defined. Ultimately, the assessment decision is yours, and you have to evaluate the evidence that you collect, no matter what method you use to collect it. You have to decide what role the extra person will take, how much of their judgement you will consider and what is the best possible method of assessment for each candidate you assess.

Working in a Team

As an assessor sometimes you may be asked to assess an area for which you have little or no experience. Assessors are expected to be competent in the area in which they are assessing. However, this is not always possible. While an assessor may have years of experience in assessment they may, on occasion, simply not have the technical skills required.

For example, you have been assessing in the information technology industry for the last five years. You have just been asked to assess a group of employees on the latest computer program. While you do have computer experience you do not have any experience with this new program.

If you have to assess an area that you know little about it is essential that you seek help from a technical expert. This person will have the technical or information expertise for that particular area that you are assessing. You should work in partnership with this person during the assessment. They will be able to guide you of the skills and knowledge that a candidate will need to have in that particular area.

Sometimes you will need to consult with a number of people or form a team of experts. This will occur for highly specialized areas where there is no one person that has all the skills and knowledge required, for example, when assessing a judge.

26. Holistic Assessment

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

Holistic assessment refers to an integrated approach which seeks to combine knowledge, understanding, problem solving, technical skills and attitudes to assessment events.

Holistic assessment aims to:

- Assess a group of related competencies together.

For example, the three units, Plan Assessment, Conduct Assessment and Review Assessment would likely be assessed over a period of time, holistically. You would get better assessment results if the candidate could follow through the whole process, incorporate all the skills and present a range of evidence from the workplace, than if you assessed each unit or part of a unit separately.

- Integrate knowledge, skills and workplace application.

Assessment should be undertaken as a holistic process that integrates skills, knowledge and attitudes, and their practical application. Knowledge is important for all competencies and assessment must measure whole competence, including those aspects of knowledge, understanding and attitudes which underpin performance.

- Focus on all areas, not just task skills.

The assessment process must take into account all of the dimensions of competence, as assessing individual components is unlikely to give an accurate assessment of the candidate's ability to integrate them, as would be required in the workplace.

27. Trialing the Assessment Procedure

The quality and validity of the assessment procedure depends on the assessor trialing and modifying the assessment tools and procedures.

Both assessment tools and procedures should be piloted with a range of people and/or trialed on a sample target audience to identify potential problems and areas for improvement.

When trialing assessment tools and procedures assessors should follow the processes:

- Identify the criteria by which outcomes will be evaluated.
- Determine the representative groups for the trials.
- Conduct the trials.
- Compile and analyze results.
- Modify the tools and procedures based on the results.

28. Prior Information to the Candidate

To prepare the candidate better, the following information should be dispatched prior to the assessment process:

1. Schedule of the assessment
2. Location where the assessment will take place
3. What file or document or tools the candidate has to bring with him?
4. What is expected to be done during the assessment process?
5. What assessment methods are going to be exercised?

6. What evidence to be provided: either direct, indirect or supplementary?
7. Information about the appeal possibility.

29. Steps in planning the assessment

An assessment plan allows you and others to see at a glance how the assessment will be structured, what is involved and the assessment criteria the candidate's will be assessed against. In order to plan your assessment thoroughly there are a number of steps you can follow:

1. **Prepare Prior Information Sheet:** Have you identified who you will be assessing, what you are assessing, is there any special requirements of candidates and where the assessment will take place?
2. **Copy & study the units to be assessed:** Have you identified the appropriate skill standards and the performance criteria against which you will assess? Be sure that you are certified in the unit you are going to assess.
3. **Prepare Assessment Cover Sheet (Assessment Doc 1):** Have you identified who you will be assessing, what you are assessing, and any special requirements of candidates and where the assessment will take place?
4. **Prepare Evidence Matrix (Assessment Doc 2):** Fill in the blank left hand column in the Assessment Document 2
5. **Prepare Questions & Answers:** Develop questions to complete the assessment methods you have selected for each Performance Criteria. Plan your questions well in line with any potential problems. Anticipate potential problems with contingency plans.
6. **Prepare validity sheet:** Prepare Assessment Document 3
7. **Ready to conduct:** Conduct the assessment as you plan.

PART 2: CONDUCT ASSESSMENT

1. Tips for Assessors

In order to give clear instructions and explain the assessment procedure in detail there are a number of steps that you can follow. It is important that instructions and procedures are explained clearly in a manner that is appropriate to the candidate's abilities.

1. Analyse the procedure of assessment and prepare your explanations

Break the assessment procedure into small comprehensible parts. Start thinking about how you will explain each section.

2. Be clear and accurate in speaking or writing your instructions

Instructions need to be clear so that there is no confusion or misinterpretation about the assessment process.

3. Avoid negative words

Write instructions so that candidate knows what to do, not what they shouldn't be doing.

4. Use the "you" approach

Instructions and procedures are for the candidate, write to them not at them.

5. Use the active voice and action words

Instructions and procedures should be directed to the candidate performing the task using verbs to indicate what they need to do.

6. Sequence the information correctly

Arrange procedures in an ordered sequence so that they are easy to follow.

7. Test your instructions or explanations with a colleague or another assessor

Give procedures and instructions to a colleague or another assessor to give feedback and check for clarity and/or any changes that need to be made.

8. Prepare the candidate by putting them at ease

It is important that candidate's feel comfortable and at ease before the assessment takes place. This will ensure a better assessment, as they will be more relaxed and attentive.

9. Give full and complete instructions

Explain not only what they are required to do but also:

- where it will take place,
- when it will take place,
- how they will be assessed,
- why they are being assessed,
- which tasks they will be required to perform.

10. Ask for ideas or questions and feedback

By asking for ideas, questions and feedback you are involving the candidate. This will indicate that they are listening and participating fully.

11. Confirm full understanding

Confirm with the candidate that they understand all procedures and clarify any uncertainties.

12. Use common sense

Do not include any unnecessary information that may confuse the candidate or make them nervous.

2. Encouraging the Candidate

Before the assessment candidates are likely to be nervous so you will need to provide a supportive environment that reassures them. You should consider their comfort and ways they can be put at ease.

- Make sure the environment is suitable for the assessment you are conducting.
- Create a positive atmosphere and pay attention to the surroundings.
- Ensure that candidates are relaxed and not apprehensive.
- Greet the candidate, welcome them and establish rapport. Remember to make eye contact.
- Allow candidate's time to settle in and feel comfortable. Chat to them about something unrelated to the assessment for a minute or two.
- Give a brief overview of the assessment process in terms that are easily understood.
- Advise candidates on the time allowed for the assessment.
- Invite candidates to ask questions.
- Advise candidates when they can begin the assessment task.

3. Participatory Process: an Interactive Approach

As an assessor it is not up to you to completely control the assessment procedure but rather to encourage the candidate to be involved and take more responsibility for their own assessment. If the candidate can actively participate in their own assessment, they gain a more accurate picture of their own competence. This means that they can take more interest in their own assessment and self-assess their performance before formal assessment. This will ensure that they are assessed when they feel confident and ready.

Assessment situations are can be stressful and tense for the candidate. They will often experience a range of feelings that need to be acknowledged. Respecting the candidate's rights to have views that may differ from your own and recognising their feelings by showing consideration and regard are two steps on the path to becoming a credible assessor.

4. Using Power Appropriately

As an assessor you are in a position of power compared to the candidate. Some assessors abuse this power by making candidate's feel uncomfortable, intimidating them, trying to trick them and so on. It is a serious breach of the Code of Practice for Assessors if you use power incorrectly to intimidate the candidate.

You can, however, use the power that you have wisely and it can benefit the assessment process. You can empower the candidate during the assessment process and help them get the most out of the assessment. By involving the candidate, and allowing them to participate, you will have to let go of parts of the assessment process. Some assessors may feel anxious about doing this and they may feel they are losing control and authority. The assessor, however, is not supposed to be an authority figure, but is someone who is assisting the learner to achieve competence. The learner needs to be in control of their learning and progress.

The Right Attitude and Behaviour of the Assessor

Assessment is an interactive process between the assessor and the candidate. In order to carry out a successful assessment you will require effective communication and interpersonal skills. This is essential in order to relay information, which candidates need, clearly and effectively.

As an assessor you will need to show empathy. This means being able to enter into the feelings of the candidate and understand what they might be going through before, during and after assessment. You should not try to intimidate or scare the candidate as this may affect performance and not give an accurate assessment result.

Listening and responding are also important skills for an assessor. Active listening can show that you are interested in the candidate and what they are saying. Your response can create positive or negative feelings for the candidate and influence their performance.

As an assessor, the judgements you make will affect the candidate. You have a responsibility to ensure that candidates rights are observed. These rights include free consent and confidentiality.

Free consent means that candidates should:

- Be informed if an assessment is planned.
- Be given details of the assessment.
- Only participate when ready.

Confidentiality means that information about the candidate's assessment should:

- Be made available only to appropriate personnel.
- Be kept secure.

5. Code of Ethics for Assessors (from the National Council for Measurement Education - Australia)

The following document is a sample of ethics and practice established by Assessment Specialists in Australia (NCME):

- The differing needs and requirements of the person(s) being assessed, the local enterprise(s) and/or industry are identified and handled with sensitivity.

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of the assessment outcomes.
- The rights of the candidate(s) are protected during and after the assessment.
- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes.
- The candidate(s) is made aware of rights and processes of appeal.
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity sufficiency and currency.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from both the candidate(s) and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation.
- The candidate(s) is informed of all assessment reporting processes prior to the assessment.
- The candidate(s) is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment.
- Confidentiality is maintained regarding assessment results.
- Results are only released with the written permission of the candidate(s).
- The assessment results are used consistently with the purposes explained to the candidate.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

6. Common Errors by Assessors

There are a number of errors that assessors can make when conducting assessments. As an assessor you need to be aware of these so that you do not allow yourself to be influenced by unnecessary factors.

MARKING DOWN THE MIDDLE

This is the tendency to judge candidates as being in the middle of a rating scale. This does not identify strengths and weaknesses of the candidate's skills.

THE HALLO EFFECT

This is the tendency to be influenced by the personality of the candidate. If they have an impressionable effect, the assessor may rate the candidate highly on all measures.

The converse is known as the **HORN EFFECT**, where the assessor may judge the candidate as not yet competent because they have a low impression of them.

FAILING TO OBSERVE

If the assessor is inexperienced, they may fail to observe critical aspects of performance such as non-verbal cues in an interaction.

FAILING TO RECORD

This is the tendency not to record all aspects of the assessment, because of the belief that it can be recorded accurately later. Everyone forgets things and the assessor may just forget a critical requirement. This also becomes quite difficult when assessing large numbers of candidates.

MIRROR EFFECT

This is the tendency to judge a candidate as competent because the candidate thinks similarly to the assessor or acts in a similar manner.

7. Allowable Adjustments

Assessment process may not run smoothly as planned. Sources for problems may root from the following areas:

- Language Barrier
- Use of Technology or Equipment
- Focus in the workplace SOP
- Physical Disability
- Medication

8. Making Assessment Decision

Following the assessment the assessor will need to make a judgement of competence. This will be achieved by weighing the evidence collected against the required performance criteria. You will also need to look at the evidence provided and check that it meets the rules of evidence. An example of a checklist you could use is shown below.

Unit:						
Performance criteria	Methods	Valid	Sufficient	Current	Authentic	FINAL: C / NYC
1.1						
1.2						
1.3						

When making your judgement about competency be clear about the reasons you have for reaching your decision. These reasons will form the basis of your feedback to the candidate.

If you have difficulty making your decision based on evidence that the candidate has provided you with, this may be due to the type of evidence you decided on. Discussing the assessment strategy with other assessors and the candidate prior to the assessment can help avoid making inappropriate selections for the evidence. However, if the problem persists there are two alternatives: If you can't make a decision about competency you should ask the candidate to submit further evidence. If you can make a decision about competence, do so but recommend that the assessment activities be modified next time.

9. Documenting and Record Keeping

Keeping records of all assessment is critical. Records provide the details that people might have to refer back to in the future.

Each organization is a bit different so it is important to find out what record keeping systems already exist in your organization. You will need to find out where the records are kept and the requirements for recording such as what information you need to record.

The assessment tools that you develop will form a large part of the documentation kept for the assessment, and examples of these can be found in the appendix of this section. Keeping accurate documents and records is increasingly important in the process of assessment, as the documents are used as part of a personnel file, for salary and promotion, for performance reviews and even as legal evidence.

Organizations should have procedures in place for recording results which indicate candidate's competencies. Legally, the organization has to keep the assessment results for a prescribed amount of time, and there will be restrictions in place as to the people who have access to the system. The assessor should also keep their own records on what happened during the assessment, any queries or appeals that were made and so on.

It is essential that the evidence collected also be documented appropriately. Reasons for this include:

- To ensure that the requirements of the training organisation, such as record keeping for purposes of career progression, are met.
- To enable appropriate feedback to be given to candidates, especially in the event of an appeal against assessment.
- To use for other purposes, such as assessment of competencies for other occupations or courses. This may be likely where evidence supports generic skills, such as management or communication skills.

If you have used a performance checklist this can be kept as documentation. You will need to document the kinds of evidence used and how you came to judge the candidate competent or not yet competent.

Documenting APEC SS Assessment

APEC Skill Standard uses the APEC SS Unit Assessment File for documenting the assessment process. It consists of the following documents:

1. The APEC SS Unit
2. Assessment Document 1: Assessment Cover Sheet
3. Assessment Document 2: Evidence Matrix and Sheet
4. Assessment Document 3: Validity of Assessment Sheet

10. Providing Feedback

Feedback is a vital part of the assessment process. As an assessor you will need to give the candidate detailed feedback about their performance. It should be provided during and after the assessment procedure. Allow sufficient time to go over the results and prepare your feedback.

The first and probably only question that candidates will want answered is whether or not they have achieved competence. However, as a competent assessor it is not only your responsibility to answer this question but to also discuss their general performance.

The decision you have made regarding the candidate's performance will be made after examining a range of evidence collected in a variety of contexts. This will identify strengths and weaknesses in performance which will need to be discussed with the candidate.

Providing feedback to candidate's who are assessed as not yet competent is often more difficult for assessors. Candidate's may feel disappointed and angry and may want to appeal the decision.

Following are some strategies which may find helpful when providing feedback.

- Be positive, without raising any false expectations.
- Be precise about gaps in the candidate's performance.
- Identify whether only part(s) of the assessment need to be repeated and, if so, which parts.
- Suggest strategies to help the candidate overcome the gaps.
- Arrange another opportunity for the candidate to be assessed.

11. Debriefing

When an assessor has completed one or a number of assessments, there may be parts of it that need to be discussed with colleagues. For example:

An assessment may have been particularly challenging and the assessor feels they did not perform with the challenge very well.

The assessment may have gone really well using a new method that had not been tried for that competency before, and the assessor wants to tell others about it for their information.

There may be some changes to requirements for the assessor and the information needs to be disseminated to others.

An assessor is having trouble working out what evidence needs to be collected and needs to get confirmation from other assessors.

As a result of any of these reasons or a number of others, an assessor needs to have a network of contacts who can help with problems and issues. There is a certain amount of pressure on assessors to be "right" all the time, and they need an outlet for discussion when things don't go according to plan. Outlets for discussion can be formal, like an assessor network meeting with colleagues in the local area, or informal like a quick chat between colleagues after work.

Conducting assessments is a task that requires high levels of concentration and focus. Reliability applies to the assessor as well as the assessment process. As an assessor, you have to ensure that you are ready for the assessment and are prepared for different types of people and events.

12. Steps in Conducting Assessment

The following steps are important to ensure maximum results both for the Assessor and the Assessed. Make sure that you, as an Assessor sticks to the following steps:

1. Ice breaking
2. Assess according to the planned
3. Gather evidence and make decisions
4. Record the process
5. Feed back the assessed
6. Sign Validity Sheet and Farewell
7. Report Assessment

PART 3: REVIEW ASSESSMENT

1. Purpose of Review Process

Reviewing your assessments is an essential part of the assessment process. Assessors should always review their assessments on a regular basis to ensure that their assessments remain valid, reliable, flexible and fair.

TOSS based assessment is designed to be a dynamic system. By reviewing assessments you are ensuring that your procedures and methods remain flexible, fair and able to meet the needs of all individuals.

Reviewing your assessments provides the opportunity to go over your procedures and methods and make any changes that need to be made. It may identify minor modifications, which need to be made such as clarifying questions you initially thought were clear, but the candidate misunderstood. If there has been an appeal against your decision, the review process gives you opportunity to reflect on and discuss what happened during the assessment.

Reviewing assessments enables the assessor and the workplace to ensure that they are maintaining quality assessment practices. Discussing and reviewing assessments with other assessors provides the opportunity to have your procedures and methods analysed and verified.

It may also provide valuable information regarding the organisation's assessment system. Through your evaluation and review of procedures and methods you may identify a problem with the organisational procedures. As a result, you can offer suggestions, which will ensure that the system is effective, and that quality assurance is maintained.

Appeal / Review Procedures

If a candidate is not satisfied with the assessment result it is within their rights to appeal the decision. The workplace or organisation responsible for the assessment should have a process in place that covers the appeals procedure. This will include who should be notified, who will review the assessment result and whether a supplementary assessment will be required.

Another assessor or a panel of assessors may undertake review of assessment results. If the candidate is still not satisfied with the result it may be necessary to have it reviewed externally. This may involve an independent organisation reviewing the result.

Evaluating Assessment Procedure

Following your assessment you need to review the process and evaluate how it went. It may be necessary to make some changes as a result of your evaluation. You may have found that in the process of the assessment you identified some questions that were not clear or a procedure that was confusing. It is important that assessors review their own assessments to ensure that they remain

valid, reliable, flexible and fair. This should be done soon after the assessment has taken place and any changes made as soon as possible.

You can use a number of methods to evaluate your assessment procedures:

- Ask the candidate. The candidate may have some valuable comments to make regarding the assessment, such as, structure of questions and instructions you provided.
- Reflect on your assessment. You should think back over your assessment and identify any areas which didn't go quite as expected.
- Ask a colleague or other assessor. Discuss your activities with others to get feedback and other ideas.

2. Review Methods

There are a number of ways in which you can review your assessments.

Feedback from candidates

This can be very valuable, as candidates will be able to offer feedback on the types of questions you asked, tasks that they needed to perform and instructions that were given. Part of the assessment documentation can be an evaluation sheet for the candidate which contains questions or rating scales concerning parts of the assessment and they can comment on various aspects of the process.

Reflecting on your assessment

As an assessor you should think back over your assessment and identify any areas which didn't quite turn out as you expected. Ask yourself what went well and why? What went wrong or not as expected? Why? Were you prepared for everything that happened during the assessment? Is there anything you would do differently next time?

Feedback from others

In assessment it is always a good idea to discuss your procedures and methods with a supervisor or other assessors. Similarly, it is worthwhile discussing your results. Your supervisor or colleague may be able to offer suggestions on how to rectify any problems that occurred during assessment, strengthen and add to good parts of the assessment, or simply to ensure that the assessment was carried out effectively and efficiently.

Moderation sessions

Moderation is the process where assessors can compare and evaluate their assessment methods and procedures. It is an important process and helps to maintain quality standards for assessors.

Getting together with other assessors provides the opportunity to:

- Identify whether they are all using the same criteria to assess the same areas.
- Evaluate their assessment methods and tools.
- Discuss any issues that may arise including difficulties with candidates or management.
- Suggest any methods for improvement.

3. Utilizing the Review Results

Once you have asked these questions you will need to discuss how modifications will be made if necessary, and who needs to be notified. Each workplace or organisation should have review procedures in place as part of their assessment system. Review processes are needed in order to constantly update and improve the way assessments are carried out. These processes are part of a dynamic system which allows for changes and improvements to be made.

After a review, if there are problems identified that require modification, these must be followed through. There is no point having a review system if nothing concrete is done with the results.

12. Steps in Conducting Assessment

The following steps are important to ensure maximum results both for the Assessor and the Assessed. Make sure that you, as an Assessor, sticks to the following steps:

1. Assessment procedures are reviewed
2. Assessment decisions are checked and rechecked
3. Review findings are documented, reported and necessary changes made.

JAKARTA, September 2006

Resources:

- Assessment Materials and References from the library and with the consent of Badan Nasional Sertifikasi Profesi Indonesia
- EMPOWER Associates



**Asia-Pacific
Economic Cooperation
Tourism working Group
Tourism Occupational Skill Standards
Development in the APEC Region – Stage IV**

**Book 3 :
APEC Skill Standards Assessor Program Handbook
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