

School-based assessments - best practice, tips, and resources



How to determine competency

- Can the task be repeated to the same level each time?
- Is there an industry context?
- How do we know we are teaching what the industry wants? Sometimes extending beyond the minimum requirements of a standard will make the learner more work ready.
- Would I be happy if my student included being able to do this task on their CV?
- Can I guarantee their work?

Prove it! Documented training

- Logged hours e.g. for farm bikes
- Student generated write ups e.g. fencing diagrams- students keep a diary [Template](#)
- Photos: named boards with dates behind the fencing components for each practice session (also helpful in the event a student cannot be formally assessed e.g. illness or injury)
- Use outside experts for training - helps with industry context and opens career opportunities
- Work experience- formal write up after each day on farm, includes photos and videos where appropriate. Not always possible as farms are working businesses and sometimes there is not time to stop for photos. The write up forms an important check around what the student is doing and that they are covered in terms of health and safety.
- Make friends! Go to some best practice days with a handful of interested students e.g. FCANZ (fencing contractors association). Field days are invaluable e.g. Mystery Creek or the larger field days across the country. Go with a plan and organise to meet people – possibly not a whole class activity.
- Enter: Young Farmer, clash of the colleges, fencing competitions: Use these activities as supporting evidence across various disciplines.

Supporting evidence

Your moderation accompanying cover-letter tells the story around your evidence. It is also a good place to explain difficulties you had with the unit and potential changes you will make for next time. This is especially helpful if you are assessing a unit for the first time.

Make it manageable - Students need to drive their evidence (with your help)

You or the students can take photos but these must have a name and date. Videos are even better so use these as evidence where possible.

- Think about how you can easily share this evidence with the moderators.
- How will you store evidence, so you have access once a student leaves your class or school?
- Can someone else find the evidence if you move on?

Resources

[cover letter 1](#) and [cover letter 2](#) or reach out to Sarah Foley-Smith if you want something different.

Evidence Logs [Here](#) these have the bonus of being able to get an outside verifier to sign if needed.

Slide shows documenting evidence e.g. Chainsaws 6917 [Here](#)

Evidence Seminar [Here](#)