Quality assessment: practice and perspectives: Josie Misko

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Quality assessment: practice and perspectives

• Purpose: Investigate teacher perspectives and practice on quality assessments (including recognition of prior learning)

• Areas of interest
  • Certificate III Community Services (aged care)
  • Certificate III Electro-technology (electrician)
  • Certificate III and above Business Administration
  • Certificate IV in Training and Assessment
A range of research questions
Methods

- Interviews – face-to-face, telephone, mystery shopping
- Analysis of national data
What are quality assessments?

- Practitioners can verbalise what is required, including:
  - Validity reliability, consistency, fairness
  - Sufficient evidence, performance criteria (Training Packages)
- Practical application is more challenging
  - Validation, moderation, employer involvement
What is uptake of recognition of prior learning?

- Low uptake – 90% say no
- Higher uptake for Certificate IV in Training and Assessment
- Limited streamlining of RPL occurring
- High risk courses preclude RPL
Course arrangements

- Cert III - Aged care, Certificate IV in Training and Assessment
- Typical course durations
- Delivery modes
- Tuition fees
Certificate III Aged Care

- Commencement and completion data:
  - 192 days (average)
  - 147 days (median)
- Web search & mystery shopping
  - Shortest course 4 weeks full-time (9.00am till 3.00pm), Longest course 6 months (24 hours per week)
  - 50% of RTOs used face-to-face delivery in class, 33% of RTOs used online courses only, remainder – blended learning (online, class, distance)
  - Fully on line, mixture of online, class and distance methods : completion expected to be within pre-determined number of months (12 to 18 months)
  - All had practical work placements but no uniformity in length of time, generally no night shift
  - Median cost was $1950.
Certificate IV in Training and Assessment

- **Duration**
  - 160 days (average)
  - 133 days (median)

- **Website search & mystery shopping**
  - Shortest course 5 days full-time, Longest course 12 weeks full-time
  - Around 50% of RTOs used face-to-face delivery in class, around 33% of RTOs – blended learning (online, class, distance), 25% online only
  - Fully on line by distance courses expected to be completed within pre-determined number of months (generally 12 months)
  - Median cost was $1895.
When short durations make sense

- Strong prior knowledge
- Existing workers
- Specialist relevant occupations
- Adequate and reliable evidence
Assessment challenges for teachers

- Customisation, pitching to right level, implementation
- Achieving consistency among assessors
- Keeping up with latest requirements
- Sources of evidence (including for RPL)
- Student issues
Student assessment challenges as perceived by teachers

- Motivation, confidence, application
- Some practical skills (aged care)
- Business and financial concepts (business)
- Theoretical concepts and calculations (electrical)
- Literacy and numeracy issues
Students are generally satisfied with assessments

- Between 83% and 90% of Students Outcomes Survey respondents satisfied
- Knew they were to be assessed prior to assessment
- Assessment was a fair test of skills and a good test of what they had been taught
- Assessed at regular intervals throughout course
- Received useful feedback
Conclusions

- Teachers are confident about their knowledge of quality
- Less confident of practical applications
- Confusion about moderation and validation
- Reticent to apply streamlined RPL processes: fear loss of reputation, and quality audit processes
Next steps

- Expanding knowledge about assessment
- Sharing practical tools and activities
- Engaging employers in validating tools and assessments
- Implementing mentoring and buddy strategies
- Validating results with colleagues
• Quality assessments: practice and perspectives: Misko, Josie; Halliday Wynes, Sian; Stanwick, John; Gemici, Sinan