Unit	1058
Title	Plan Assessment
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BC **Forest Safety**

In consultation with industry subject matter experts, the BC Forest Safety Council (BCFSC) facilitated the production of this material.

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Feedback is welcome and may be sent to training@bcforestsafe.org.

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Unit Introduction

By the end of this unit you will be able to demonstrate knowledge of:

- Purpose and context of assessment
- Preparing an assessment plan
- Portfolios of evidence and standardized assessment tools
- Developing an assessment strategy
- Use of assessment tools

Section 1058-1: Determine Assessment Approach

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

1.1 Purpose and context of assessment

1.2 Accessing benchmarks and documentation

1.3 Communicating assessment process

Key Point 1.1: Purpose and Context of Assessment

As an Assessor there are different types of assessment scenarios that you may come across. They include:

- A standardized summative assessment
- Gap training assessment
- Recognition of Current Competence (RCC) assessment
- Portfolio of evidence-based assessment

In some occupations there may be a combination of a standardized summative assessment and portfolio of evidence requirement.

Standardized assessment

Candidates who go through a competency-based training pathway often undergo a summative assessment at the end of the training period. This process generally includes:

- Completing the training related to underpinning knowledge and building a body of evidence through formative assessments and required reporting
- Undergoing standardized assessments which may include written assessment, competency conversation, and/or practical assessments
- Undergoing gap training if required

Gap training assessment

Gap training is a focused assessment on areas where "outcomes have not yet been met." This can be a result of a summative or diagnostic assessment process.
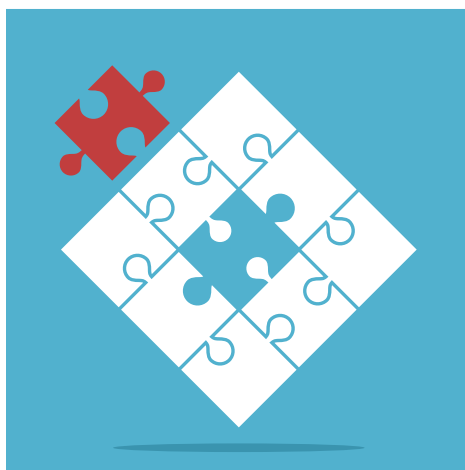
The steps are as follows:
- The candidate undergoes an assessment.
- The candidate is recognized as being competent for areas where the outcome has been met
- A detailed plan is put together to work on the deficiencies where applicable
- A reassessment occurs, only on the gaps, when the candidate feels ready and can demonstrate through evidence that the gaps have been "filled."

REMEMBER!

Gap training plans should only include information related to "outcomes that were not met".

Recognition of Current Competency assessment

The Recognition of Current Competency process (RCC) involves candidates with:
- No formal recognition of skills and knowledge because learning was solely in the workplace
- Those with training from another industry/school that may not be recognized or familiar
- Those who come to work in British Columbia from another jurisdiction

The process used is a reverse of the summative assessment process for training. In the case of RCC, a candidate wishing to challenge the process to be recognized as competent may use the summative tools as diagnostic tools and in most cases will provide evidence of previous experience.

The steps are as follows:
1. The candidate applies to challenge for the Certificate of Qualification through the Administrator or workplace if applicable.
2. Once the application is processed, an Assessor will be assigned.
3. The candidate will undergo a competency conversation and a gap training plan may be put in place to bridge gaps in underpinning knowledge, if applicable.
4. Once the candidate has achieved competency in underpinning knowledge, a summative practical will be undertaken, and a gap training plan put in place, if applicable.
5. Once successful in the practical assessment, the candidate must meet the evidence requirements for the occupation as set out in the relevant package.

Key Point 1.2: Accessing Benchmarks and Documents

No matter which assessment strategy is employed or the purpose of the assessment process, an Assessor must be able to access the benchmarks and documentation and have a thorough understanding of:

- Relevant package
- Units of Competency related to the occupation
- Holistic assessment and its use in the assessment context
- Assessment tools and documentation
- Policy and procedures related to assessment
- Learning resources related to the occupation

An Assessor must understand and be able to access, use and understand all documentation related to the assessment process and how all the pieces fit together. At first this can seem overwhelming and like a complicated puzzle.

Key Point 1.3: Communicating the Process

It is important that before conducting any assessment or developing a portfolio of evidence plan that the Assessor clearly communicates with relevant stakeholders and follows up with the candidate in writing the assessment process, outcomes and expectations.

This may include:

- Agreeing on a time and location for assessment
- Communicating the cost of assessment and re-assessment
- Ensuring the candidate understands the steps in the assessment process including outcomes and evidence requirements
- Ensuring the candidate understands timelines related to the assessment, assessment decisions and appeals process
- Identifying how to access the benchmarks and prepare for the assessment

There should be no surprises when the candidate shows up for the assessment. It is good practice to develop checklists when preparing for assessment so that nothing that needs to be communicated is lost. Follow a process and always be prepared.

Section 1058-2: Prepare Assessment Plan

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

2.1 Portfolios of evidence and standardized assessment tools

2.2 Assessment strategy

2.3 Prepare to use assessment tools

Key Point 2.1: Portfolio of Evidence and Standardized Assessment Tools

In industries that have high-risk occupations and are highly regulated, competency-based assessment along with the standardization of assessment tools and evidence requirements are common.

Standardizing assessment tools can give stakeholders a degree of confidence that the skills, knowledge, and attributes required of a worker are assessed equally and that the outcomes required are the same no matter which path has been taken to achieve those outcomes.

Common standardized assessment tools include the following:
- Multiple choice written assessments
- Competency conversations
- Practical assessments

In industries that are not as highly regulated or considered not to be high-risk, the body of evidence required to demonstrate that the outcomes have been achieved in the relevant units and package are more flexible. This allows the candidate and the Assessor or Trainer to create a learning assessment plan or evidence-based plan that is specific to the workplace and the candidate. The body of evidence required to be competent is the same, while the type of evidence required to demonstrate competence can be different.

EDUCATION

WORK EXPERIENCE

RESUME & REFERENCES

PROJECTS

TICKETS & LICENSES

ASSIGNMENTS

Common types of evidence in a portfolio may include:
- Simulations
- Role play
- Certifications or certificates
- License or tickets
- Evidence from past experience
- Essays
- Assignments
- Reference letters
- Published articles
- Previous verified job descriptions

No matter what the assessment approach, a key function of an Assessor is to review the body of evidence that exists, however large or small, to confirm that the minimum evidence requirements are on file where applicable, and to look for themes in the evidence.

REMEMBER!

Standardized assessment tools give a level of comfort that the same standard is being applied to all candidates.

Key Point 2.2: Assessment Strategy

A comparison between different types of assessments and evidence gathering methods must be completed when developing an assessment strategy that will be used to assess competence.

Depending on the occupation or program, consideration to both formative and summative assessment methods should be given.

Whatever strategy is used, it is important to remember that one assessment tool or piece of evidence only gives a snapshot or single perspective of competence. The more assessment tools used and the more evidence gathered, the more well-rounded view of the competence will be demonstrated.

It is equally important to develop an assessment strategy that is valid and defensible and maps directly back to the Units of Competency or industry standards.

While not exhaustive, considerations in developing an assessment strategy include:

- Will the Units of Competency be used as industry guidelines or towards an industry certification or qualification?
- Is an Assessor used?
- Is the training online, in classroom, in the workplace or a combination thereof?
- Are there regulatory or legislative requirements associated with the occupation?
- What is the cost of assessment?
- What are the methods of assessment?
- Who will administer the assessment?
- How will the assessment process be quality assured?
- Have the rules of evidence and principles of assessment been considered?
- Has the critical evidence to demonstrate competency been identified?
- What are the resource requirements?
- Has holistic assessment been utilized?

When developing an assessment strategy against the benchmarks, the following questions should be asked.

What tools or evidence gathering method would best support me in:

- Collecting evidence of underpinning knowledge required?
- Demonstrating the ability to do individual tasks in the work activity or occupation?
- Demonstrating the ability to manage multiple tasks required to do the job?
- Showing evidence of the attributes required for the job?
- Demonstrating the ability to adjust when things go wrong and transfer skills to other environments?
- Demonstrating the ability to follow workplace policy and procedures including getting along with others?
- Seeing the six bullets above demonstrated multiple times in a variety of contexts?
- Ensuring the outcomes of the Unit of Competency has been demonstrated and the evidence on file is valid, sufficient, authentic and current?

In some cases, standardized formative and summative assessments are used, and in other cases a mix of standardized tools and portfolio of evidence strategy is employed in order to answer the questions listed above. In other occupations or sectors, only a portfolio of evidence is used to show evidence of competence.
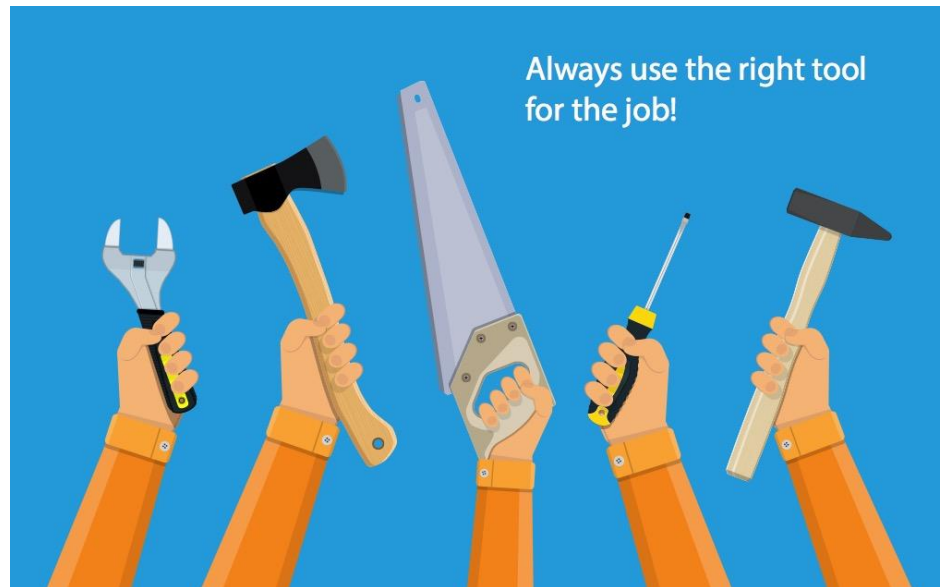
The assessment strategy should be recorded and be referenced in the package or be captured in the form of a rubric.

Key Point 2.3: Prepare to Use Assessment Tools

Use of assessment tools includes preparing for the following:
- Written assessments
- Competency conversations
- Practical assessments

Preparing for written assessments

There are a number of things to consider or confirm when arranging an exam, including:
- Confirming that evidence requirements or prerequisites are complete
- Confirming that the exam has been peer reviewed, is mapped to the benchmarks, and is the correct version
- Setting a date for the assessment well in advance so the candidate has ample time to prepare
- At a high level, informing the candidate of the subject matter
- Enquiring if there are any special requirements so that no candidate writing the exam is disadvantaged. Follow policy if special requirements are needed
- Putting a date into the calendar for written assessment printing and related material at least one week before the scheduled assessment and check for accuracy of level and form. This should include:
  - Correct number of pages
  - Diagrams: In colour where possible
  - Pencils and calculators where applicable
- Ensuring the correct number of exams, diagram booklets and answer keys where applicable
- Allowing four hours for exam activity

Preparing for competency conversations

There are a number of important considerations when arranging the competency conversation:

- Confirming that evidence requirements or prerequisites are complete
- Confirming that the competency conversation has been peer reviewed, is mapped to the benchmarks, and is the correct version
- Setting a date for assessment well in advance so the candidate has ample time to prepare
- At a high level, informing the candidate of the subject matter preferably in writing
- Enquiring if there are any special requirements so that no candidate is disadvantaged
- Following policy if special requirements are needed
- Putting a date into the calendar for printing and related material at least one week before the conversation and check for accuracy of level and form. This should include:
    - Correct number of pages
    - Diagrams: In colour where possible
    - Pencils and calculators where applicable
- Allowing four hours for competency conversation activity

Preparing for practical assessments

There are a number of important considerations when arranging the practical assessment including:

- Confirming that evidence requirements or prerequisites are complete
- Confirming that the practical assessment has been peer reviewed, is mapped to the benchmarks, and is the correct version.
- Setting a date for the practical assessment well in advance so the candidate has ample time to prepare
- Ensuring all required tools and equipment, including spares, are available for assessment
- Ensuring required documentation and permissions are in place
- Visiting the practical assessment site ahead of time if applicable
- At a high level, informing the candidate of the subject matter for the practical assessment, preferably in writing
- Enquiring if there are any special requirements so that no candidate is disadvantaged. Follow policy if special requirements are needed
- Considering weather for outside assessments
- Putting a date into the calendar for printing and related material at least one week before the conversation and check for accuracy of level and form. This should include:
  - Correct number of pages
  - Diagrams: In colour where possible
- Allowing four to eight hours for the practical assessment activity

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REMEMBER!

As an Assessor, being well prepared for any assessment is critical to success in the assessment process.

Self-Quiz

1. What must be in a gap plan?

   ☐ Clear pathway to bridge gaps

   ☐ Assessments tools used

   ☐ Units of Competency

   ☐ Comments related to outcomes met

2. What is a key consideration when developing an assessment strategy?

   ☐ Which outcomes will be used

   ☐ Which types of evidence the Assessor will allow

   ☐ Readiness of candidate

   ☐ Resources available

3. What is important to confirm before a summative assessment?

   ☐ Pre-requisites

   ☐ Version control of learning resources

   ☐ Training pathway

   ☐ Training marks

Now check your answers on the next page.

Self-Quiz Answers

1. What must be in a gap plan?

   Answer: **Clear pathway to bridge gaps**

2. What is a key consideration when developing an assessment strategy?

   Answer: **Resources available**

3. What is important to confirm before an assessment?

   Answer: **Pre-requisites**