

ASSESSMENT REVIEW CHECKLIST

1. Course / Module information

Course / Module title		Level
Qualification		
Assessed learning outcomes (LOS) and performance criteria (PCs)		
Integrated or standalone assessment?	Integrated	Standalone
If integrated complete the assessment clustering checklist		

2. Fitness for purpose

Checklist			Comments
Are course/module details accurate?	Yes	No	
Is time frame for completing assessment clear?	Yes	No	
Are timescales for the assessment appropriate?	Yes	No	
Are all the LOs and PCs assessed listed?	Yes	No	
Is the language simple and layout appropriate?	Yes	No	
Are all the listed LOs and PCs assessed?	Yes	No	
Is marking criteria for each task clear and meet the requirements of the course/module outcomes?	Yes	No	
Is the assessment in a real workplace or simulated scenario similar to the workplace context?	Yes	No	
Are tasks and activities reflective of current industry practice?	Yes	No	
Is the assessment authentic and linked to job performance?	Yes	No	
Is the assessment specific?	Yes	No	
Are instructions clear?	Yes	No	
Is the method of assessment directly related and authentic to the performances being assessed?	Yes	No	
Is the assessment fair, minimizing biases?	Yes	No	
Is it providing opportunity for feedback on learners performance?	Yes	No	
Does it meet quality evidence requirements of	Yes	No	
- valid	Yes	No	
- sufficient	Yes	No	
- current	Yes	No	
- authentic	Yes	No	

Assessment clustering checklist *		
Consideration	yes	no
The characteristics of the outcomes and competency		
Do the outcomes in your proposed cluster have common knowledge and/or skills and/or performance requirements?		
Are they at the same qualification level?		
Do they have common application in tasks?		
Does the training allow for these units to be grouped into a cluster?		
If the cluster is going to contribute to a qualification, will it meet the qualification assessment rules and guidelines?		
The learner		
Does the learner need to be competent in all outcomes or would it be better if they completed them individually?		
Does the learner already have competence in some of the knowledge and skills in the cluster?		
If so, can this be recognised within an integrated assessment process of the cluster?		
The workplace		
Do the outcomes reflect the typical tasks for the workplace?		
Does the workplace have staff who are competent in the cluster and able to help learners in the workplace and assess them?		
Does the workplace have access to all the equipment and facilities required to deliver and assess the cluster?		

If the answers are 'no' to any of the questions above, then serious consideration should be given to whether clustering is appropriate. If you proceed with clustering, then the risks highlighted in the checklist need to be managed to ensure the assessment is valid and reliable judgements of competence can be made.

*Adapted from 'Assessment in the VET sector' 2nd Ed, Department of Training and Workforce Development, Western Australia, 2016
<http://www.dtwd.wa.gov.au/sites/default/files/uploads/Assessment%20in%20the%20VET%20Sector%20-%202016%20-%20Final.pdf>