



TEACHING AND LEARNING GUIDE

The Teaching and Learning Guide must be read in conjunction with the course document. It contains advice to assist teachers delivering the course and can be modified as required.

QUALITY ASSURANCE

The Quality Assurance Process of this course requires each course provider to keep assessment records for all students. These will be centrally archived in electronic or paper form by the provider for a period of five (5) years. The TQA reserves the right to conduct an audit of these records at any time during the five year period.

Quality Assurance arrangements for providers of Tasmanian Qualifications Authority accredited courses: Audits of course provision

The TQA is responsible for the quality assurance of qualifications issued as a result of successful completion of the requirements of courses it accredits.

To ensure confidence in the integrity and meaning of its qualifications the TQA uses a number of methods to provide an adequate degree of quality. One of the methods to be employed will be to audit the course provision by individual providers.

When auditing the provision of a course the TQA will be looking for evidence that:

- all of the knowledge, skills and experiences that comprise the course have actually been delivered to students
- individual students receiving the qualifications have actually been exposed to the knowledge, skills and experiences that comprise the course
- successful students have met all of the assessment requirements for the course
- assessment judgements reflect the documented standards of the course.

Generally auditors will be looking for

- course/lesson plans* and evidence of their delivery
- student attendance records
- confirmation of student engagement through interviews with past and current students
- summative assessment records*
- assessment tools together with their associated rubrics/guidelines etc. for making judgements.*

* See page 3 for further information.

Audits of providers will be scheduled based on

- period since last audit
- changes in arrangements for delivery by a provider (ie changes in teachers etc)
- complaints from students, parents, employers etc
- results of previous audits

Wherever practical audits of the provision of various courses by a particular provider will be scheduled to occur concurrently. Detailed arrangements regarding audit logistics will be negotiated with each provider in advance of an audit visit.

Audit teams will include people with audit and senior secondary education expertise. Where necessary, subject matter experts will also be included in the team.

Where a provider is found to be deficient in the delivery of a course, corrective actions will be negotiated with the provider.

Course/lesson Plans

Auditors would not necessarily expect to see individual lesson plans. Course/lesson plans could be arranged as weekly, monthly, term or whole course plans depending on individual teacher's/provider's preferred methodology. However they are structured plans should include indicators of:

- the sequence of course delivery/tasks
- when formative and summative assessment instruments are used.

Assessment Records

What are 'assessment records'?

Assessment records would comprise:

1. an assessment rubric
2. a set of assessment instruments (*not* samples of learner's work)
3. a class assessment record.

Below are some **suggestions** that may be useful for course providers in the development of assessment records.

Assessment Rubric:

An assessment rubric would establish the 'rules' used to judge competence. It would articulate what a learner needs to do/show in order to be assessed as competent. There should be clear connections between the specific task/s undertaken and the competency/performance indicators; competency should be matched to task.

One way to develop an assessment rubric is to start with the course content and map it out against the design-time (number of periods/weeks of the course -- learning activities). Then add an assessment regime/plan: what will be assessed, and when.* This can then be expanded to include the assessment instruments themselves.

Think carefully about the assessment methodologies that you will use. They should 'make sense' within the context of the course and the competency/ies being assessed. For example, direct observation of a practical course element/competency might be more valid than using a written task. Examples of common competency assessment methodologies include:

- direct observation
- verbal/oral testing
- practical testing
- written testing
- written task/s.

*NOTE: the TQA is interested in sighting summative assessment instruments (ie final assessment instruments) not formative assessment instruments (eg those that form on-going feedback to the learner).

Assessment Instruments:

Assessment instruments should make clear what:

- the specific task is
- competency/ies that will be assessed
- a learner must do/show to be judged competent.#

The performance indicators are very useful here but *may* need to be elaborated so that they connect to the specific task.

Assessment instruments should be produced and used no matter what assessment methodology is employed.

Assessment instruments for competency-based assessment often comprise *checklists* relating specific activities/tasks to the competency/ies (via performance indicators). They usually include room for short comments, the date, the assessor's name, and the outcome. An example of a checklist assessment instrument can be found on p.5 of the work *Creating Rubrics for Physical Education* (JL Lund, USA, 2000). While this document describes PE rubrics for K-12 courses in the USA the concepts it explores are relevant to this course. The document is available at:

<http://uwadmweb.uwo.edu/WYhpenet/MarkAssessment/CreatingRubrics.doc>

Other assessment methods are possible – the *Creating Rubrics for Physical Education* has examples of *point system* (p.7), *analytic* (p.8), and *holistic* (p.13) models. In selecting the model/s best suited to your course's needs you should hold in mind that the final assessment in this competency-based assessment regime is based on 'competent' or 'not yet competent': there are no degrees or levels of performance outside this set (eg there is no 'very highly competent'). Because of this the *analytic* and *holistic* models as they appear in *Creating Rubrics for Physical Education* are not suitable for summative assessments purposes in this course. They may, however, be useful formative assessment models.

The *analytic* and *holistic* model given in the *Creating Rubrics for Physical Education* document might be *modified* so as to differentiate between two (rather than 'three or more') levels of performance. These two levels would be 'competent' or 'not yet competent'. This could form valuable feedback to the learner, especially in formative assessments.

Class Assessment Record/s

It is expected that a class assessment record would form part of the assessment record. It should include:

- the name of each learner
- the competencies on which they were assessed 'competent'/'not yet competent'
- reference to the assessment instrument/s used to make the assessment
- the date of the final assessment
- the name of the assessor.

The class assessment record could be a single document for a whole class (such as a spreadsheet or paper-based grid table) or comprise a set of single records for each learner.

SUMMATIVE ASSESSMENTS

Within the quality assurance process of this course TQA auditors may seek to examine summative assessment instruments (ie final assessment instruments). They are not concerned with formative assessment instruments (eg those that form on-going feedback to the learner).

Each competency in this course is described by performance indicators (see the course document).

In judging whether a student is competent – in a *summative* assessment – an assessor will be guided by the performance indicators published in the course document but final assessment will be an holistic, on-balance judgement based on validated evidence. The indicators are *not* intended to form a 'check-list' of sub-competencies which must *all* be met in order for a 'competency' rating to be awarded.

Information contained in formative assessment checklist records could cover attendance, punctuality, commitment, being prepared for sessions, skill and fitness levels, energy level, behaviour, teamwork, and so on.

Example SUMMATIVE ASSESSMENT

Over the page is a hypothetical example of part of the summative assessment record of the learner Jamie Lewis who is studying the course 'Physical Recreation TQA 1'. His assessors were William Smith (his regular teacher) and Sue Long (a teacher who teaches the same course on a different line).

Notes:

1. Each competency must be assessed – the hypothetical example below is for # 4 and # 5 *only*.
2. In judging whether a learner is competent an assessor will be guided by the performance indicators published in the course document but final assessment will be an holistic, on-balance judgement based on validated evidence. The indicators are *not* intended to form a 'check-list' of sub-competencies which must *all* be met in order for a 'competency' rating to be awarded.
3. Templates for the assessment tasks noted should be accessible for audits etc. For example: the list/bank of questions used in the oral tests; the checklist used in the observations; and the written and multiple-choice test instrument.

Auditors may also wish to view some examples of the templates having been used (eg. notes made on individual learners' responses to the oral test and/or some observation checklists completed for individual learners and/or some completed written/ multiple-choice tests). This would be viewed to check that the stated assessment task/s were being employed.
4. In the hypothetical example below the learner – Jamie Lewis – was assessed as 'not yet competent' in Competency #4 by William Smith on 18/10/09. Sue Long re-assessed Jamie on 12/11/08 and found him to be 'competent'. Sue re-tested Jamie in the oral and written assessment tasks.
5. In the hypothetical example below William Smith assessed Jamie playing two sports. His observation checklist included items that allowed him to make summative assessments for Jamie in regard to Competency # 4 and # 5, **and also** # 2 and # 3 (not shown in the example). As Jamie had successfully completed this assessment task Sue Long did *not* need to re-assessed Jamie.

It is important to note that a single assessment task *can* be used to assess more than one competency.
6. In the hypothetical example below various grading methodologies have been used for the assessment tasks ('mark out of 10', 'C+', 'Pass'): other systems are also possible (eg percentage marks). Assessors can use the grading system/s which best suit the task/s. However, it is important that an assessor can articulate how the grading system/s used relate to the overall assessment judgement of 'competent' or 'not yet competent'.

Physical Recreation (TQA 1)

Student Name: *Jamie Lewis*

Year: 2008

Competency	Assessment Task/s	Task Assessment	Overall Assessment	Assessor	Date
4. DEMONSTRATE UNDERSTANDING OF RULES, TERMINOLOGY AND EQUIPMENT USE Performance Indicators <ul style="list-style-type: none"> Interprets rules correctly and abides by the rules Uses relevant terminology in the correct context Uses equipment in an appropriate manner Employs relevant scoring methods 	<ul style="list-style-type: none"> <i>Oral test of rules and terms relating to three sports</i> <i>Observation of learner playing in two different sports</i> <i>Short written test of rules and scoring of two sports</i> 	Score = 3/10 Score = 6/10 Pass	Not yet Competent	William Smith	18/10/08
		Score = D Score = C+	✓ Competent	Sue Long	12/11/08 (Jamie was re-assessed on the tests)
5. DEMONSTRATE UNDERSTANDING OF ETIQUETTE AND ACCEPTABLE BEHAVIOR IN A SPORTING CONTEXT Performance Indicators <ul style="list-style-type: none"> Behaves in a constructive manner Refrains from the use of offensive language and gestures Abides by and accepts the decisions of officials Displays positive sportsmanship qualities 	<ul style="list-style-type: none"> <i>Multiple-choice test on appropriate behaviour in different sporting contexts</i> <i>Observation of learner playing in two different sports</i> 	Score = 9/10 Pass	Competent	William Smith	11/11/08

Example Only