

## Attachment 4 Evidence

### Types of Evidence

Evidence is information upon which an assessor makes a judgement of competency.

It may include:

<b>Direct demonstration / observation</b>	Performing a task or range of tasks, either in the workplace or in a simulated work environment, and witnessed directly by an assessor
<b>Indirect demonstration</b>	Using photographs, videos, etc. to show performance of a task when the assessor cannot be present.
<b>Products</b>	Models, items, objects that are made, fixed or repaired by the candidate
<b>Workplace documents</b>	Rosters, budgets, reports, standard operating procedures etc. developed by the candidate
<b>Questions / tests (written / oral)</b>	Asking the candidate about real or hypothetical situations to check understanding, task management and contingency management skills. May be short answer, discussion, multiple choice, etc.
<b>Assignments</b>	Projects, reports, essays, etc. relevant to the learning outcomes of the unit of competency
<b>Third party reports</b>	Documented and verified reports from supervisor, colleague, subject expert, trainer or others
<b>Self-assessment</b>	A candidate's personal statement on their performance (not generally sufficient in isolation)
<b>Simulation</b>	Simulated activity to accommodate difficult to demonstrate criteria e.g. emergencies, contingencies, difficult behaviours etc.
<b>Portfolios</b>	Collections of evidence compiled by the candidate

For a learner to be assessed as competent, you must ensure the learner demonstrates their:

- ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
- understanding of what they are doing, and why, when performing tasks
- ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

A learner must:

- be assessed against all of the tasks identified in the elements of the unit
- demonstrate they are capable of performing these tasks to an acceptable level.

Through the above process, the learner must demonstrate they hold all of the required skills and knowledge, as specified in the unit assessment requirements.

Assessment must always be based on the performance of the individual learner. If assessment tasks are undertaken as a group, **each learner must be assessed on each component of the task**. Do not assume that because a group of learners completed a task, each of them is competent. To determine appropriate evidence of competence, assessors should:

- Identify the evidence required to demonstrate competence by unpacking the unit/s of competency and checking their evidence guides for recommendations and requirements
- Negotiate with employers and students to determine where the evidence will come from (the workplace or off-the-job), what evidence is already available, and to develop appropriate assessment methods
- Map the proposed evidence against the performance criteria for the relevant unit of competency or unit cluster
- Check that the evidence complies with the rules of evidence
- Validate the course assessment strategy and unit assessment tools

## Rules of evidence

Evidence used in assessment at TAFE Gippsland is consistent with the following rules:

Rules of Evidence		
<b>Authentic</b>	<ul style="list-style-type: none"> <li>The evidence is the student's own work</li> <li>Qualifications, references and licences presented by the student are authentic documents.</li> <li>The source of evidence is reliable and verifiable.</li> </ul>	This is easily achieved where the student is observed. However, in a skills recognition scenario or if relying on a third party report, reliable witnesses may need to verify that the evidence is authentic.
<b>Valid</b>	<ul style="list-style-type: none"> <li>The evidence demonstrates what it claims to demonstrate.</li> <li>The evidence relates to the unit of competency and addresses its key competencies.</li> </ul>	A student cannot present evidence of their skills in one course, e.g. horticulture, as demonstrating evidence of an obviously different competency, e.g. aged care
<b>Current</b>	<ul style="list-style-type: none"> <li>The evidence shows the student can apply the competency in current work.</li> <li>The evidence is benchmarked against current industry standards.</li> </ul>	Current may vary across industry areas, in particular in relation to the use of technology in rapidly changing industries. Assessors should exercise judgement as to current competency in specific areas.
<b>Sufficient</b>	<ul style="list-style-type: none"> <li>The quality and quantity of evidence assessed ensures that all aspects of competency identified in the unit of competency have been satisfied</li> <li>Does the evidence cover the full range of performance identified in the unit of competency?</li> <li>Does the evidence show competency over a period of time?</li> <li>Does the evidence show competency in different contexts?</li> </ul>	Assessors should require enough evidence to be able to make an accurate assessment. Reliance on one work sample would not be regarded as sufficient, however, if it is combined with assessor observation, employer testimony and some questioning or process demonstrations, a much more accurate assessment can be made. Although some training packages prescribe required evidence, generally there are no rules for quantity. Assessors need to ensure that assessment decisions are based on quality evidence that demonstrates the learner meets a unit's competency criteria.