Electrotechnology Curriculum Framework

Assessment information

Industry Curriculum Frameworks – Purposes of Assessment

Assessment for Higher School Certificate VET courses within industry curriculum frameworks has two distinct purposes:

1. assessment for Australian Qualifications Framework (AQF) VET qualifications. This is competency-based assessment which:
   - applies to all courses within frameworks
   - provides industry recognition.

2. assessment for the Universities Admissions Index (UAI):
   - for 240-hour courses only
   - written HSC examination.[1]

Assessment for AQF VET Qualifications

Assessment for AQF VET qualification:
- is competency-based
- must be reliable, flexible, fair and valid. Judgements are made on the basis of evidence, which may be in a variety of forms
- must be conducted by qualified assessors and be consistent with Training Package Assessment Guidelines
- assesses students as competent or not yet competent.

An integrated or holistic approach to competency-based assessment should be adopted.

UEE07 Assessment Guidelines

The assessment guidelines in the Electrotechnology Training Package (UEE07) set out information on:
- the assessment system
- learning and assessment pathways
- AQTF requirements
- assessment principles within the electrotechnology industry
- assessment processes in the electrotechnology industry
- assessor requirements
- designing assessment tools
- assessment methods
- conducting assessment
- guidelines for designing assessment materials

[1] Refer to *Electrotechnology Curriculum Framework (2008*) Sections 11.4 and 11.5 in Part A of the syllabus.

- general resources and further sources of information
- sample assessment instruments.

These guidelines can be downloaded from the National Training Information Service (NTIS) website (www.ntis.gov.au).

Programming Assessment

An integrated approach to assessment, in which a number of elements or units of competency are assessed together, should be adopted. This accords with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

This approach also reduces the danger of over-assessment, which can easily occur if units and elements of competency are assessed individually.

In addition, it is preferable that assessment be integrated with training delivery.

Some forms of assessment will be ongoing. Evidence of competence gathered through the observation of student performance in the classroom, in the workplace or in a simulated work environment will provide one means of ongoing assessment. Questioning of students in the course of teaching and learning activities, self-assessment and peer assessment and reports from workplace supervisors will also allow evidence of competence to be gathered on an ongoing basis.

Other evidence may be collected through specific assessment tasks and events such as projects and assignments, portfolios, written and practical tests and presentations, role-plays and simulations.

It is advisable for teachers and assessors to decide in advance on the forms of assessment and evidence-gathering methods to be used for various units or groups of units and devise a planned program of assessment.

Where specific assessment events are to be used these should be scheduled well in advance, keeping in mind the assessment demands placed on students in their other HSC subjects. As with other HSC courses, students should be informed in writing of school (or other RTO) requirements for assessment in each course.

Recording Assessment

A competency record may contain information about both units and elements of competency.

A sample record sheet for an individual unit of competency is shown below.

Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies.

Schools and other RTOs will be required to report to the Office of the Board of Studies on units of competency for which students have been assessed as competent.

Competency Record – sample unit of competency record sheet

UEENEEE002B Dismantle, assemble and fabricate electrotechnology components

Element of Competency	Competent (Assessor Signature)
1 Prepare for dismantling, assembling and fabrication work	
2 Dismantle and assemble electrotechnology apparatus	
3 Fabricate electrotechnology components	

VERIFICATION OF ACHIEVEMENT OF UNIT OF COMPETENCY

I, _____, of _____
(name of assessor) (Registered Training Organisation)

certify that

_____
(name of student)

has demonstrated competence in the unit of competency

UEENEEE002B Dismantle, assemble and fabricate electrotechnology components

Signature _____ Date _____

The HSC Examination

The HSC examination:

- is independent of the competency-based assessment requirements for AQF VET qualifications
- is optional for students of Electrotechnology (240 indicative hours) or Electrotechnology School-based Apprenticeship (240 indicative hours) and is intended for Universities Admission Index (UAI) purposes only
- is a two-hour written paper.

Internal examinations

Teachers and trainers need to be aware that students enrolled in Electrotechnology (240 indicative hours) or Electrotechnology School-based Apprenticeship (240 indicative hours) may elect to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. As far as possible internal examinations set for this purpose should reflect the specifications and conditions of the HSC examination.

For this reason, it is highly recommended that students undertake at least a trial HSC examination.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of a successful illness/misadventure appeal.

Note that a trial HSC or other written internal examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.