INTEGRATING ASSESSMENT OF LEARNING OUTCOMES:

AN APPROACH TO HOLISTIC ASSESSMENT

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by

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## CONTENTS

### Executive Summary

1. **Background**
   1.1 The changing climate of VET
   1.2 The Tourism & Hospitality Industry
   1.3 The Place of Curriculum in Defining Assessment

2. **The Project**
   2.1 Critical issues addressed by the project
   2.2 Outline of the project methodology
      - Phase 1: Development of model and implementation strategy
      - Phase 2: Implementation and evaluation of outcomes
      - Phase 3: Reporting and recommendations

3. **Review of the Literature**
   3.1 What Are the Key Features of Good Assessment?

4. **An Approach to Holistic Assessment**
   4.1 What is Holistic Assessment?
      - Multiple components
      - Integration of Knowledge, Skill and Values
      - Authenticity
   4.2 Identifying Learning Outcomes which can/should be co-assessed
      - Curriculum and Assessment Design
      - Implementation
   4.3 Developing a holistic assessment
      - Fairness
      - Validity
      - Reliability
      - Practicability
   4.4 Administering and recording the assessment outcomes
   4.5 Managing reporting across Units &/or Modules

5. **Evaluation of the Holistic Assessment Approach**
   5.1 Description of pilot implementation
   5.2 Analysis of data collected
      - Initial Survey
      - Follow-up Survey - Group 1
      - Reactions of Teachers

6. **Areas for Further Research**

7. **Conclusions and Recommendations**
   7.1 Implications for broad VET policy
   7.2 Implications for TAFE NSW policy
   7.3 Implications for course delivery

8. **Bibliography**
EXECUTIVE SUMMARY

With the introduction of competency-based approaches to vocational education and training, assessment issues have assumed great importance. In particular, traditional approaches to assessment were one of the features of existing education arrangements which were especially criticised by those advocating a competency-based approach. However, competency-based assessment has created its own difficulties and, in that context, the concept of holistic assessment has been advanced. It is proposed as one which can mitigate some of the less satisfactory aspects of a competency-based approach but which also offers opportunities to achieve a more broadly-based view of the competence achieved by individuals.

This report arose from the need of TAFE NSW to evaluate the concept of holistic assessment and to provide teachers and trainers with some clear guidance on its use. In particular, the Tourism and Hospitality Training Division had a need to use holistic assessment within its new Diploma of Hospitality Management. This arose from their experience in attempting to apply the industry standards within their existing courses. Thus the Division's courses provided an opportunity to explore and evaluate the holistic approach within both a conceptual and practical framework. The resulting project by the Assessment Centre for Vocational Education aimed to investigate the feasibility and value of holistic assessment.

Holistic assessment, while frequently discussed in Australian vocational education circles, has rarely been clearly defined. The report proposes that there is nothing essentially unique about the methodology of assessment utilised by a holistic assessment. Rather, it is defined by its content and its relationship to external structures such as curriculum or competency standards. Three features are identified as distinguishing a holistic approach. They are that assessment events involve:

- multiple components (e.g., more than one module or Unit of Competence);
- the integration of knowledge, skills and values; and
- an "authentic" context for assessment.

The study found that the concept of holistic assessment was not one which was widely discussed outside Australia and New Zealand. Rather, the broadly-based approach implied by the identifying features, above, were frequently simply accepted as "good practice" by overseas educators. However, while there is much discussion of the concept in the Australian literature, little has yet been written on its use in practice. This report, then, provides important information on how the concept can be translated into practice.
The research phase of the report implemented an approach to holistic assessment within the area of Front Office Operations within the accommodation services industry. In this case, the assessment events were designed to cover three existing modules and their associated Units of Competence. The study compared the experience and attitudes of two groups of students: one offered the revised assessment approach and one following the pre-existing arrangement. This experience highlighted the need to see holistic assessment within the context of good assessment practice. In particular, it emphasised that holistic assessment does not require that all assessment decisions revolve around a single assessment event.

The report identifies a number of issues and recommends appropriate action arising from those. These cover the implications of this study for broad policy on vocational education and training, specific policy implications for TAFE NSW and implications for the delivery of courses utilising holistic assessment.

Key findings include:

- the need for curriculum documentation, at both national and TAFE NSW levels, to explicitly facilitate and support holistic assessment;
- that many industry and workplace assessment systems will need to be modified to adopt holistic assessment approaches;
- that policy and procedural rules within TAFE NSW will require amendment if holistic assessment is to be implemented. These include regulations covering assessor qualifications, definitions of teaching and the accounting of teaching hours;
- the desirability of encouraging teachers/workplace trainers to begin using holistic approaches even where current curriculum programs do not make suitable provision; and
- that TAFE NSW record-keeping systems in current use are not designed to support holistic assessment.
1. BACKGROUND

This project has a number of roots. It arises, firstly, from the growing concern that the approaches to assessment which have become common since the introduction of competency-based education and training have been less satisfactory than many which preceded its introduction. As well it arose from the realisation that teachers and trainers needed to be provided with greater support if the holistic approach to assessment currently being promoted was to be achieved. Finally it arose from the practical need of the Tourism & Hospitality Training Division of TAFE NSW to produce a new Diploma of Hospitality Management in which the broad, practical skills and integrated required by the industry were delivered in a manner satisfactory to teachers, students and the industry.

1.1 The Changing Climate of VET

Significant developments have been occurring in Australia as part of its training reform process that have led to changes in assessment practice. Most powerful of these has been the move to competency-based education and training. Assessment is a critical component of this approach and central to its viability.

This change process has been a significant one and, like so much of social change, it has been one which has been uneasily accepted by many, found confusing by others and misunderstood by many more. In particular, the concept of “competence” has been one which has gradually developed and changed during the last decade. Originally, the concept was very narrow and precise. Stakeholders looked to competency-based education and training as a means of providing clear, “black & white” information as to what a student was able to do. For this reason most initial attempts to develop standards and/or courses produced definitions of competence which were described as small units with very detailed descriptions.

For assessment, this meant that students and others were required to demonstrate a large number of very precisely defined competencies. Administratively and educationally, the validity and appropriateness of this has been increasingly questioned.

More recently, the understanding of “competence” has been considerably broadened and the very precise approach described above is no longer recognised as appropriate. Indeed the position has moved to a very much broader view and has embraced the concept of “holistic assessment”, defined by Rumsey (1994) as covering “in an integrated way, multiple elements and/or units from relevant competency standards. [It] seeks to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment tasks” (p.12).
This approach has been particularly advanced as the result of a number of national assessment forums which sought to identify the key requirements of sound assessment practice within the context of a competency-based education and training system. An especially significant influence on the development of the concept evolved from a range of work with professional associations, (eg Gonczi, Hager and others). In particular, this work emphasises that the real point of holistic assessment is its opposition to element by element assessment as the whole assessment story. The holistic approach which has been promoted is not completely novel. Indeed, it has much in common with the prevailing philosophy of assessment in the vocational education and training sector before competency-based education and training. However, it also has a number of quite new features and, while the concept has been widely promoted, there has been very little in the way of concrete examples of the practical application of the approach (see Gonzci, Hager and Palmer, 1994, for some detailed examples). Because some aspects of a holistic approach may involve fundamental rethinking of long-standing assessment practices, it is important that further successful examples of the approach should be developed.

For example, TAFE systems have developed record-keeping systems and approaches to assessment which are based on the integrity and independence of the modules which comprise courses. As Rumsey’s definition shows, the concept involves assessment which may incorporate components from more than one module. This is reinforced by ACTRAC’s national module descriptors which also define assessment as a “within-module” event. Thus there is a need for reconsideration of such factors as guidance to curriculum developers, policy makers and administrators as well as guidance and support for trainers and teachers involved in providing and conducting assessments. In particular, there is a need to closely link professional development of teachers and trainers to course development, implementation and assessment activities.

1.2 The Tourism and Hospitality Industry

Courses designed and provided for the Tourism & Hospitality industry by the Tourism and Hospitality Training Division of TAFE NSW are all based on the industry standards developed by the national ITAB, Tourism Training Australia. These standards were amongst the earliest developed in Australia and were, accordingly, very detailed and task-focussed. These standards are being progressively reviewed and the more recent standards reflect the more broadly-defined view of competence. This, of itself, requires that the courses be adapted to reflect the changed industry expectations.

Additionally, however, the current suite of courses have proved to be difficult to administer (largely due to the large number of small modules involved) and a range of educational issues have also surfaced. Students have complained that the assessment load, for example, is excessively high and that the modules are, too often, repetitive of content also covered elsewhere.
As a consequence of these varying needs, the Training Division has proposed changes to course structures which will lead to a more integrated approach to both the teaching and assessment of the courses. The new courses were being finalised as the project began with the anticipation that they would be introduced in 1996. To assist the Training Division to provide the clearest guidance to staff on the holistic assessment approach which was being proposed, the Assessment Centre for Vocational Education was requested to develop a project which would have the outcome of providing a broad model of holistic assessment and pilot the approach in one of the areas to be integrated in the new Diploma of Hospitality Management. (Details of the project brief are included in the appendices).

1.3 The Place of Curriculum in Defining Assessment

Much of the concern which has arisen in recent times concerning the assessment of competence has been misdirected. In particular, there has been a considerable degree of anxiety that the competences being assessed have been narrow, mechanistic and disjointed. That this has been true in many cases arises less from the nature of the assessment processes adopted than it does from the conceptualisation of the curriculum itself. Many recently developed curricula have proposed learning outcomes which have been defined as independent, free-floating entities in their own right. Such competencies, however, rarely exist in the workplace where complex interactions and interdependencies are the norm.

Moreover, historically, the development of assessment schemes and methods has followed the development of the core syllabus and has been seen as a separate and distinct, subsequent activity. In such a structure, assessment is constrained to attempting to measure the learning outcomes which have been pre-defined. In so far as they are narrow and reductionist, so must the assessment follow.

However, it has been accepted for many years that good practice dictates that the development of assessment should be closely integrated in the wider development of the curriculum. Learning outcomes which are assessable, clearly elucidated and appropriate to learners needs are a critical pre-requisite for sound assessment practices to be applied. More recently, the module purpose statement has been recognised as providing the core statement on assessment standards which the learning outcomes then further clarify.

Further, much discussion has been devoted to the issue of flexible course design and related assessment practices. If the development of module purposes and learning outcomes does not embrace the notions of holistic assessment, then significant opportunities for flexibility are lost. This is to the disadvantage of both the student and the industry.

Flexible assessment involves the provision of an assessment context in which the learner is able to combine skills, knowledge, understanding and values within a realistic, integrated, problem solving framework. Providing the opportunity for this to occur is a crucial issue in course design.
The nature of industry standards also impacts on the capacity of the curriculum to provide a sound vocational preparation. Standards form the benchmarks against which curriculum is usually designed. This does not mean that a “one to one” relationship necessarily exists between the standards and learning outcomes in a course. Rather, the standards provide a broad framework to guide course design, reflecting the tension that can exist between notions of “job competent” versus “workplace ready”. However, it does identify the critical importance to course design for having comprehensive and clear standards which accurately capture the complexities of the area they seek to define. An issue to be explored, then, is what features of standards support or inhibit sound course design and, in particular, holistic assessment?

2. THE PROJECT

While the project had a number of clear outcomes established in the project brief, a range of significant additional issues arose in the course of the conduct of the project. These included:

2.1 Critical Issues Addressed by the Project

a) The need for holistic assessment to be considered at both the stage of course design and at the point of delivery.

b) The need for a clear and acceptable rationale for holistic assessment. Considerable confusion was identified regarding the nature of assessment in a competency-based education and training system and, in particular, concerning current TAFE NSW policy and practice.

c) The need for clear assessment guidelines to be available to each of curriculum developers, policy makers, students, administrators, teachers and workplace trainers/assessors involved in delivery. Embedded in this are notions of “parity of esteem” between assessment judgements made by teachers and those made by workplace assessors. This involves critical analysis of current practices and policies with possible changes resulting.

d) That implementation of holistic assessment needs to be feasible within cost and administrative requirements. Much of the literature describes ideal situations which are unlikely to be feasible in practice.

e) The relationships of standards to curriculum design and their impact on holistic assessment practices.
2.2 Outline of the Project Methodology

The project was designed to involve three phases though there was to be some overlap between these. The first phase focussed on the development and identification of the components of the course which could be assessed in a single, integrated event. This phase also included the development of the conceptual model of holistic assessment and preparation for the piloting of the approach.

2.2.1 Phase 1: Development of Model and Implementation Strategy

a) Mapping Learning Outcomes across Modules

The Learning Outcomes specified for the modules of the Diploma of Hospitality Management were examined carefully to look for those instances where, in the workplace, these would commonly be applied in an integrated manner. These clusters were then reviewed to produce a set which would work well and reflect workplace practice while retaining core educational processes. One of these, concerning Front Office procedures, was then selected for use in this pilot.

b) Developing Specific Assessment Events Covering Those LOs

Appropriate assessment events for this cluster were then developed and reviewed.

c) Reviewing literature and practice in this pilot to develop a general model for holistic assessment

In parallel with these developments, a literature review was carried out and the broad model developed. The draft model is outlined in a later section.

d) Prepare for Implementation of the Pilot

Negotiations were conducted with a TAFE college to provide a means of piloting the proposed approach. Three modules in the current Associate Diploma course overlap with the content in the Front Office area proposed for the new Diploma. It was possible to teach and assess these modules as a single entity for one group at the college and it was agreed that this could be done. Other groups in the current course would continue to be taught and assessed in the normal manner. This provided us with the opportunity to compare the reactions of teachers and students to the differing approaches.

The implementation strategy was refined during this phase.

e) Document Progress to Date
2.2.2 Phase 2: Implementation and Evaluation of Outcomes

a) Establish framework and processes for evaluation of the pilot
b) Arrange, coordinate and monitor implementation of pilot
c) Train and support staff involved in pilot
d) Collect and analyse data as determined by evaluation plan
e) Document outcomes of evaluation

2.2.3 Phase 3: Reporting and Recommendations

a) Revise model and implementation guidelines as required
b) Develop recommendations
c) Finalise report

3. REVIEW OF THE LITERATURE

Australian and international literature on holistic assessment was searched to identify what useful guidance it might provide in either directing this project or providing useful information to teachers, workplace trainers and assessors, curriculum writers or policy makers.

It is interesting to note that the concept of holistic assessment is almost completely absent from the overseas literature. No example was found of the use of the term in a manner similar to its use in Australia. However, this is not to say that similar practices are not common in other systems of education. Rather, the concept in its broadest meaning is commonplace and, often, seen as unsurprising. Indeed this aspect of assessment practice is rarely the focus of recent international literature.

However, it is dangerous to make broad generalisations about other cultures and, at least for some, there is reason to believe that the similarities between their practice and the Australian understanding are not as great as might at first be seen. A case in point is Scotland (see Gray, 1992) where, although assessment practice has adopted a broad approach in which the assessment is expected to be realistic in terms of workplace practice, that system has recently sought to adopt a new approach which utilises assessment events which are complex and draw on the content of multiple subjects. The approach finally developed in Scotland involves the use of "capstone" assessments. These are significant events which learners are required to complete as the ultimate phase of their course. The assessments integrate the learning across the course as a whole and provide an opportunity for the learner to demonstrate their ability to apply skills in realistic contexts.
3.1 What are the Key Features of Good Assessment

While there has been considerable discussion about assessment and its place in a competency-based education and training system, much of this has occurred as if assessment had, previously, never been a feature of vocational education.

In fact, we know a great deal about good assessment practice and the introduction of CBT has, if anything, led to the abandonment of many good practices in pursuit of the new. Manson (1993), for example, argues that the recent focus on assessment methods and tools has distracted us from the real purpose of assessment. He expresses the view that “assessment should be a simple process ... built, informally, into the training” (p. 3) and that it should reflect and integrate with the culture of the workplace. Rumsey (1993) notes that assessment needs to take into account each of: the product of a workplace activity (e.g., taking a customer booking); the processes used (how that booking was done); and the underpinning knowledge and understanding which is required. He identified five broad classes of assessment: observation of practical skills; skills testing; simulation; evaluation of prior learning; and direct questioning (written or oral).

This complements Watson’s (1994) presentation of three different approaches to the assessment of competence that use different forms and sources of evidence:

- **Work samples:**
  assessment is based on evidence from specially-arranged assessment events such as practical tests, exercises and simulations. The validity of such evidence will depend on the extent to which it matches the ongoing workplace reality. This approach can encourage the fragmentation of functions rather than taking a holistic approach, can become complex and time-consuming - especially in regard to tracking multiple attempts - and may rely on the outcome of a single attempt at a particular activity.

- **Workplace observation:**
  assessment is based on natural observation in the workplace. Primary issues here concern fairness, reliability and cost-effectiveness. However, unless assessments are conducted by the registered provider, it also raises the issue of the willingness and the capability of the provider to accept the judgements of workplace assessors.

- **Evidence from prior achievement:**
  assessment based on recognising and/or assessing prior achievement or learning. Usually based on a form of portfolio, the method requires mechanisms to ensure quality control of documentation required and training in documentation and reflection techniques. (Access and equity issues are an important consideration, e.g., compiling a portfolio implies high skill levels in written communication, so language and literacy needs will need to be taken into account).
Both of these classifications (Watson’s and Rumsey’s) include recognition of skills that were acquired earlier as a separate kind of assessment. This doesn’t appear to be required. Rather assessing prior learning can employ almost any of the methods used for assessment generally.

Gonczi & Tennant (1994) note that real life problem solving is, by its nature, far more open-ended than has been the case with school or college environments. Assessment needs to reflect the ambiguity, lack of feedback, unclear problem boundaries and vagueness of relationships that is typical of the workplace. They argue that authentic and holistic assessment will better guide students learning and provide for more valid assessment.

Hawke and Oliver (1992) present a number of examples of good and creative assessment practice and identify a number of guidelines for good practice. For example, when assessing knowledge they recommend that, wherever possible, knowledge be assessed in the context of an actual work task. This could be achieved by questioning the learner: “Why did you do that? What other choices did you have then? What forces were at work on that beam?” etc. Perhaps their strongest point, however is that “one of the major changes required of assessment practice is the need to focus on the overall performance of the job. Traditionally, it has been considered acceptable to assess component parts of a job or task and assume that these can be added together into an overall outcome.” (pp. 246-247)

This point is reinforced by Bloch & Thomson (1994) who argue for “integrated assessment” activities which do not assess learning outcomes in isolation but through the use of assessment events which, simultaneously, assess a number of related outcomes in a holistic manner. This holistic approach is also strongly endorsed by Hager, Athanasou and Gonczi (1994).

Bloch and Thomson also identify some critical questions which assessors should ask to judge the validity of their assessment activities:

- Is the assessment method appropriate to the content being assessed? (eg don’t assess skill in using spreadsheets by a multiple-choice test)
- Does the assessment reflect the standard? In particular is the assessment within the boundaries of the range of conditions set by the standard?
- What comprises “sufficient evidence” for this particular assessment?
- Is the process and the expected outcome clear to both the assessor and the learner?

A further feature of good practice, long understood, was identified by Her Majesty’s Inspectorate (HMI) (1990:20) who reported that “the best-designed [assessment schemes] have clearly defined performance criteria which are made known to the students.”

In summary, then, good assessment practice uses assessment tasks which are as authentic as is possible to the workplace environment and include the full richness of the learning outcomes they purport to assess.
However, there are very few documented examples of holistic approaches to assessment being put into practice. During the course of the project, two were focussed on and each of these has many unique features. The first is the development, as part of the National Science Technicians Curriculum Project (Johnstone, 1993) of assessments for each module which sought to integrate, within one activity, all or most of the key elements of the Learning Outcomes established for that module. The approach was designed specifically to ensure that the assessment provided information on the student’s ability to synthesise a range of skills and knowledge including areas such as team skills, problem-solving and technical skills. However, the published reports of this work do not provide any extensive detail.

The second application of these ideas has grown within the context of the implementation of the Vehicle Industry Certificate. This project has been managed by the National Automotive Language and Literacy Coordination Unit, a division of the National Automotive Industry Training Board (see Sefton, Waterhouse & Deakin, 1994). This is an exciting project which has developed and implemented a new program of training into a range of workplaces in the vehicle manufacturing sector. The program is based upon the concept that training programs must be negotiated on an individualised basis reflecting the needs both of the workplace and the learner. Moreover, each program is continually open for renegotiation as needs and understanding develop and change.

The assessment is totally integrated into the ongoing working/learning environment and takes advantage of both naturally-occurring opportunities to collect evidence and artificially-constructed assessment events. The latter, however, are always close approximations to real-life situations and combine a range of Learning Outcomes which may derive from any number of different modules of the course.

The context of this application of holistic assessment is quite different from that which applies in most off-the-job education and training programs. In particular, the degree of flexibility and individualisation which it offers is unlikely to be available in most TAFE colleges. However, it offers a number of interesting possibilities. Firstly it appears to demonstrate that holistic assessment approaches can offer flexible and cost-effective alternatives to traditional approaches and, secondly, on the evidence available to date that even as flexible and changeable arrangement as has been adopted here can offer a valid and reliable approach to competency assessment.

The VIC project still needs to be thoroughly evaluated before one can be confident that the value of the approach is long-lasting and not an artefact of the initial enthusiasm. Moreover, a range of such projects will need to be available for consideration before final judgements can be made.
4. AN APPROACH TO HOLISTIC ASSESSMENT

4.1 What is Holistic Assessment

While we have already used the definition given by Rumsey (1994) earlier in this report, it seems to be of use to draw out some of the implications of that definition and elaborate on them. The definition involves the use of multiple components from more than Unit of Competency and combines assessment of knowledge, problem solving, etc within an assessment task. This is neatly reflected by the following diagram taken from Gonczi (1993).

\[ \text{Knowledge} \leftarrow \text{Ethics} \rightarrow \text{Holistic Assessment} \rightarrow \text{Understanding} \rightarrow \text{Problem Solving} \rightarrow \text{Attitudes} \rightarrow \text{Technical Skills} \]

4.1.1 Multiple Components

The use of multiple components such as Learning Outcomes, integrated within a single assessment event involves a significant departure from some aspects of assessment practice and yet none from others. For example, it has been usual practice to assess course components (subjects or modules) independently. However, at the same time it has been common practice to assess different Learning Outcomes within a module within a single assessment activity (eg a test). Where holistic assessment is most likely to vary from existing practice is that while not explicitly identified in Rumsey’s definition, it is implicit in all that Rumsey, Gonczi and others have written that holistic assessment involves the creation of an assessment event which closely approximates real workplace activities. The \textit{authenticity} of the assessment is one of its defining features.
While this question of authenticity is explored further below, in the context of involving multiple components it will usually imply that the assessment activity will need to integrate a number of traditionally distinct course components. This may have administrative and/or feasibility implications. As well, it can raise questions of fairness and this is discussed below.

A related issue is the separation of distinct outcomes from the overall, integrated assessment task. Current TAFE NSW policy is that each Module is a separate recording and reporting entity. Thus while a single activity might entail all or parts of several modules, each will need to be separated out for reporting purposes. How can this be done fairly? What are the implications for trainees who are complete most of the components of an overall task but are found to be unsatisfactory on a component of this task? Does such a judgement imply a move towards an atomistic rather than a holistic assessment approach?

A particular implication is that the assessment activity may require considerable time to complete and may require a level of observation on behalf of the teacher/trainer which is considerably greater than commonly available in the past. While it may be that by combining assessments in this way, the overall resource demand of assessment might be reduced, this is not yet clearly demonstrated to be the case. In any event, the nature and basis of resource allocation for such assessment appears to differ greatly from that of more traditional approaches and this will need to be considered further.

4.1.2 Integration of Knowledge, Skill and Values

Traditional approaches to teaching and assessment have tended to segregate the assessment of knowledge from that of skills or values. The holistic approach seeks to integrate the three components. In particular, it proposes that knowledge be assessed (and, by implication, taught) in the context of practice rather than as an isolated intellectual activity. This does not imply that traditional approaches to the assessment of knowledge (eg pencil & paper tests) are discontinued. Rather it requires that an additional approach is adopted. This would typically involve questioning during and directly related to an activity in which knowledge, skills and values are being demonstrated.

Many traditional approaches to assessment have not given a high priority to the assessment of values. The emphasis on paper and pencil testing, for example, may make it difficult to include the assessment of values. By placing assessment in a broader and more authentic context, holistic assessment provides opportunities to directly address the issues of values.

A key feature of such an approach is that it requires a considerable degree of flexibility on the part of the assessor. As the assessment activity proceeds, the assessor must be alert to suitable opportunities for questioning. These need to be moments when relevant information, understanding or analysis can be sought and yet which do not disrupt or misdirect the flow of the activity. This implies consideration, also, of administrative and organisational constraints which may impede such flexibility.
The very flexibility of this approach, however, will ensure that there is no guarantee of consistency between those being assessed as to which aspects of knowledge are assessed or in what depth. While not necessarily a significant issue, it is a significant departure from current assessment practice and highlights the important role of professional judgement in holistic assessment.

As well, the skill of developing such assessments and conducting them is not one which has been widely developed within teachers or trainers. It would appear, then, that some process of staff development will need to accompany a shift in assessment approach towards holistic assessment.

4.1.3 Authenticity

The most essential feature of holistic assessment is that it represents a close approximation to the activity of the workplace. The considerable literature on the importance of authenticity to both learning and assessment makes it clear that the greater the match between the real world of work and an assessment activity the greater is the transferability of the outcomes. If an assessment can capture the complexities of the real work environment and provide opportunities for the learner to develop processes to integrate and reflect on the skills involved then they have a better chance of being able to transfer learning from one context to another. Simply, if you can do it in a simulated, work-related assessment, the chances are you can do it in the workplace.

However, for traditionally-organised educational systems, this is also the greatest challenge that holistic assessment provides. Without, at this stage, exploring these in depth, key issues that authenticity raises are these:

- how much “authenticity” is needed?
- what capacity does an educational institution have to simulate the workplace?
- what is the capacity of real workplaces to provide assistance/opportunities for this?
- who is best placed to assess such activities?
- will team-assessing become a common place?
- how do you manage situations where learners are not competent overall? ie how can reassessment retain authenticity?

4.2 Identifying Learning Outcomes which Can/Should Be Co-Assessed

Within TAFE programs, two distinct (though related) situations apply. The first arises where, within a module, all or many of the learning outcomes can be assessed within one assessment event. The second is when the learning outcomes which might be assessed within one event are drawn from more than a single module.

These two situations differ principally in the implications they have for administrative practice, record keeping and for TAFE NSW policy. While this will be returned to at a later stage, for the present, this distinction will be set aside and the broader principle emphasised.
4.2.1 Curriculum and Assessment Design

In the development of a curriculum which will use holistic, integrated assessment a number of key decisions will need to be determined. The first, and most critical, concerns the clarification and clear expression of the module purpose. In most cases this will have some direct relation to one or more of the Units of Competence established in the relevant standard. However, it is this module purpose which should be the focus of the assessment and hence its critical importance.

To pick up Manson’s (1993) theme, assessment should, essentially, be simple. The statement of the module purpose which is developed will be a very good statement of what should be assessed. For example, if a module’s purpose was stated to be:

*Use a Windows-based spreadsheet (or equivalent) to carry out routine operations associated with the establishment of a budget for a small/medium enterprise.*

All the key features of the appropriate assessment for this module have been defined.

What, then are they? The following issues are implicit in the above statement and would need to be spelled out in greater detail in constructing the assessment event, the module learning outcomes and setting the assessment criteria:

a) the assessment must require the student to actually use a spreadsheet to carry out a defined task.

b) the assessment must involve the student using a particular class of software (though teacher professional judgement is accepted as to whether a particular program complies).

c) the task involves a range of “routine” operations within a particular context. Again professional judgement will need to be exercised, though the detail provided in the curriculum may inform this.

d) the task involves budget preparation. This may be assumed knowledge from elsewhere in the course or taught in this module. The curriculum should make this clear.

e) operation of the software requires underlying knowledge about alternative means of achieving the outcome, contingency planning, error correction, rules concerning entry of formulas, etc. These will need to be assessed and specified in the curriculum.

From the module purpose, the individual learning outcomes will, in turn, be defined. Their relationship to the assessment event(s) needs to be clearly specified.

Note that it will not always be possible or appropriate for a single event to encapsulate all of the relevant learning outcomes in a module. A module purpose might incorporate, for example a small number of aspects which will be integrated into a more comprehensive framework in later modules. At this stage of learning, however, they may be best dealt with separately. Whatever the particular need, the design of the curriculum establishes the essential framework within which holistic assessment can occur.
4.2.2 Implementation

When developing and/or implementing a specific assessment event, the teacher/assessor is faced with a complex array of data. These will include at least the module purpose, the learning outcomes and the assessment criteria. The last two of these should be seen as, principally, a clarification of their predecessor.

The module purpose should be the guiding definition upon which the assessor must decide if competence has, or has not, been achieved. The learning outcomes and the assessment criteria provide essential information to the assessor as to the required features of competent performance and the sorts of standards which should apply. They are not, themselves, however, the ultimate criterion. In particular, it is not necessary that every assessment criterion be achieved before competence is determined. The final decision is a professional judgement made by the assessor on the basis of the evidence presented.

Notwithstanding the above, there are good reasons for ensuring that assessors are given clear and comprehensive guidance as to how they should collect and weigh the evidence provided by the assessment event(s). This can include examples of work of acceptable and unacceptable standard, clear indications of the relative importance of the different assessment criteria and the like.

A particularly important requirement is that "critical misses" should be defined. What features must be included in the evidence if the assessor is to determine that competence has been achieved. These, for example, would typically include safe and/or hygienic practice but might also include significant needs for capturing information. In the Front Office situation, for example, not keeping a record of the customer’s name when taking a booking would be an obvious example. The module purpose should provide guidance to the assessor as to what those might “critical misses” might be.

4.3 Developing a Holistic Assessment

Within the confines of the assessment process defined within the curriculum, what then are the key issues/processes involved in developing a holistic assessment?

Like any other form of assessment, holistic assessment needs to comply with the basic criteria for good assessment set out by Rumsey (1994). That is it should be fair, valid, reliable and practicable. We’ll look at each of these in turn:
4.3.1 Fairness

A critical issue in designing a holistic assessment is the need to ensure that, in utilising a number of different Learning Outcomes, the eventual outcome in any of them is not constrained by the outcome in one or more of them. For example, in an assessment which involves registering a guest in a hotel, processing their accounts during their “stay” and then completing their account and other formalities on check-out, it is necessary to ensure that an error made in registration will not affect the capacity of the student to demonstrate competence in check-out. While it is not possible to foresee all possible eventualities, the design of the assessment should take such matters into account as should the process for actually conducting the assessment. Such contingencies do, however, add to the “authentic” nature of the assessment activity.

A related issue which needs to be further explored is the fairness of replacing a number of smaller assessments with a few major activities. Are students being placed in the “all-your-eggs-in-one-basket” situation. Will such a major event be unreasonably distressing to all or some trainees?

There appears, also, to be a need to provide learners with skills in integrating their knowledge and skills in ways which allow their capacity to be fully reflected in the assessment. It is not sufficient to assume that this occurs naturally. Rather it needs to be included in the overall learning strategy applied throughout the course and, specifically, needs to be reflected in the formative assessment occurring throughout their learning.

As well, fairness in the past has required that all students have identical assessment experiences and the concept of reliability has also suggested that this apply. Is this a requirement or, in line with the new focus on outcomes, is the need to ensure equitable opportunities to demonstrate competence? That is, should the assessment event be designed to include, for all those being assessed, the range of essential outcomes though the detailed content may vary for each student?

4.3.2 Validity

The degree to which the assessment event reflects real workplace practice will have a considerable impact on its validity. However, the Learning Outcomes of courses typically involve a range of factors which are not immediately obvious in day-to-day workplace practice. In particular these relate to underlying knowledge and to the frequently-cited generic skills (including the Key Competencies). A similar situation exists when Units of Competence are being assessed. The generic competencies which these include are not always made explicit but, nonetheless are understood to be included within the standard.

An assessment will only be valid when these outcomes are also explicitly assessed. To ensure that all components of the relevant Learning Outcomes are incorporated, the concept of a table of specifications for the assessment is a useful tool. Here, the different components (learning outcomes, elements of competence, etc and the knowledge, skills or values which underpin these) form the rows of a table and the different segments of the assessment activity form the columns. Where a particular component will be assessed through a particular segment that cell of the table can be appropriately denoted. This might be a simple check-mark or may contain indications of the performance criteria which should be applied. Such a table provides a simple check which ensures all relevant components are assessed.
4.3.3 Reliability

While the traditional approach of ensuring that all those assessed have as nearly identical an experience as possible cannot be used here, similar principles apply. The design and conduct of the assessment needs to comply with pre-determined procedures and, wherever feasible, clear and detailed standard guidance is provided to all assessors on managing the assessment process. This should include contingency planning for likely alternative directions which may arise during the activity.

Most critically, all assessors should have clear and consistent guidance on the way in which the assessment criteria will be used to reach the overall judgement. An “assessment guide” can provide clear advice to assessors on the relative importance of the different performance criteria, what constitute “critical misses” and to what extent performance in certain areas can compensate for lesser performance in others. The degree of detail which will be required is not yet clear but is an important issue requiring further study. However it seems likely that ongoing monitoring and review of assessment practices by teachers/trainers and by curriculum developers will improve practice and lead to increased reliability and the minimisation of unnecessary repetition.

4.3.4 Practicability

It is unlikely that holistic assessment approaches could be applied to every aspect of a course. Rather it plays a role as an important mode of assessment that could be considered at various stages of progress through a program of education or training.

It is likely, for example, that it is more feasible for such an approach to be adopted in the later stages of a course. In the earlier stages the capacity of trainees to integrate skills and knowledge from a number of areas may not be as well developed as it should be at a later stage. Moreover, the skill of integrating is itself something which may need to be developed and this may only be achieved over a period of time.

Critical to the question of practicability are a number of administrative and organisational issues which will be explored in more detail below. However, some of these include:

- the qualifications/capacity of assessors to assess across a broad range of areas.
- the level and nature of resources (including staff) required to conduct the assessment.
- the administrative requirements of reporting on a number of modules based on a single assessment.
- the recording of partial module results when an assessment event does not assess a complete module.
- the management of learners who enter with credit in part of the domain to be covered by the planned assessment.
4.4 Administering and Recording the Assessment Outcomes

The administrative system in which holistic assessment occurs has the capacity to support and facilitate a holistic approach or to frustrate it. Current administrative arrangements are, in the main, more likely to frustrate the adoption of holistic assessment than they are to provide it with a supportive environment. Key features of an administrative system which supports holistic assessment are:

- a record-keeping system which allows for a flexible linkage between assessments and the organisational building blocks of courses. That is, a system which does not require a “result” for each module but allows assessments to be related to many modules and which does not assume that the linkage between assessments and modules is fixed.
- arrangements for conducting holistic assessments which allow the assessment to be managed by the appropriate assessor(s). That is which allow for team assessment when required, allow for assessments to be conducted by someone other than the teacher, etc.
- arrangements for holistic assessment to be conducted at an appropriate time and place. That is which allows assessment to occur outside class times and in any appropriate location.

4.5 Managing Reporting Across Units and/or Modules

A key feature of traditional approaches to assessment has been that a result is recorded and reported for each course module. This has been accompanied by organisational systems in which each module is assessed by the class teacher or examined by a panel of such teachers. Holistic assessment raises fundamental questions as to the appropriateness of this assumption. Ideally, the results of a holistic assessment should be reported in their own right rather than being disaggregated into separate results for each Unit or Module. To do so, however, involves some fundamental rethinking of a number of current practices.

Significant issues which need to be addressed include the question of “ownership” of the assessment. For example in the situation in which an assessment involves modules which draw on quite distinct teaching disciplines, how is the assessment managed? Who has the primary responsibility for designing the assessment? How are final judgements made when more than one teaching discipline is involved - who should have ultimate responsibility for the assessment decision? Associated issues in some industry areas would relate to industrial relations coverage as well.

It is unlikely that any single answer is appropriate to these questions. The variety of ways in which modules could be combined for the purposes of holistic assessment seems to imply that flexible, professional judgement is the key requirement. If this is so, then the process of assessment will be less rigidly defined than is true in many current institutional arrangements and will be subject to judgements which reflect the particular situation in a particular setting involving a specific group of learners and teachers. Management systems will need to evolve which permit that flexibility.
A series of related issues concern the position of learners who’ve demonstrated partial competence. Essentially similar issues arise when we consider learners who’ve been granted credit for prior learning and students who, on a holistic assessment satisfy significant components of the overall criterion but are not competent in other components. The question of principle is, what effect on our understanding in the holistic nature of the assessment would occur if we were to expect some learners to complete only part of the assessment? Is it fair to require learners to complete the whole of an assessment when it is known they are competent on significant parts?

The principal response to these concerns lies in the flexibility provided within the overall assessment regime. If assessments are fixed and cannot be re-arranged, there seems little opportunity to respond to this dilemma. However, where holistic assessments can be created which combine modules in different patterns to meet the needs of students, individually or collectively, the problems of both prior learning and reassessment become more manageable.

5. **EVALUATION OF THE HOLISTIC ASSESSMENT APPROACH**

The assessment approach we have outlined above is one which has a wide array of features. Within the confines of this project it was not possible to evaluate the approach in its entirety. However, some key features of the approach could be examined through the pilot project described in section 2. Specifically, the project sought to evaluate student response and the administrative feasibility of a holistic assessment approach which integrated learning outcomes from a number of modules. This allowed a more realistic assessment activity incorporating assessment of skills, knowledge and values to be created.

5.1 **Description of Pilot Implementation**

The project involved both teaching and assessing three modules from the Associate Diploma of Hospitality Management which covered aspects of the front office operations in a hotel, motel or resort. The three modules were:

- Reservations Procedures and Service
- Registration Procedures and Service
- Guest Departure Procedures and Service

An analysis of the Learning Outcomes for these three modules showed significant similarities and overlaps which made the development of a single, holistic assessment approach relatively straightforward. For example, each included Learning Outcomes which addressed the interpersonal skills of customer service. As well, there was a natural flow contained within them which built toward the overall result of performing Front Office duties at operative level.

A copy of the assessment utilised is included in Appendix 4.
To pilot the assessment program, two groups of students at Ryde Campus of the Northern Sydney Institute of TAFE were selected. The first group of eight students experienced the holistic assessment. They were in their fourth semester of the Associate Diploma having previously completed the Advanced Certificate in Commercial Cookery. Thus they had entered with advanced standing and were now required to complete a component not included in their Advanced Certificate. The Advanced Certificate had been assessed with graded results and, since transferring to the Associate Diploma, the students had been assessed only on a Pass/Fail basis. This involved them in completing three minor assessments each involving a specific assessment of the integrated subject and a major, holistic assessment event. The details of their assessment are set out in Appendices 1, 2 and 3.

The second group of eleven students provided a reference point for the project. They were enrolled in the second semester of the Associate Diploma in Hospitality Management and undertook the three modules independently. This involved them in completing a total of six assessment events, a major event and a quiz for each of the three modules.

On commencement of the modules, each group was asked to complete a simple survey which asked them to comment on their experience of assessment up to that point. Then, at the end of the modules, the two groups were again surveyed with a view to identifying changing patterns in their response and to explicitly gain the views of the first group on the holistic assessment approach.

In addition, discussions with the teachers involved provided additional insights.

5.2 Analysis of Data Collected

The survey instruments are included in Appendix 7.

5.2.1 Initial Survey

The figures given in brackets are the numbers giving a response when more than one student gave a particular response.
The best things about assessment:

<table>
<thead>
<tr>
<th>Group 1 (Holistic) (n=8)</th>
<th>Group 2 (Traditional) (n=11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded results (3)</td>
<td>Graded results</td>
</tr>
<tr>
<td>Poorer performance in one area compensated elsewhere</td>
<td></td>
</tr>
<tr>
<td>Information is provided in advance (2)</td>
<td>Information is provided in advance</td>
</tr>
<tr>
<td>Continuous/progressive assessment (2)</td>
<td>Continuous/progressive assessment (4)</td>
</tr>
<tr>
<td>Everything doesn’t depend on one exam (2)</td>
<td>Everything doesn’t depend on one exam</td>
</tr>
<tr>
<td>You learn about the industry</td>
<td>You learn about the industry</td>
</tr>
</tbody>
</table>

The Worst things about assessment:

<table>
<thead>
<tr>
<th>Group 1 (Holistic)</th>
<th>Group 2 (Traditional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules not graded (6)</td>
<td>Some too easy</td>
</tr>
<tr>
<td>Size of assessments (amount of work) (3)</td>
<td>Repetitive (9)</td>
</tr>
<tr>
<td>Final exams</td>
<td>Too many assessments (4)</td>
</tr>
<tr>
<td>Some too easy</td>
<td>Boring</td>
</tr>
<tr>
<td>Repetitive (3)</td>
<td>Major assessment on last day</td>
</tr>
<tr>
<td>Too many assessments</td>
<td>Lack of communication between teachers (4)</td>
</tr>
<tr>
<td>Boring</td>
<td></td>
</tr>
</tbody>
</table>

Does assessment help learning? Why?

<table>
<thead>
<tr>
<th></th>
<th>Group 1 (Holistic)</th>
<th>Group 2 (Traditional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>4 - wide coverage, relevant, recent.</td>
<td>10 - practical, progressive, makes you learn, guides you</td>
</tr>
<tr>
<td>NO/MAYBE</td>
<td>3 - not graded, boring, too many, a chore</td>
<td>1 - too many</td>
</tr>
</tbody>
</table>
Thus, there was a reasonable degree of similarity between the two groups in characterising their assessment experience as one in which assessment was regarded as acceptable but not a high point. Major criticisms focused on the amount of assessment and its repetitiveness notably, this was a greater concern with group 2 who had experienced the assessment structure of the Associate Diploma for a longer time. Both groups expressed appreciation for progressive assessment over single, terminal approaches. The strong view of the first group regarding the lack of grading appears to arise from their previous experience of graded outcomes in the Advanced Certificate.

5.2.2 Follow-up Survey - Group 1

Reactions of the Holistic Group to their assessment:

Overall students responded positively to the approach adopted. Comments on the method of assessment included:

**Good, very practical approach. A lot to do in one hit but you do get to see the whole process at once instead of in small chunks.**

**Much easier and more relaxed. This type of event does not put as much pressure on the students.**

**Practical assessments such as this are a lot more useful in industry. (It’s actually what you’d be doing)**

Comparing the holistic assessment to assessment at the end of each module:

In the initial survey, the students from this group had indicated progressive assessment was a feature they valued, most felt that the holistic assessment provided an opportunity to bring different components together. Some comments were:

**Assessments similar to this [are] required to give a complete view of the course.**

**Not fair - nerves play too big a part.**

**I would [prefer assessments at end of modules] but the advantage of doing it this way is you see how it comes all together.**

**Prefer to have an assessment at the end of each module then forget about it.**

**The “holistic assessment” put it all together at the end.**

In sum, the reactions of students was mixed. Students generally preferred an approach where they were able to progressively acquire credit rather than one which placed heavy emphasis on a single assessment event. However, many also recognised the value of the holistic approach in bringing together components of the course in a way which links and integrates them.
5.2.3 Reactions of Teachers

The two teachers involved in the pilot program both saw substantial advantages in the holistic approach. In particular, these were that the holistic approach provided an explicit process for linking the theoretical and practical components of the modules, that it also provided a bridge between the classroom and the workplace and that it provided an opportunity to more appropriately address the underlying knowledge and skills which operate across the three modules.

Overall, they felt that the process provided a more valid and reliable process than the method normally in use. For instance, one indicated that “one of the initial problems with CBT assessment was that many teachers felt they were doing nothing but ticking boxes and not enough teaching and guiding students.” The approach used here offered the teachers an alternative to repetitive assessment and provided them with the opportunity to focus on developing the Front Office competence of their students.

6. AREAS FOR FURTHER RESEARCH

The approach and understanding we have developed here must be regarded only as a first step. Substantial issues, both conceptual and practical, require further discussion and development. While this early work points to a number of potential advantages from adopting a holistic approach, achieving its full potential requires a number of developments at the levels of policy and practice. In particular, the following issues appear to be worthy of further investigation:

• **Authenticity** - what are the essential features of real practice which need to be included to ensure authenticity?

• **Work-based assessment** - how can assessment links be structured between the workplace and educational providers? How is assessment in the workplace viewed by supervisors and learners? How does this “add value” to training?

• **Flexible Delivery** - what role can holistic assessment play within a range of flexible delivery options? What design and delivery issues arise in the implementation of holistic assessment within such contexts?

• **Guidelines** - what should be included within guidelines on holistic assessment? What are the key features of the structuring and sequencing of assessment which need to be included?

• **Reflection** - what role can/should the learners reflections on their own performance have within holistic assessment? Related to this, How can self and peer assessment contribute to critical reflection and holistic assessment?

• **Generic skills** - how can generic skills (including the Key Competencies, Karpin’s management competencies, etc) be addressed within holistic assessment?
• **Recording/Reporting** - what systems of recording and reporting will support and foster holistic assessment? What do recorders need to do?

• **Teachers/Workplace Assessors-Trainees** - what difficulties do teachers/trainers experience in implementing good assessment practices? How can we look at teaching practice to better understand how these operate? How can we best support teachers/trainers in implementing such good assessment practices?

• **Standards** - how can standards be developed which provide better guidance and support for curriculum design, development and delivery?

7. **CONCLUSIONS AND RECOMMENDATIONS**

The results of this pilot investigation of holistic assessment have not been able to provide a complete examination of the approach which has been developed. Nor has it provided an unconstrained endorsement of the approach to assessment attempted in this pilot study. However, the value of holistic assessment is not only encapsulated in its assessment outcomes but in its process as well. This approach to assessment, as a component of an overall strategy, has particular importance in providing a learning context within which the integration of knowledge, skills and attitudes can occur. The learners in this small sample, indicated that this opportunity was valued. A particularly important aspect of this role is the place holistic assessment can play in providing a framework within which generic competencies, including the Key Competencies, can be developed.

A number of important lessons have emerged from this work and, in this section, we attempt to identify those and suggest further action which might be needed.

These lessons appear to have implications for each of three levels of broad VET policy, TAFE NSW course design policy and practice and at the administrative and delivery level.

7.1 **Implications for Broad VET Policy**

This project has highlighted the difficulties which can arise when the more narrowly-focused competency standards which characterised early policy and practice are translated directly into curriculum. While our developing understanding of both standards and the relationship of standards to curriculum has progressed significantly, experience with the standards used in this project has reinforced the need to ensure that industry Competency Standards are capable of forming a sound benchmark for education and training programs. This involves acknowledging the need for regular review of standards to ensure relevance and currency. In particular, it is recommended:
RECOMMENDATION

That the Standards and Curriculum Council in conjunction with Competency Standards Bodies, develop guidelines for CSBs on the design of competency standards which facilitate holistic approaches to assessment. Requirements for Evidence Guides should encourage holistic assessment, where appropriate.

In a similar vein, it is important that curriculum developed nationally should explicitly support holistic assessment practices. Such support might include relevant teacher support materials including examples but should also provide guidance as to where Learning Outcomes from different modules might appropriately be assessed within a common framework.

RECOMMENDATION

That guidelines for national course development should be designed to facilitate and support holistic assessment, wherever appropriate.

At the national level, as at state levels, the changes to policy and practice in the VET sector which have been introduced in recent years have created a climate which is often characterised by confusion and misunderstanding. This seems particularly so in the area of assessment. Concepts such as competency-based assessment and holistic assessment are being viewed by many as being some new and different methodology which has little or no link to past practice or experience. We know a lot about good assessment practice and this needs to be more aggressively pursued, especially in the education and training of those who deliver VET.

RECOMMENDATION

That the National Staff Development Committee include within its programs an emphasis on raising awareness amongst teachers and trainers of basic principles of good assessment practice.
HOLISTIC ASSESSMENT

The principles of good assessment practice and the understanding of holistic assessment that we have developed have important ramifications for assessment in the workplace and for industry recognition systems such as the ACCESS system which operates in the Hospitality industry.

RECOMMENDATION  
Workplace and industry assessment systems should, wherever appropriate, adopt holistic assessment approaches. Documentation produced by these systems needs to meet guidelines supportive of holistic assessment similar to those which apply to curriculum.

7.2 Implications for TAFE NSW Policy

This project has also identified a number of areas where modifications of TAFE NSW policy and practice could facilitate the wider use of holistic approaches to assessment as components of an overall assessment strategy.

Probably the most critical of these is for NSW TAFE to formally recognise the legitimacy of assessment activity which involves components from more than a single module. Training Division staff involved in this project noted the frequency with which teachers approach them seeking “permission” to use assessments of this kind. Clearly, while appropriate guidelines may need to apply, NSW TAFE policy should be providing for more flexible delivery approaches.

RECOMMENDATION  
TAFE NSW policy should be amended to specifically endorse and allow assessment activity to include components from multiple modules, where appropriate.

The work in this project has highlighted the importance of curriculum documentation supporting holistic assessment and providing guidance to those implementing the curriculum on how and where holistic assessment might apply. The course design and documentation provides a key source of quality assurance. As such it needs to identify those aspects of the course where holistic assessment approaches are possible and/or desirable. Thus course design should not encourage the isolation of skills but rather their integration and the development of their common, underlying base of knowledge, skills and values. TAFE NSW guidelines for curriculum development need to reflect this.

RECOMMENDATION  
TAFE NSW guidelines for the development of curriculum should support the use of holistic assessment within courses. Curriculum documentation should, in future, include guidance to teachers on where and in what ways, holistic assessment might be used in course delivery.
A particular issue in quality assurance is that of the criteria of appropriate expertise which should be held by an assessor. This has implications for the teacher designations assigned for assessors within the curriculum and, possibly, the need to identify separate designations for teachers and assessors.

**RECOMMENDATION**

Consideration be given to introducing separate criteria for the competence required of teachers and assessors. The implications of such arrangements for delivery in TAFE Institutes would need to be considered.

Holistic assessment's emphasis on the professional judgement by teachers is a major concern for many teachers. In particular, questions arise about the relative weighting of components, and about the criteria which should apply in determining if sufficient evidence exists to decide that competency has or has not been demonstrated. Currently, we do not have a sufficiently detailed understanding of what kind of criteria is used in making such judgements. Useful guidance, then, needs to be built on improved understanding.

**RECOMMENDATION**

Research be commissioned to investigate and describe the criteria used by experienced judges when making decisions about competence. This research form the basis of guidelines for TAFE NSW teachers.

Currently, most of the courses provided by TAFE NSW have not been designed with holistic assessment in mind. Consequently, the curriculum documentation does not provide much guidance to teachers. Nonetheless, opportunities for holistic assessment exist in many of these courses and, to develop experience in this approach to assessment, teachers should be encouraged to use those opportunities.

**RECOMMENDATION**

Teachers should be encouraged, wherever appropriate, to use holistic assessment approaches in existing TAFE courses. Such approaches might not reflect the full range of features identified in this project, but will provide useful experience which might be applied in courses yet to be developed.

Recognition of Prior Learning (RPL) is a particular application of assessment. Consequently, the principles discussed here are equally applicable in that context.

**RECOMMENDATION**

TAFE NSW guidelines for RPL should recognise and support holistic assessment practice.
The approach to holistic assessment discussed here is appropriate to learning contexts which involve direct student-teacher contact. This project has not explored the usefulness or appropriateness of the model to alternative delivery modes. Given the importance of flexible delivery, this omission needs to be addressed.

**RECOMMENDATION**  
*Research should be conducted to explore the place of holistic assessment in a range of flexible delivery modes.*

### 7.3 Implications for Course Delivery

Holistic assessment should, wherever practicable, adopt the general principles of good assessment practice. The processes of good assessment within a holistic model do not differ from those applicable under any other approach. In this study, we have noted, again, the strong student preference for continuing assessment and this reinforces the importance of adopting general principles of good practice.

**RECOMMENDATION**  
*Professional development activities, formal and informal, need to emphasise the role of good assessment practice and its application to competency-based and holistic assessment. Resources should be made available to support teachers in undertaking such activities.*

Current changes to NSW TAFE structures may provide the opportunity to explore a more flexible system of delivery at the local level. Holistic assessment has important implications for the ways in which this might occur, particularly where the packaging of assessment components might vary for particular individuals or groups of individuals. Administrative practices in NSW TAFE Institutes would need to permit and support that level of flexibility. Current practices such as fixed student:teacher ratios, the E.C. system, policies related to the accounting of teacher assessment time, and others will need to be evaluated.

**RECOMMENDATION**  
*Administrative arrangements in NSW TAFE Institutes need to be examined for their ability to constrain flexible course delivery and assessment approaches. Where it is found that this occurs, appropriate action will be required.*

Current TAFE NSW arrangements for record-keeping do not sit easily with the more flexible linkages between learning modules and assessment outcomes which could operate under a holistic assessment approach. Institutes, in reviewing their student record needs, will need to consider what changes to current policy and practice may be required.

**RECOMMENDATION**  
*Record-keeping systems used by TAFE Institutes will need to be modified if holistic assessment is to be more widely used.*
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Paper presented to National Assessment Forum. Sydney, April 1993


APPENDIX 1

ASSESSMENT INFORMATION PROVIDED TO STUDENTS IN THE HOLISTIC ASSESSMENT GROUP
**ASSESSMENT INFORMATION**

First Day Handouts

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRONT OFFICE PROCEDURES</strong></td>
<td></td>
</tr>
<tr>
<td>Reservation Procedures &amp; Service</td>
<td></td>
</tr>
<tr>
<td>- Progressive Assessment</td>
<td></td>
</tr>
<tr>
<td>Reception Procedure &amp; Service</td>
<td></td>
</tr>
<tr>
<td>- Progressive Assessment</td>
<td></td>
</tr>
<tr>
<td>Guest Departure &amp; Service</td>
<td></td>
</tr>
<tr>
<td>- Progressive Assessment</td>
<td></td>
</tr>
<tr>
<td>Major Assessment</td>
<td>70%</td>
</tr>
<tr>
<td>- Covering Reservation/Reception and Guest Departure</td>
<td></td>
</tr>
<tr>
<td>** Includes Oral Quiz</td>
<td></td>
</tr>
</tbody>
</table>
Module Name: Front Office Procedures - T&H (BFO 1-2-3)

Module No:  
- 2611B Reservations Procedures & Service
- 2611C Reception Procedures & Service
- 2611D Guest Departure Procedures & Service

The purpose of these modules are for students to develop the necessary knowledge and skills to perform the tasks of reservations, reception and guest departure in a hospitality establishment - hotel, motel, resort or club.

Module Assessment

The assessment for this subject is recorded as PASS/FAIL and no marks are recorded centrally. Your result will be reported as PASS/FAIL.

The Training Division which is responsible for the subject manages the setting of at least one of the assessment events which are used to determine if you get a PASS or FAIL result for this subject.

All assessment events are marked locally.

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Assessment Event - Name</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class P/F - No Mark</td>
<td>Progressive - Reservations Procedures</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Progressive - Reception Procedure</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Progressive - Guest Departure</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Major Assessment</td>
<td>70%</td>
</tr>
</tbody>
</table>

* Includes an Oral Theory Quiz
Assessment Event - Additional Information

Event Name: Major Assessment including Oral Theory Quiz

Students to be orally questioned while completing practical assessment.

Additional Assessment Information:

Pass/Fail Criteria

This is based on achieving the criteria as specified in this module and a pass mark in practical and oral assessment - 90% accuracy required.

Module Completion Requirements:

Students must complete and pass each and every assessment event.

Pre and Co-requisite Information:

PREREQUISITES are subjects which you must have successfully completed before you are allowed to enrol in this subject. Most subjects do not have preprerequisites and you may enrol in them without having done any other subject.

CO-REQUISITES are subjects which you must do at the same time as your are doing this subject. Most subjects do not have co-requisites.

Prerequisites to this module are:

2490C  Computer Operations and Data Retrieval
5776A  T&H Essentials
7365D  Keyboarding - Techniques and Operation
2603B  Clerical Administration
2603A  Telephone Techniques and Service
APPENDIX 2

PROGRESSIVE ASSESSMENT MARKING GUIDES
Student Name: ............................................................

☐ Interpersonal skills display when answering telephone:
   - Tone, modulation of voice
   - No use of slang, excessive OK’s, etc
   - Displayed enthusiastic attitude

☐ Obtained appropriate information from guest:
   - Basic Information
   - Checked availability
   - Additional Information

☐ Advised guest of appropriate hospitality policies
   - Guaranteed Booking
   - Acceptable MOP
   - Cut off time/Check in time

☐ Recorded information accurately using:
   - Manual Whitney System
   - Inngenius Computer Program

COMMENTS:
PROGRESSIVE ASSESSMENT
REGISTRATION SERVICES AND PROCEDURES - 2611C

Student Name: ........................................

☐ Displays appropriate interpersonal skills:
  - Warm greeting to guests
  - Offers of assistance
  - Personal grooming and presentation
  - Positive body language

☐ Registration process is timely and appropriate:
  - Greets guest and issues registration card
  - Confirms appropriate details
  - Allocates room appropriately
  - Checks details on registration card
  - Acts appropriately on MOP
  - Farewell

☐ Records information to industry standards using:
  - Manual Whitney System
  - Sets up two folios where appropriate
  - Inngenius Computer system

COMMENTS:
Student Name: ..........................................

☐ Displayed appropriate interpersonal skills:
  - Tone of voice used
  - Positive body language
  - Uniform and personal presentation

☐ Completed departure procedure in a timely and professional manner:
  - Greeted guest
  - Ascertained room number and name
  - Presented account for verification
  - Explanation of charges
  - Settlement of account using correct MOP
  - Issued receipt
  - Appropriate farewell procedure

☐ Recorded information to industry standards using:
  - Electronic Billing Machine
  - Inngenius Computer system

COMMENTS:
APPENDIX 3

HOLISTIC ASSESSMENT MARKING GUIDE
Student Name: .................................

Result: .................................
Reservations

You will accept two (2) telephone reservations. One reservation will be from a company on a corporate rate and one reservation from a private market segment.

You will complete the paperwork for a manual Whitney system and enter the information into Inngenius computer system as your hotel is in the process of converting to a computerised system.

Registration

You will now register both guest's into your hotel.

Once again as the hotel is currently converting to a computerised system you will register them both manually using the Whitney Room Rack and Inngenius computer system.

One guest that arrives will have a problem they need you to assist in solving.

Guest Departure

You will now be required to complete the guest departure procedures for both guests.

As your private reservation is not familiar with hotel terminology you will have to explain their account.

Quiz Theory/Oral

You will be required to answer a series of questions - either written or oral to complete this assessment.

GOOD LUCK !!!!
### ASSESSMENT EVENT
### SUMMATIVE ASSESSMENT

**Student Name: .............................................**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Details</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Answers phone                                  | ☐ Appropriate Greeting  
☐ Friendly tone of voice                                                             |          |
| Obtains Basic Information                      | ☐ Surname, Initial, Status  
☐ DOA - 10 Dec for 4 nights  
☐ 2 Guests  
☐ Room Type - for special occasion between $200-$300  
☐ Private Booking  |          |
| Checks Availability                            | ☐                                                                                  |          |
| Obtains Additional Info                        | ☐ MOP - Amex 376012357902 10/98  
☐ ETA - QF2/ 1910 Ex Melbourne  
☐ Address: 112 Swanson Street Melbourne VIC 3001 03 - 9356 8099  
☐ High Floor - Non Smoking Restaurant Booking x 4 - 8.30pm  |          |
| Provides Info on establishment policies        | ☐ Advises hotel rate  
☐ Selling skills displayed  
☐ Explains & suggests GTD booking  
☐ Advises acceptable MOP  |          |
| Telephone skills displayed                     | ☐ Used guests name 1 2 3 4  
☐ Appropriate farewell  
☐ Friendly tone of voice - no overuse of slang, terminology explained  |          |
| Recorded Information to industry standards    | ☐ Manual Whitney System  
☐ Inngenius Computer System  |          |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Details</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Answers phone                   | □ Appropriate Greeting  
□ Friendly tone of voice                                                                  |                                               |
| Obtains Basic Information       | □ Surname, Initial, Status  
□ DOA - 10 Dec for 2 nights  
□ 1 Guest  
□ Double Room  
□ Corporate Rate                                                   |                                               |
| Checks Availability             | □                                                                                   |                                               |
| Obtains Additional Info         | □ MOP - Company Charge to Woolworths B&B  
□ ETA - AN45/2010 Ex Brisbane GTD Booking to W/Worths  
□ Contact: Martin Woolworths Brisbane 07 3568 4589  
□ Fruit Basket in room - $50 Tropical Fruit with note: Congratulation on a job well done - Chgd to W/Worth |                                               |
| Provides Info on establishment policies | □ Company Charge policy explained  
□ Detailed information requested on special request  
□ Selling skills  
□ GTD booking requested                                                        |                                               |
| Telephone skills displayed      | □ Used name of person making booking 1 2 3 4  
□ Concluding farewell  
□ Appropriate tone of voice - friendly and helpful attitude                          |                                               |
| Recorded Information to industry standards | □ Manual Whitney System  
□ Inngenius Computer System                                                                 |                                               |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Details</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greets guest</td>
<td>□ Greets guest warmly and establishes name (Corporate booking)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Issues registration card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Confirms details: DOD/No of guests</td>
<td></td>
</tr>
<tr>
<td>Allocates Appropriate Room</td>
<td>□ Asks guest preference and allocated correct room type</td>
<td></td>
</tr>
<tr>
<td>Acts on MOP</td>
<td>□ Checks registration card details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Acts appropriately to MOP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Confirms cochg for B&amp;B only</td>
<td></td>
</tr>
<tr>
<td>Farewell</td>
<td>□ Issues key and gives directions to room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Sells hotel facilities and services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Offers further assistance:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Messages/Wake Up Call/ Safety Deposit Facilities</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>□ Displayed positive body language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Personal grooming and presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Displayed positive attitude to guest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Used guests name 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Records information to industry standards</td>
<td>□ Manual - Whitney System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Inngenius Computer system</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Assessment Details</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Greets guest</td>
<td>□ Greets guest warmly and establishes name <em>(Private bkg)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Issues registration card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Confirms details: DOD/No of guests</td>
<td></td>
</tr>
<tr>
<td>Allocates Appropriate Room</td>
<td>□ Asks guest preference and allocated correct room type</td>
<td></td>
</tr>
<tr>
<td>Acts on MOP</td>
<td>□ Checks registration card details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Act appropriately on MOP</td>
<td></td>
</tr>
<tr>
<td>Farewell</td>
<td>□ Issues key and gives directions to room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Sells hotel restaurant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Offers further assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Messages/Wake up call/Safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Deposit facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Used guest's name 1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>□ Displayed positive body language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Personal grooming and presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Dealt with problem successfully</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Displayed positive attitude to guest</td>
<td></td>
</tr>
<tr>
<td>Records information to industry</td>
<td>□ Manual - Whitney System</td>
<td></td>
</tr>
<tr>
<td>standards</td>
<td>□ Inngenius Computer system</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Assessment Details</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Greets Guest</td>
<td>□ Greets guest</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td><em>(Private Booking)</em></td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>□ Ascertain room number and name</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>□ Collects relevant information from Guest Ledger</td>
<td>----------</td>
</tr>
<tr>
<td>Presents account</td>
<td>□ Presents account for verification</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>□ Explains charges incurred</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>□ Establishes and charges any late charges</td>
<td>----------</td>
</tr>
<tr>
<td>Settlement of Account</td>
<td>□ Settles account using split payment: Cash $200 - Balance Amex</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>□ Issues guest receipt</td>
<td>----------</td>
</tr>
<tr>
<td>Appropriate farewell</td>
<td>□ Appropriate farewell</td>
<td>----------</td>
</tr>
<tr>
<td>procedure</td>
<td>□ Offer of assistance with: Luggage/Transportation/Messages or forward reservations</td>
<td>----------</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>□ Positive body language used</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>□ Used guest name 1 2 3 4</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>□ Positive attitude displayed</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>□ Personal presentation &amp; uniform</td>
<td>----------</td>
</tr>
<tr>
<td>Records information to</td>
<td>□ Electronic Billing Machine</td>
<td>----------</td>
</tr>
<tr>
<td>industry standard</td>
<td>□ Ingenious Computer System</td>
<td>----------</td>
</tr>
<tr>
<td>Objective</td>
<td>Assessment Details</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Greets Guest</td>
<td>□ Greets guest &lt;br&gt; <em>(Corporate Booking)</em> &lt;br&gt; □ Ascertains room number and name &lt;br&gt; □ Collects relevant information from Guest Ledger</td>
<td></td>
</tr>
<tr>
<td>Presents account</td>
<td>□ Presents both accounts for verification &lt;br&gt; □ Explains charges incurred &lt;br&gt; □ Handles complaint and adjusts charges accordingly &lt;br&gt; □ Establishes and charges any late charges</td>
<td></td>
</tr>
<tr>
<td>Settlement of Account</td>
<td>□ Setsles account using split payment: Woolworths B&amp;B Bankcard - Extras Account &lt;br&gt; □ Issues guest receipt</td>
<td></td>
</tr>
<tr>
<td>Appropriate farewell procedure</td>
<td>□ Appropriate farewell &lt;br&gt; □ Offer of assistance with: Luggage/Transportation/Messages or forward reservations</td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>□ Positive body language used &lt;br&gt; □ Used guest name 1 2 3 4 &lt;br&gt; □ Positive attitude displayed &lt;br&gt; □ Personal presentation &amp; uniform</td>
<td></td>
</tr>
<tr>
<td>Records information to industry standard</td>
<td>□ Electronic Billing Machine &lt;br&gt; □ Inngenius Computer System</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4

TEACHER GUIDES FOR HOLISTIC ASSESSMENT
This is a suggested strategy for assessment of Holistic Front Office Procedures Module.

**Reservations**

You should call the students to make the initial reservations. Students should be encouraged to sell hotel rooms - you may ask them what room they feel would be most suitable for your needs. As you will be arriving after release time - if students do not suggest you guarantee you reservation you could mention that you have heard about some way that rooms will be held for 24 hours.

**Registration**

Students will have information relating to each registration - including a company charge authorisation. The GSA should have 2 guests arrive together to check in. They will then proceed with the check in procedure. When they have completed the two registration the next student will act as GSA.

**Guest Departure**

Students will have information relating to each guest departure. The student acting as GSA will proceed to complete the departure procedure for both guests. When they have completed this procedure the next student will act as GSA.

**Computer Assessment**

When student has completed the practical component of their assessment they will enter the reservations, register and depart the guest using the Inngenius Computer System.
APPENDIX 5

STUDENT MATERIAL FORMING PART OF THE HOLISTIC ASSESSMENT
RESERVATIONS

You will have made two (2) reservations.

These reservations will be used to complete the remainder of your assessment.

REGISTRATION

Scenario

You are .................................... and have a reservation for 4 nights.

You are settling your account with American Express.
You have requested a high floor and a non smoking room.

A restaurant booking was made for 4 people at 8.30pm tonight.

You are a little upset as the airline has lost your luggage and you have only the clothes you are standing in and you understand the hotel has a fairly strict dress code in their fine dining room.

Scenario

You are .............................. and have a reservation made by your company secretary for 2 nights.

You have a company charge letter. You are not aware of what the company will be paying for during your stay.

You will be paying for your extras with Bankcard.

You would like a wake up call for 0600 each morning of your stay.
This letter authorises the bearer .......................... to charge their accommodation and breakfast to:

Woolworths
Brisbane

for their stay from 10 December to 12 December.

Please forward account marked to my attention - quoting Reference No A3456 - BH - 435.

Kind Regards

Martin Brown
Company Secretary
DEPARTURE

Scenario

You are ........................................ a private guest departing today.

During your stay you have had the following charges:

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation</td>
<td>.......</td>
</tr>
<tr>
<td>Dinner - Restaurant</td>
<td>184.00</td>
</tr>
<tr>
<td>Beverage-Restaurant</td>
<td>120.00</td>
</tr>
<tr>
<td>Telephone</td>
<td>4.50</td>
</tr>
<tr>
<td>Room Service-Lunch</td>
<td>18.50</td>
</tr>
</tbody>
</table>

When the account is presented you do not understand the codes used on the account.

You have had the following late charges:

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>25.00</td>
</tr>
<tr>
<td>Mini Bar</td>
<td>8.60</td>
</tr>
</tbody>
</table>

You would like to settle your account with $200 cash and the balance with your American Express Card.

You will need a taxi to the airport at 1pm and would like to store your luggage until then.
Scenario

You are ......................... from Woolworths - checking out today.

During your stay you have had the following charges:

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation</td>
<td></td>
</tr>
<tr>
<td>Breakfast</td>
<td>12.00</td>
</tr>
<tr>
<td>Telephone</td>
<td>5.50</td>
</tr>
<tr>
<td>Fax</td>
<td>2.50</td>
</tr>
<tr>
<td>Dinner - Restaurant</td>
<td>45.70</td>
</tr>
<tr>
<td>Bar</td>
<td>16.40</td>
</tr>
<tr>
<td>Laundry</td>
<td>12.20</td>
</tr>
</tbody>
</table>

You have the following late charges:

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Bar</td>
<td>5.50</td>
</tr>
<tr>
<td>Breakfast</td>
<td>12.00</td>
</tr>
</tbody>
</table>

When your account is presented you dispute the charge for laundry. You did not have any laundry charges during your stay.

The GSA will adjust this charge off for you as the charge was for another room.

Woolworths is paying for your room and breakfast. You will be using your Bankcard to settle the incidentals account.

You would like to leave a forwarding fax number as you are expecting a very important fax. The number is 07 - 3567 4321.
APPENDIX 6

ORAL QUIZ FORMING PART OF THE HOLISTIC ASSESSMENT
THEORY/ORAL QUIZ
FRONT OFFICE PROCEDURES

Question 1:
Why would you advise a guest of your hotel 'cut-off/release time'?

Why do we request arrival time/arrival details when accepting forward reservations?

A guest calls to make a booking for 14 nights at your hotel. You are fully booked two (2) nights in the middle of their proposed stay. What would you do?

Question 2:
When would you not give an arriving guest a registration card to complete?

A guest with a confirmed reservation arrives at the front desk. You cannot locate the original booking - however you do have rooms available. How would you handle this situation?

You have just registered a guest and they are back at the front desk complaining loudly that you have sent them to an unserviced room. How could this have happened? What is you do next and why?

Question 3:
Why would you have two accounts/guest folios for an inhouse guest?

A guest staying in the hotel wishes to check out two (2) days early. They are settling their account with a prepaid travel agent voucher. They are asking for a refund now. How would you deal with this situation?

On departure a guest is complaining that his account was not correct - the room rate was not the rate originally quoted - and their in room dining breakfast had arrived 20 minutes late. How would you handle this situation?
APPENDIX 7

SURVEY INSTRUMENTS USED IN THIS STUDY
Earlier this year, you were asked to assist us to tell how effective students find different approaches to assessment. As we indicated then, we would like you now to give us further assistance. We are keen to improve our courses and are really interested in your views, so please be honest. Your replies will be used only for this study and will be seen only by the researchers.

ABOUT YOU:

Name:

Age: Sex (M/F):

Course being studied:

In what year did you first enrol in this course? 

Are you currently employed (Y/N): If yes, what is your job title?

YOUR IDEAS ON ASSESSMENT:

What are the two best things about the assessment in this course so far?

What are the two worst things about the assessment in this course so far?

Do you think the current assessment system helps your learning? (Y/N)

Why do you think this?
In your course so far, how often have assessments repeated areas you've already completed?
(circle one) A Lot A Bit Very Little None

In this project we have been interested in the idea of assessing students' knowledge and skills by providing them with an opportunity to demonstrate their competence in realistic situations. What do you think are the advantages of doing this?

Are there any disadvantages?

Do you think it is best to assess what you know (knowledge) and what you can do (skills) in one assessment or separately (e.g., theory test and practical test)? Why?

This means that your result is, largely, determined by one final assessment activity. Do you think this is a good/bad idea? Why?

Do you think the way you were assessed in this course is similar to the way your work would be judged in the workplace? Why?

Do you think your assessment has helped you to understand how different parts of the job are linked?

For the Front Office area, were the instructions about how you were being assessed clear? If not, what was unclear?

Thank you for your help.
At the commencement of this module you were asked to complete a simple survey to assist us in evaluating the current assessment system. We are keen to improve our courses and assessment procedures. Once again we appreciate your time and honesty in completing this survey. You replies will be used only for this study and will only be seen by the researchers.

**ABOUT YOU:**

Name: ________________________________

Are you currently employed (Y/N): ________________________________

If yes what is your job title? ________________________________

Would you be available to discuss this assessment and assessment in general with the Project Manager - Mr Geof Hawke?

If you are available please supply a telephone contact number and a suitable time for Mr Hawke to contact you:

Telephone Contact Number: ________________________________

Times Available: ________________________________

**YOUR ASSESSMENT ON ASSESSMENT**

You have now completed your final assessment for Front Office Procedures. How did you feel the assessment event rated against some of the other assessments you have encountered in the Associate Diploma?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
How would you have felt if your final assessment was the only assessment in this module and weighed as 100%?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Would you have preferred to have assessments at the end of each module - Reservations, Registration and Guest Departures rather than the 'holistic assessment' at the end of the module?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Do you have any comments on the current assessment system used for the Associate Diploma?

____________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

We would like to take this opportunity of thanking you for your assistance in this project and wish you all the success in your future careers within the Hospitality Industry.