How this book works

This Book of Readings is divided into three sections: Intention, Extension and Retention.

**INTENTION**

This is the content that we “intend” to cover as part of the training. This content forms part of the requisite information needed to complete the relevant units of competency contained in the course. This section includes key concepts, definitions and examples to support the learners through the material and is arranged in the order of the delivery.

**EXTENSION**

This section provides more in-depth explanations of the key course content. It includes additional readings, references and examples to extend and elaboration upon the initial learning and provides an enduring resource for future referral and use.

**RETENTION**

This section is designed for participants to reflect upon their own learning and add any action items that will help them transfer the concepts and techniques learned in the course to their own settings. This may include tips, tricks, templates or websites to review.

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MRWED Trainer Evaluation Form
INTENTION
What is Assessment?

According to the Assessors Competency Standards Body, Assessment is “the process of collecting evidence and making judgements on the nature and extent of progress towards the performance requirements set out in a standard, or a learning outcome, and, at the appropriate point making the judgement as to whether competency has been achieved.”

Or in simple terms...

Assessment is the process of collecting evidence and making the judgement as to whether competency to an identified standard has been achieved.

If it’s a YES we have SUCCESS....

If it’s a NO they have another GO!
What is Competency Based Assessment?

Competency based assessment is different from other types of assessment which have traditionally been used in education and training. In competency-based assessment, skills and knowledge are assessed against specific criteria as set out in competency standards.

What types of assessment exist?

There are four types of assessment:

- Diagnostic assessment
- Formative assessment
- Summative assessment
- Recognition of learning

What is evidence?

The assessor will need to make a decision or series of decisions about whether the person(s) being assessed has achieved the required competence. To do this the assessor may be involved in deciding what evidence is required.

In a competency-based system evidence is something that supports the candidate’s claim of competency. Moreover, it is proof of having achieved a competency standard, a learning outcome or performance criteria.

Evidence can be collected on a wide range of measurable aspects of performance. These may include:

- Products that have been made
- Processes that have been carried out
- Underpinning knowledge and understanding
- Underlying attitudes.
The table below shows some examples of different aspects of competency on which evidence can be collected.

<table>
<thead>
<tr>
<th>Product</th>
<th>Process</th>
<th>Underpinning knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work piece is to specification • Finish is to specification • Sale is made • Customer is satisfied • Budget is achieved • Fault is found and rectified • Equipment correctly set up • Work is completed on time</td>
<td>• Correct procedures are followed • Safe work methods are used • Required service is provided • Correct sequence is followed • Works as a member of a team • Records are correctly maintained</td>
<td>• Work procedures • Workplace hazards • Record keeping procedures • Training techniques • Statutory requirements • OH&amp;S requirements • Safety precautions • Assessment techniques</td>
</tr>
</tbody>
</table>

**Examples of Evidence**

**Sources of Evidence**

A candidate can provide evidence of their work task abilities by:

- **Speaking**
  This can include: discussing, describing and explaining how a work task is carried out, analysing ideas and concepts, solving problems and difficulties or answering questions that relate to performance of the task.

- **Writing**
  This can include: completing workplace documents, preparing reports, graphs, plans and correspondence that form part of the job. The candidate can also produce written projects, quizzes, tests or case studies that relate to their knowledge of the work tasks.

- **Making**
  This can include: producing objects, artefacts, finished products or portfolios of work. It may also involve fixing and repairing things that relate to the work tasks.
• **Doing**  
  This can include: practically demonstrating and performing work tasks and processes, following correct procedures and practices or dealing with difficulties and problems.

• **Third party evidence**  
  Another source of evidence is that provided by third parties who have knowledge of a candidate’s abilities. Evidence can be provided by the candidate’s employer, supervisor, trainer, coach, mentor and work colleagues.

**How should evidence be collected?**

It is in the spirit of gathering quality evidence, the assessor should seek to assess in a number of ways over a period of time, to ensure the validity of assessment and the consistency of the candidate performance.

**Direct evidence**  
This is evidence collected by the assessor while observing real-time work-based activities. Direct evidence also includes observing simulated workplace activities when it is not possible or appropriate to observe real-time, on-the-job activities.

**Indirect evidence**  
This is evidence of the candidate’s work that is examined by the assessor outside of observing real-time activities.

**Supplementary evidence**  
This is additional evidence presented to assessors to support the candidate’s claim of competence. It could include testimonials from employers, reports from colleagues, clients and/or supervisors, work diaries and journals, evidence of previous training, examples of reports or other work documents.

Direct evidence is often regarded as the best evidence to collect. However, direct evidence is not necessarily more valid or reliable than indirect or supplementary evidence. Supplementary evidence, such as third party reports and work documents, are often the primary source of evidence when assessing higher qualifications.
What are the Rules of Evidence?

- Valid Evidence
- Authentic Evidence
- Current Evidence
- Sufficient Evidence

What are the Technical Principles of Assessment?

- Validity
- Reliability
- Flexibility
- Fairness

Validity

The Rules of Evidence and Technical Principles of Assessment both use the term ‘Validity’. The follow table outlines the way in which we differentiate between its uses:

<table>
<thead>
<tr>
<th>Validity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules of Evidence</strong></td>
<td><strong>Technical Principles of Assessment</strong></td>
</tr>
<tr>
<td>Relates to what you collect from and about the candidate</td>
<td>Relates to the assessment method used by the assessor</td>
</tr>
<tr>
<td>Ensures that the evidence received is relevant and related to the competency being assessed</td>
<td>Ensures that the assessment process covers all of the elements, performance criteria and critical aspects of evidence in determining the candidate’s competence</td>
</tr>
</tbody>
</table>
What is an assessment strategy?

An assessment strategy is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy.

What benchmarks are there for assessment?

- Industry standards
- Cross-industry standards
- Enterprise standards
- Organisational benchmarks

What is an assessment plan?

The assessment plan is the overall planning document for the assessment process and includes a range of information to guide assessors. It may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organisational arrangements including physical and material resources and equipment and other relevant information.
How is the plan structured?
An assessment plan allows the assessor and others to see at a glance how the assessment will be structured, what is involved and the assessment criteria candidates will be assessed against.

In order to plan the assessment thoroughly, there are a number of steps that need to be taken. The questions below should assist in structuring the assessment plan.

**Define the task**
Have you identified who you will be assessing, what you are assessing, any special requirements of candidates and where the assessment will take place?

**Work out the steps**
Have you identified the appropriate competency standards and the performance criteria against which you will assess?

**Develop procedures**
Can you see how the assessment will work, what procedures, resources, methods and equipment are needed?

**Consult with others**
Have you identified who you need to consult with and who needs to be informed?

**Reflect on your plan**
Have you developed an outline of your plan and thought over the process to identify any potential problems?

**Evaluate the process**
Have you evaluated the assessment plan and made any necessary changes?
EXAMPLE: Assessment Plan

ASSESSMENT PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Unit Code: PRMPFES03B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title: Safely move materials and loads in the workplace.</td>
</tr>
<tr>
<td>Assessor/s: Bob Hatchett</td>
</tr>
<tr>
<td>Target group to be assessed: Warehouse Staff</td>
</tr>
</tbody>
</table>

### ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use manual handling techniques to move material and loads</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use mechanical handling aids to move material and loads</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**

A: Observation of actual performance

B: Questioning (written or oral)

C: Simulation

D: Portfolio/Production of an Item

**Assessment methods:**

1. Observation of actual performance
2. Simulation
3. Questioning

**Assessment instruments required for each method:**

1. Observation checklist (for actual performance and simulation)
2. Written response to a scenario
3. Written test – short answers
## RPL MATRIX

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use manual handling techniques to move material and loads</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Use mechanical handling aids to move material and loads</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**KEY:**
- A: Competency conversation
- B: Practical activity
- C: Documents
- D: 3rd Party reports
- E: Other ________________________

**Key personnel:**
- **Supervisor**

**Responsibility:**
To be given details on timetables for assessment to ensure the availability of staff, equipment and warehouse facilities.

**Place or Context for assessment to occur:**
*On the Job – The Hatchett Ratchet Company*

**Materials/resources/any documents needed for assessment:**
Assessment written test, scenario instrument and observation checklist

**Special arrangements for assessment:**
Contact the supervisor 2 weeks prior to assessment to arrange scheduling for the workplace observation.

**Timeline for assessment, how long and how often?**
Must be done on the job at least once per year. Assessment to take 2 hours per participant.

**Reporting arrangements after assessment**
Copies of all documentation must be forwarded to Administration and Human Resources for updating of personnel database.

**Assessment Plan to be approved by:**
- Human Resources Manager
- RTO Manager
What is an Assessment Method?

An assessment method is a way of collecting evidence that will demonstrate competency. Below is a table, which lists a number of assessment methods.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of Actual Performance</td>
<td>Observing the candidate performing work requirements or a specific task.</td>
<td>▪ Observing a product being made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Observing a workplace procedure</td>
</tr>
<tr>
<td>Questioning</td>
<td>Use a range of different question types. Candidate may be required to attend exam room or complete a take home exam. Assesses the candidate’s ability to listen, interpret and communicate ideas about information.</td>
<td>▪ Short answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Essays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Multiple choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Sentence completion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Series of open or closed questions</td>
</tr>
<tr>
<td>Simulation</td>
<td>A situation is created which imitates workplace arrangements</td>
<td>▪ Flight simulator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Role-play interaction with customer</td>
</tr>
<tr>
<td>Portfolio / Production of Item</td>
<td>The candidate presents a variety of evidence, which addresses performance criteria.</td>
<td>▪ Providing qualifications, job descriptions, third party reports and work samples.</td>
</tr>
</tbody>
</table>
What is an Assessment Instrument?

The specific questions or activity used to assess competence by the assessment method selected. Examples of some common assessment instruments are listed below:

- Audit
- Case study
- Class presentation
- Computer-generated problem
- Direct observation checklist
- Drill
- Essay
- Exercise
- Field placement
- Interview
- Journal
- Log book
- Management game
- Mock-up
- Model
- Multiple choice Exam
- Oral Test
- Portfolio
- Product
- Project
- Report
- Role play
- Scenario
- Simulator
- Supervisor’s report
- Third party validation
- Video
- Work experience
- Workbook
- Written Test

What are Assessment Tools?

The assessment tool contains both the instrument and the procedures for gathering and interpreting evidence:

- Instruments/s – the specific questions or activity developed from the selected assessment method/s to be used for the assessment. (A profile of acceptable performance and the decision making rules for the assessor may also be included)

- Procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.
How should assessment tools be designed and developed?

Specific instruments should be developed to address the evidence to be collected based on devising assessment activities which:

- meet the competency standards
- reflect the principles of assessment
- incorporate principles of access and equity
- meet the rules of evidence
- provide choice, where appropriate
- are sequenced to reflect competency development in a learning and assessment pathway
- are user-friendly
- reflect the assessment environment
- are practicable.

Assessment instruments should be developed using appropriate:

- style and format
- language, literacy and numeracy
- sensitivity to audience diversity
- visual and aural representation
- media.

Clear and specific procedures instructing the assessor and/or candidate on the administration and use of the instruments should also be defined and documented.
Examples of Assessment Instruments

Direct Observation Checklist - Assessment Instrument 1
Safety 4 All Training Pty Ltd

Unit: PRMPFE03B Safely move materials and loads in the workplace
Assessment: Direct Observation Checklist
Version 1.2

Student name: ________________ Date: ________________

Y N

Appropriate hazards identified
Related risks assessed
Required control measures implemented
Appropriate manual handling technique selected
Manual handling technique competently used

Overall competency Satisfactory / Unsatisfactory

General Comments:

________________________________________________________________________
________________________________________________________________________

Assessor name: ________________ Student name: ________________
Assessor signature: ________________ Student signature: ________________
Date: ________________ Date: ________________
Written Test - Assessment Instrument 2

Safety 4 All Training Pty Ltd
Unit: PRMPFES03B: Safely move materials and loads in the workplace

Written Test                                      Version 1.1 Created August 2011

Name of Candidate: ______________________________

Signature of the Candidate: _____________________ Date: __________________

Instructions:  
Answer the following questions in the space provided below. You have 25 minutes to complete this task and will be under the direct observation of the assessor.

1. Prior to moving material or loads:
   a) What methods can be used to identify hazards?

   b) List the possible hazards.

   c) What risks are associated with the hazards?

   c) What control methods would you implement?

2. According to the type of load/material being moved what manual handling techniques including (the use of OHS/WHS procedures) are appropriate?

Overall Competency: Satisfactory / Unsatisfactory

Comments:  
________________________________________________________________________
________________________________________________________________________

Assessor Name: ____________________ Student Name: ____________________

Assessor Signature: ____________________ Student Signature: ____________________

Date: ____________________ Date: ____________________
Oral Test - Assessment Instrument 3
Safety 4 All Training Pty Ltd
Unit: PRMPFE03B safely move materials and loads in the workplace
Assessment: Oral Test
Version 2.0

Student Name: _______________________________ Date: _______________________________

Question 1: How might you determine possible hazards associated with moving materials or loads?
Comments _________________________________________________________ Y / N

Question 2: Name three types of hazards which may influence your decision on how to move materials and loads?
Comments _________________________________________________________ Y / N

Question 3: Name the risks associated with the following hazards:

An oversized load?

An overweight load?

An awkwardly shaped load?
Comments _________________________________________________________ Y / N

Question 4: What manual handling technique could be used to lift the following loads?

A 10kg box of printer paper?

A 15kg ladder 6m in length?

A 20kg potted plant 2 metres tall?
Comments _________________________________________________________ Y / N

Overall Competency: Satisfactory / Unsatisfactory

Comments: ____________________________________________________________

____________________________________________________________________________

Assessor Name: ____________________ Student Name: ____________________

Assessor Signature: ____________________ Student Signature: ____________________

Date: ____________________ Date: ____________________
Role Play Assessment instrument 4
Safety 4 All Training Pty Ltd

Unit: PRMPFE03B safely move materials and loads in the workplace
Assessment: Role Play
Version 2.0

Student Name: _____________________________ Date: ______________________________

The assessor will provide you with a mock load. For the purposes of the assessment you are to complete a risk assessment and move the load as directed assuming the following:

**Role play 1:** Assume the load weighs 10kg and move it manually a distance of 10 metres.

**Role play 2:** Assume the load weighs 20kg and move it manually from its present location and place it on a surface no less than one metre in height.

**Role play 3:** Assume the load weighs 30kg and move it manually through the nearest exit and place it on the ground.

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate hazards identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related risks assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required control measures implemented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate manual handling technique selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manual handling technique competently used</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Competency:** Satisfactory / Unsatisfactory

Comments: __________________________________________________________________________________________
                                                                                   __________________________________________________________________________________________

Assessor Name: ____________________ Student Name: ____________________
Assessor Signature: ____________________ Student Signature: ____________________
Date: ____________________ Date: ____________________
Scenario - Assessment instrument 5
Safety 4 All Training Pty Ltd

Unit: PRMPFE03B safely move materials and loads in the workplace
Assessment: Scenario
Version 2.0

The assessor will provide you with the following material and loads to move manually as directed. You are to ensure all associated hazards are identified and risks assessed prior to completing the task.

Scenario 1: Move the company extension ladder from the archive room to the warehouse.

Scenario 2: Move a box of printer paper from the warehouse to the office and place it on the table near the photocopier.

Scenario 3: Move the indoor plant from the office to the downstairs courtyard for watering.

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate hazards identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related risks assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required control measures implemented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate manual handling technique selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manual handling technique competently used</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Competency: Satisfactory / Unsatisfactory

Comments: ___________________________________________________________

____________________________________________________________________

Assessor Name: ____________________  Student Name: ____________________

Assessor Signature: ____________________  Student Signature: _______________

Date: ____________________  Date: ____________________
Review of Product Assessment Instrument 6

Safety 4 All Training Pty Ltd

Unit: PRMPFE03B safely move materials and loads in the workplace
Assessment: Review of Product
Version 2.2

Student Name: _____________________________              Date: _________________

Task: You are to liaise with the warehouse supervisor to determine an appropriate time and location to conduct a risk assessment on load to be moved. You are to use the organisational documentation provided and ensure all aspects are completed appropriately.

You will be assessed on the skills involved in completing the documentation as listed below:

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job hazard checklist completed in full</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate hazards identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related risks assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required control measures identified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Safety 4 Training Pty Ltd job hazard checklist attached

Overall Competency:     Satisfactory / Unsatisfactory

Comments: ____________________________________________

____________________________________________________________________________

Assessor Name:        ____________________              Student Name:          ____________________
Assessor Signature:  ____________________             Student   Signature:  ____________________
Date:    ____________________          Date:   ____________________
How can assessment be contextualised?

- Contextualisation means that the assessment suits the needs of the candidates and the environments in which they wish to perform their competence.

- Quite literally, it is about putting into the candidate’s context and making it real for them!

- It also involves providing options for candidates who are not suited to the preferred method of assessment. As such, adjustments will need to be made to cater for candidates with a special need.

The table below provides examples of possible contextualisation:

<table>
<thead>
<tr>
<th>Where the Competency Standard Mentions…</th>
<th>Substitute It with…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Machinery</td>
<td>The exact name of the machinery used in the workplace</td>
</tr>
<tr>
<td>2. Equipment</td>
<td>The exact names of the equipment used</td>
</tr>
<tr>
<td>3. Location</td>
<td>The exact workplace location, such as the cupboard, under the bench, storage shed A, the back door, the filing cabinet</td>
</tr>
<tr>
<td>4. Relevant Policies</td>
<td>The title of the documented procedure</td>
</tr>
<tr>
<td>5. Relevant Personnel</td>
<td>The names of the people involved and their positions in the organisation</td>
</tr>
</tbody>
</table>
What is meant by “reasonable adjustments”?

Assessors must ensure that assessment candidates are not disadvantaged because of cultural background, language, age, gender, religion or disability. This may mean making adjustments to the assessment process, assessment methods and assessment tools. At the same time, an assessor must not compromise the validity and reliability of their assessment decision.

Reasonable adjustments are made to accommodate the special circumstances and individual needs of candidates. This could mean:

- providing interpreters for candidates from non-English speaking backgrounds
- providing wheelchair access and adjusting desks for people with physical impairments
- making adjustments for people with disabilities, such as allowing extra time or personal assistance to complete activities
- providing on-line assessment for candidates in remote locations
- making adjustments to assessment tasks for candidates with low literacy or numeracy skills. Examples could include using oral rather than written questioning; audio or video recorded answers instead of written answers.

There are many options for reasonable adjustments available to both the assessor and candidate. These may include:

- additional demonstration or time for practice
- additional one-to-one support and guidance
- modified activities
- oral/signed information instead of written
- electronic resources
- use of material in alternative formats such as Braille, tactile diagrams, large print, audiotape etc.
- using modified written, visual and auditory information including handouts, information sheets, presentations
- use of adaptive technologies
- use of alternative venues
- provision of personal support services, such as readers and interpreters.
What needs to be considered in establishing the assessment environment?

Before commencing assessment, it is important to ensure everything that needs to be in place is ready. Ideally, the assessor should:

- confirm the details in the assessment plan
- tell the candidate about the assessment’s purpose, context and performance benchmarks
- develop a professional relationship with the candidate

Does the candidate understand the assessment process?

It is important that the candidate understands clearly all the steps and requirements of the assessment procedure including:

- purpose of the assessment
- conditions under which the assessment will be carried out
- appeals/reviews processes
- details of arrangements such as time, place and any materials needed.

How should the assessment be made?

- Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency.
- Judgement is used to infer whether competence has been demonstrated, based on the available evidence.

How should assessment results be recorded?

Each organisation should have procedures in place for recording assessment results. The assessor should also keep records of their own to give feedback and assist in clarifying any queries or appeals, which may arise.
Example: Assessment Summary

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Darryl Van Der Burgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Date:</td>
<td>24 February 2012</td>
</tr>
<tr>
<td>Assessment Tool:</td>
<td>Written test, Observation Checklist, Oral questioning</td>
</tr>
<tr>
<td>Assessor Name:</td>
<td>Andy Biggs</td>
</tr>
</tbody>
</table>

**COMPETENCY DETAILS**

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Undertake a Pre-start Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the Assessment Context/Situation</td>
<td>Assessment completed on the job</td>
</tr>
</tbody>
</table>

**FEEDBACK FOR FURTHER ACTION**

**Reinforcement of good performance**
- The walk around the vehicle was effective
- Order of the checks was correct
- Safety precautions followed according to company policy
- Demonstrated good working knowledge of how to conduct a pre-start check
- Answered safety questions correctly

**Gaps in performance and strategies for further improvements**
- Failed to complete the results of the pre-start check in the log-book as required

Assessor signature: [Signature]
Date: 24 February 2012
Developing Recognition of Prior Learning (RPL)

Some people have skills and knowledge that enable them to gain a qualification without completing a standard training program or course.

These skills and knowledge – that would have otherwise been developed through undertaking an accredited course – may have been gained through some other form of study, formal training, self-tuition, work experience or life experience.

A Registered Training Organisation (RTO) can formally recognise a student’s existing level of skill and knowledge in two ways:

- recognition of prior learning (RPL)
- credit transfer.

Recognition of prior learning

RPL is an assessment process that assesses the individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a qualification.

RPL recognises this prior knowledge and experience and measures it against the course in which students are enrolled. A student possessing some of the skills and/or knowledge taught in the course may not need to complete all of its units.

RPL has many benefits:

- students can finish their courses earlier
- study loads and costs are reduced
- the student can take on additional study leading to a second qualification
- by identifying an individual’s current competencies, RPL can effectively target training requirements.

The student needs to provide the RTO with evidence of their prior learning if they wish to have their knowledge and skills recognised under RPL.
Credit Transfer

Credit transfer allows students to count relevant, successfully completed studies – achieved at TAFE colleges, accredited private providers, professional organisations or enterprises and universities – towards their current course or qualifications.

Credit transfer works in two ways:

- students receive credit for units or modules they have previously completed and are exempt from retaking them, therefore reducing the study load.
- students are exempt from certain introductory units but are still required to complete the total credit points or hours for the course.

Credit transfer may also be referred to as ‘advanced standing’.
Example: RPL Tool: Portfolio Checklist

**RPL:** CERT II Asset Maintenance (Fire Protection Equipment)  
Version 3.1 (25.06.12)

Date: ____________________  
Name of Candidate: ____________________  
Name of Assessor: ____________________

<table>
<thead>
<tr>
<th>Candidate must supply the following as requested</th>
<th>Submitted: Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally Recognised Qualifications</td>
<td></td>
</tr>
<tr>
<td>Challenge Test consisting of:</td>
<td></td>
</tr>
<tr>
<td>3 observations in the workplace</td>
<td></td>
</tr>
<tr>
<td>Written Test</td>
<td></td>
</tr>
<tr>
<td>Competency conversation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate may also provide evidence from the supplementary list below to enhance proof of competence.</th>
<th>Submitted: Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum of 3 references or testimonials from a third party.</td>
<td></td>
</tr>
<tr>
<td>Evidence of attendance at house or on the job training in OHS or manual handling.</td>
<td></td>
</tr>
<tr>
<td>Job role description: Evidence of holding roles entailing the development of asset maintenance skills together with confirmation of the time in this role and the specific requirements of the role.</td>
<td></td>
</tr>
<tr>
<td>Evidence of other commercial or technical skills or experience that would enhance the candidate’s proof of competence in stores/packaging or asset management environment.</td>
<td></td>
</tr>
</tbody>
</table>
| Evidence of manual handling experience in previous job roles.  
e.g. Resume or performance appraisals                                                              |                |

**Overall results:**
Sufficient evidence has been collected  
All evidence has conformed to verification requirements  
**RPL granted:** Y/N
**RPL Tool: Portfolio Checklist**

<table>
<thead>
<tr>
<th>Instructions to Assessor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schedule an opportunity to complete written test and observation of work (if required)</td>
</tr>
<tr>
<td>• Ensure all documents are authentic</td>
</tr>
<tr>
<td>• Confirm all qualifications with the educational institution that issued the qualification</td>
</tr>
<tr>
<td>• Verify that documents and qualifications submitted are current</td>
</tr>
<tr>
<td>• Ensure that the responsibilities and job descriptions submitted align with the competencies of the qualification</td>
</tr>
<tr>
<td>• Check references</td>
</tr>
<tr>
<td>• Verify job description/position as claimed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructions to Candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schedule an opportunity to complete written test and observation of work (if required)</td>
</tr>
<tr>
<td>• Develop a portfolio of evidence from the secondary list.</td>
</tr>
<tr>
<td>• Copy originals – the assessor will hold your portfolio for at least 2 weeks.</td>
</tr>
<tr>
<td>• You will be notified of the outcome or the assessment within 2 weeks.</td>
</tr>
</tbody>
</table>
BSBCMM101A Apply basic communication skills

Unit of Competency to support 2.4 RPL Assessment in Assessment Book

Unit Descriptor

| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision. |

Application of the Unit

| Application of the unit | This unit applies to individuals developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings. |

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify workplace communication procedures</td>
<td>1.1. Identify organisational communication requirements and workplace procedures with assistance from appropriate people 1.2. Identify appropriate lines of communication with supervisors and colleagues 1.3. Seek advice on the communication method/equipment most appropriate for the task</td>
</tr>
<tr>
<td>2. Communicate in the workplace</td>
<td>2.1. Use effective questioning, and active listening and speaking skills to gather and convey information 2.2. Use appropriate non-verbal behaviour at all times 2.3. Encourage, acknowledge and act upon constructive feedback</td>
</tr>
<tr>
<td>3. Draft written information</td>
<td>3.1. Identify relevant procedures and formats for written information 3.2. Draft and present assigned written information for approval, ensuring it is written clearly, concisely and within designated timeframes 3.3. Ensure written information meets required standards of style, format and detail 3.4. Seek assistance and/or feedback to aid communication skills development</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback, and to convey messages clearly and concisely
- culturally appropriate communication skills to relate to people from diverse backgrounds and to people with diverse abilities
- literacy skills to identify work requirements, to draft written information and to process basic, relevant workplace documentation
- problem-solving skills to solve routine problems related to the workplace, under direct supervision.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as privacy laws
- organisational policies, plans and procedures.
# Evidence Guide

**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## Overview of assessment

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of the following is essential:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• clear, concise and correct verbal and written communication</td>
</tr>
<tr>
<td></td>
<td>• promptly and appropriately following instructions</td>
</tr>
<tr>
<td></td>
<td>• knowledge of relevant legislation.</td>
</tr>
</tbody>
</table>

## Context of and specific resources for assessment

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• access to an actual or simulated workplace environment</td>
</tr>
<tr>
<td></td>
<td>• access to office equipment and resources</td>
</tr>
<tr>
<td></td>
<td>• access to examples of documents relating to workplace communication policies and procedures.</td>
</tr>
</tbody>
</table>

## Method of assessment

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</td>
</tr>
<tr>
<td></td>
<td>• analysis of responses to case studies and scenarios</td>
</tr>
<tr>
<td></td>
<td>• demonstration of techniques</td>
</tr>
<tr>
<td></td>
<td>• observation of presentations</td>
</tr>
<tr>
<td></td>
<td>• oral or written questioning</td>
</tr>
<tr>
<td></td>
<td>• review of written information.</td>
</tr>
</tbody>
</table>

## Guidance information for assessment

| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: general administration units. |
Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| **Workplace procedures** may include:                      | • answering telephone calls  |
|                                                           | • following instructions   |
|                                                           | • informal discussions     |
|                                                           | • requests from colleagues |
|                                                           | • using internet and email  |
|                                                           | • using voice mail         |
|                                                           | • workplace procedures related to specific tasks |

| **Appropriate people** may include:                       | • colleagues               |
|                                                           | • other staff members       |
|                                                           | • supervisors, mentors, trainers or assessors |

| **Lines of communication** may include:                  | • formal and informal means |
|                                                           | • verbal or written         |

| **Communication method/equipment** may include:          | • computer network systems  |
|                                                           | • facsimile machines        |
|                                                           | • personal computer equipment including hardware, keyboards, software and communication packages |
|                                                           | • telephones                |

| **Written information** may include:                     | • electronic mail           |
|                                                           | • facsimiles                |
|                                                           | • general correspondence or standard/form letters and memos |
|                                                           | • handwritten and printed materials |
|                                                           | • telephone messages or general messages |

| **Standards** may include:                               | • organisational policies   |
|                                                           | • standards set by workgroup |
What is assessment validation?

Validation is a process of monitoring assessment practices through evaluating the consistency, reliability, fairness, flexibility and validity of:

- assessment procedures
- assessment tools
- assessment evidence
- assessment decisions.

Each of these aspects of assessment are reviewed, compared and evaluated by examining the assessment outcomes of a range of assessors working with the same units of competency over a period of time.

Validation Approaches

Standard 3 of the AQTF and Standard 17 of the Standards for NVR Registered Training Organisations require RTOs to:

- Use a systematic and continuous improvement approach to the management of operations.
- Comply with all aspects of the VET Quality Framework/Registration standards.
- Manage records to ensure their accuracy and integrity.

Below is a list of common validation approaches which help RTOs to maintain these relevant requirements.

- Assessment Panel
- Benchmarking
- Client Satisfaction Surveys
- Field Testing, Trialling, Piloting
- Internal Audits
- Lead Assessor
- Moderation Meetings
- Peer Review
- Sampling.

For a detailed listing of these approaches refer to pages 69-72 of this book.
Legal and Ethical Responsibilities of Assessors

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME). The Code of Practice below is based on the international standards.

✓ The differing needs and requirements of the person(s) being assessed, the local enterprise(s) and/or industry are identified and handled with sensitivity.
✓ Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary.
✓ All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of the assessment outcomes.
✓ The rights of the candidate(s) are protected during and after the assessment.
✓ Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes.
✓ The candidate(s) is made aware of rights and processes of appeal.
✓ Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency.
✓ Assessment decisions are based on available evidence that can be produced and verified by another assessor.
✓ Assessments are conducted within the boundaries of the assessment system policies and procedures.
✓ Formal agreement is obtained from both the candidate(s) and the assessor that the assessment was carried out in accordance with agreed procedures.
✓ Assessment tools, systems, and procedures are consistent with equal opportunity legislation.
✓ The candidate(s) is informed of all assessment reporting processes prior to the assessment.
✓ The candidate(s) is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment.
✓ Confidentiality is maintained regarding assessment results.
✓ Results are only released with the written permission of the candidate(s).
✓ The assessment results are used consistently with the purposes explained to the candidate.
✔ Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards.
✔ Professional development opportunities are identified and sought.
✔ Opportunities for networking amongst assessors are created and maintained.
✔ Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.
EXTENSION
TAEASS401B - Plan Assessment Activities and Processes

Element 1:

Determine assessment approach

What is Assessment?

According to the Assessors Competency Standards Body, Assessment is “the process of collecting evidence and making judgements on the nature and extent of progress towards the performance requirements set out in a standard, or a learning outcome, and, at the appropriate point making the judgement as to whether competency has been achieved.”

The above definition, from the Assessors Competency Standards Body, can be simplified as:

The definition states that the evidence collected and judged is based upon performance set out in a standard or a learning outcome—this relates to “Criterion Referencing”. Criterion referencing is the measurement of a person’s performance (or achievement) in relation to identified criteria and not in relation to the performance of other learners or trainees (norm referencing).

What is Competency Based Assessment?

Competency based assessment is different from other types of assessment which have traditionally been used in education and training. In competency-based assessment, skills and knowledge are assessed against specific criteria as set out in competency standards.

Differences between competency based assessment and traditional forms of assessment are:

- Competency based assessment is criterion referenced.
  Learners are not assessed against each other, but against standard criteria.

- Competency based assessment is evidence based.
  Decisions about whether a person is competent are based upon evidence provided by the candidate. The evidence may be demonstrated or produced by the candidate or gathered by the assessor.

- Competency based assessment is participatory.
  Candidates are involved in the process of assessment.

Assessment links together the three elements leading to effective workplace performance – competency standards, training and practice.
Assessment is the process of gathering evidence and making judgements about whether the standards specified have been met and whether the evidence is sufficient to indicate competence.

There are two pathways for assessment in a competency-based system:

- **Assessment through training**
  Participants undertake training on or off the job, or a combination of both and competence is assessed upon completion.

- **Assessment only**
  This pathway recognises that individuals gain skills and knowledge in a variety of ways. Wherever these skills and knowledge have been gained they can be assessed against the relevant competency standards.

### COMPETENCY-BASED ASSESSMENT BLUEPRINT:

- **Assessment candidates**
  People wanting to demonstrate competent performance at work tasks
  - Provide sufficient and consistent evidence of competent performance to meet

- **Assessors**
  Qualified assessors in specific industry area
  - Gather and interpret evidence of a candidates’ competence to judge whether it meets

- **The Standard**
  Nationally endorsed industry competency standards

What types of assessment exist?

There are four types of assessment:

- **Diagnostic assessment**
  Diagnostic assessment is used to determine education and training needs. Diagnostic assessments (also known as pre-assessments) provide trainers or instructors with information about student’s or employees prior or current knowledge and skills.

- **Formative assessment**
  Formative assessment takes place over a period of learning or practice. It assists and supports the learner by advising them about the quality of their performance and their rate of progress towards the achievement of the performance criterion as stated in the competency standard.
• **Summative assessment**
  Summative assessment occurs at the end of a period of learning or practice. It determines whether a unit of competency or performance criteria has been met for the purpose of formal recognition.

• **Recognition of learning**
  Recognition of learning is the process of recognising the competencies obtained by an individual through previous or current training, work experience and/or life experience.

**How do the Dimensions of Competence affect Assessment?**

The competency of an individual refers to their ability to perform the task or job competently in all situations and under varying conditions as would be the standard of performance expected in the workplace. Being competent means being able not only to perform a skill in isolation but also involves:

- Performing at an acceptable level of skill (task skills)
- Managing a number of different tasks (task management skills)
- Responding and reacting appropriately when things go wrong (contingency management skills)
- Fulfilling the responsibilities and expectations of the workplace (job/role environment skills)
- Transferring skills and knowledge to new situations and contexts (transferability)

**What is the purpose/s and context of assessment?**

There are a number of reasons why people require assessments. Therefore, it is important to consult widely to identify the purpose and context of the assessment to be developed and conducted. Criteria such as what assessment is needed, where this will be conducted and how this will be done should be determined prior to engaging in the assessment process.

The purpose of assessment may be:

- to identify prior learning or current competency
- to identify training needs or progress
- a component of a training or vocational pathway
- to establish candidate’s progress towards achievement of competence
- to certify competence through a Statement of Attainment
- to establish progress through to a Qualification
- to measure work performance
- to determine training gaps
- to meet organisation requirements
- to gain a particular licence.
The context of the assessment may include:

- The environment in which the assessment will be carried out, including real or simulated work environments
- Opportunities for gathering evidence in a number of situations
- Who carries out the assessment
- Relationship between units of competency and the work activities in the candidate’s workplace
- The period of time during which the assessment takes place
- Quality assurance mechanisms

What is an assessment strategy?

An assessment strategy is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document.

What are benchmarks for assessment?

Industry standards

Industry standards are those competencies set out in specific industry Training Packages, for example the AUR05 Automotive Retail, Service and Repair Sector Training Package.

Cross-industry standards

Cross-industry standards are competencies that are common to a range of industries. The TAE10 Training and Education competency standards would be a good example of this, as it could cover local government, business, information technology, retail and many other industries.

Enterprise standards

Enterprise standards are those developed by organisations which require specific standards that relate specifically to their operations, for example McDonalds, Kodak and Qantas.

Organisational benchmarks

Examples of organisational benchmarks used for assessment include:

- Standard operating procedures
- Internal enterprise training, for example induction training
- Internal OH&S/WHS standards
- Product specifications
What is evidence?

The assessor will need to make a decision or series of decisions about whether the person(s) being assessed has achieved the required competence. To do this the assessor may be involved in deciding what evidence is required.

In a competency-based system, evidence is something which supports the candidate’s claim of competency. Moreover, it is proof of having achieved a competency standard, a learning outcome or performance criteria.

Evidence can be collected on a wide range of measurable aspects of performance. These may include:

- Products that have been made,
- Processes that have been carried out,
- Underpinning knowledge and understanding,
- Underlying attitudes.

What are the Rules of Evidence?

Valid Evidence
Evidence must cover the broad range of knowledge and skills required to demonstrate competence. Assessors need to be sure that the evidence meets the specified criteria of the standards. Evidence should also match or reflect the type of performance which is being assessed.

Authentic Evidence
Assessors need to be sure that the evidence gathered is the candidate’s own work. To determine authenticity, validation of the evidence by a third party may be necessary.

Current Evidence
An assessor needs to determine the recency of the evidence of competence. The focus is on whether the person being assessed has current competencies in what is being assessed and is still able to apply these to a current work situation.

Sufficient Evidence
This relates to the amount of evidence. Assessors must collect enough evidence to satisfy that the candidate is competent across all elements according to the performance criteria, taking into account the range of variables and all dimensions of competency.
What are the Technical Principles of Assessment?

Competency based assessment is the process of collecting evidence and making judgements on whether or not competence has been achieved. All assessment systems and Registered Training Organisations (RTOs) using these systems are required to demonstrate compliance with the four technical principles of assessment.

Validity
A valid assessment assesses what it claims to assess; evidence collected is relevant to the activity and demonstrates that the performance criteria have been met.

The validity of assessments can be improved by:

- Ensuring the assessment focuses on the appropriate areas of competence and skills.
- Sampling a sufficient range of skills and performance.
- Ensuring that assessment tasks resemble those encountered in the workplace.
- Using multiple approaches to assessment.

Reliability
Reliability refers to consistency or reproducibility of the assessment. A reliable assessment shows consistent results from one assessment event to the next.

The reliability of assessments can be improved by:

- Comparing assessment results of two or more assessors.
- Collecting evidence across different locations and times
- Collecting evidence by a number of different assessment methods
- Specifying clearly the competencies to be attained.

Flexibility
Flexible assessments are appropriate to the needs of the situation, the candidate, and the task to be performed. Flexible assessments involve the candidate in all aspects of the assessment process and include both on and off-the-job assessment activities. Assessors must provide for recognition of prior learning and make reasonable adjustments to the assessment process when designing flexible assessment events.

To be flexible, assessment should:

- Provide for the recognition of competencies no matter how, where or when they were acquired.
- Draw on a range of methods and be appropriate to the context, task and person.
- Be made accessible to the candidate so that they can proceed readily from one competency standard to another.
Fairness
A fair assessment will not disadvantage any person and will take into account the characteristics of the person being assessed.

To be fair an assessment should:

- Help the candidate understand clearly what is expected and what form the assessment will take
- Be equitable to all groups of people being assessed
- Have criteria for judging performance that are clear to all those seeking assessment
- Provide opportunities for review and an appeal of the assessment decision.

Validity

The Rules of Evidence and Technical Principles of Assessment both use the term ‘Validity’. The follow table outlines the way in which we differentiate between its uses:

<table>
<thead>
<tr>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules of Evidence</strong></td>
</tr>
<tr>
<td>Relates to what you collect from and about the candidate</td>
</tr>
<tr>
<td>Ensures that the evidence received is relevant and related to the competency being assessed</td>
</tr>
<tr>
<td><strong>Technical Principles of Assessment</strong></td>
</tr>
<tr>
<td>Relates to the assessment method used by the assessor</td>
</tr>
<tr>
<td>Ensures that the assessment process covers all of the elements, performance criteria and critical aspects of evidence in determining the candidate’s competence</td>
</tr>
</tbody>
</table>

e.g. If the trainer were to teach students the ingredients used in baking a chocolate cake and then assess their ability to bake a chocolate cake, the assessment would break the rule of ‘Validity’ as determined by the Technical Principles of Assessment. This is because the assessment is not assessing what it should be assessing, that is, the ingredients that is used in making the cake not how to bake the cake.
How should evidence be collected?

It is in the spirit of gathering quality evidence, that the assessor should seek to assess in a number of ways over a period of time, to ensure the validity of assessment and the consistency of the candidate performance.

**Direct evidence**
This is evidence collected by the assessor while observing real-time work-based activities. It includes observation of the candidate carrying out work tasks, verbal questioning about work practices, and witnessing the demonstration of specific skills needed to complete a task.
Direct evidence also includes observing simulated workplace activities when it is not possible or appropriate to observe real-time, on-the-job activities.

**Indirect evidence**
This is evidence of the candidate’s work that is examined by the assessor outside of observing real-time activities. It could include examination of the technical qualities of finished products or portfolios of work or a review of previous work carried out. It may also include written tests, assignments, or quizzes of underpinning knowledge relating to performance of the work task.

**Supplementary evidence**
This is additional evidence presented to assessors to support the candidate’s claim of competence. It could include testimonials from employers, reports from colleagues, clients and/or supervisors, work diaries and journals, evidence of previous training, examples of reports or other work documents.

Direct evidence is often regarded as the best evidence to collect. However, direct evidence is not necessarily more valid or reliable than indirect or supplementary evidence. Supplementary evidence, such as third party reports and work documents, are often the primary source of evidence when assessing higher qualifications.

Recognition of Prior Learning (RPL) has emerged more recently as an alternative utilising an assessment-only pathway. RPL challenges the trainer/assessor in that they are no longer empowered with the opportunity to help the candidate learn the required skills and practice the required skills prior to assessment.

One of the consequences of the above observations is that many assessors tend to be over-vigorous in their assessment of candidates compared to those whom they have just trained. However, there is no logical reason why the amount of evidence collected through an RPL process should be greater than that required for assessments completed as part of a learning and assessment pathway.

Sometimes, RPL assessors feel more confident in their judgement decisions if they are able to rely upon previous government recognised or other accredited training and assessments completed by the candidate. However, an RPL assessor is potentially able to grant RPL by relying only upon skills obtained through work experience and non-
recognised training. If a candidate is competent then their competence should be recognised irrespective of the learning and/or assessment pathway they have chosen. Most importantly, despite some assessors’ lack of comfort with RPL and the recognition processes, recognition secured through RPL should not be viewed as less valuable than Qualifications or Statements of Attainment obtained through a learning and assessment pathway. Instead, RPL should correctly be viewed as a valid alternative to assessments that take place after a learning process. As an assessment option, RPL shares some critical requirements with other assessment options, including:

- The Technical Principles of Assessment and Rules of Evidence apply equally to RPL assessments.
- Before commencing an RPL assessment it is important that the assessor clearly identifies the competency standard or alternative benchmark to which the submission will be assessed.
- An assessment tool, including assessor and candidate instructions, should be developed for RPL assessments.

During recent years the VET industry has been slowly becoming more accepting of the valuable role of RPL in helping recognise competency attainment. If the Rules of Evidence are applied even-handedly when assessing RPL applications then the VET industry has the opportunity to provide improved access to recognising the skills and knowledge of the workforce.
Element 2:

Prepare the assessment plan

What is an assessment plan?

The assessment plan is the overall planning document for the assessment process and includes a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organisational arrangements including physical and material resources and equipment and other relevant information.

Assessment plans should contain the following information:

- What will be assessed (i.e. units of competency)
- How assessment will occur (i.e. what methods will be used)
- When assessment will occur
- Where assessment will occur (i.e. the context of the assessment)
- The criteria for decision making (i.e. those aspects that will guide judgements)
- Where appropriate, any supplementary criteria used to make a judgement on the level of performance.

How is the plan structured?

An assessment plan allows the assessor and others to see at a glance how the assessment will be structured, what is involved and the assessment criteria candidates will be assessed against. There are a number of steps that need to be taken in order to plan the assessment thoroughly,

- The candidates are given a clear explanation of the assessment tools and what is required as evidence
- Opportunities for evidence gathering in work activities/simulated work activities are determined, with minimal disruption to the work environment, wherever possible.
- Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed.
Element 3:

Develop assessment instruments

How does an assessor establish what evidence to collect?

To establish what evidence to collect for an assessment activity, the assessor must consider a number of important components of competence. These include:

1. Job performance
   What constitutes competent performance of the skills required to carry out the task? To answer this question, the assessor must consider the elements of the task (elements of competence) and the standard to which each element must be performed (performance criteria)

2. The range of variables
   Under what circumstances, work contexts and situations must the candidate be able to perform the task? To answer this question the assessor must be familiar with the range statements in the unit of competence (range of variables)

3. Underpinning knowledge
   What knowledge and information must the candidate understand in order to perform the task competently and safely? To answer this question the assessor must examine the evidence guide section on underpinning knowledge and skills

4. The dimensions of competence
   What additional work skills must the candidate demonstrate in order to be fully competent at the task? To answer this question, the assessor must identify where the dimensions of competence are addressed in the unit of competence being assessed.

5. The key competencies
   What general work skills must the candidate have in order to be fully competent at the task? To answer this question the assessor must identify how the key competencies are addressed in the unit of competence

6. The qualification level
   What level of skill is required to perform the task? To answer this question the assessor must be familiar with the AQF Level and descriptor for the unit of competence being assessed.

By considering each of these components of competence in turn, the assessor is able to establish a picture of competent performance and identify what evidence must be collected to demonstrate competent performance at the task. The rest of this section looks in more detail at how these components are combined.
What considerations are there for the organisation of assessment arrangements?

- The assessment plan specifies what material and physical requirements are needed for the assessment. It also clarifies the roles and responsibilities of the people involved in the assessment process. Therefore, the assessor should ensure that they follow the necessary guidelines to access the resources and assign staff.

Some assessments will require specialist support to cater either for the environment of the assessment or the content of the assessment. Such support can provide specialist services either of a technical or subject nature, or because of the experience and skills the expert can bring to the assessment process.

What is meant by “reasonable adjustments”?

Assessors must ensure that assessment candidates are not disadvantaged because of cultural background, language, age, gender, religion or disability. This may mean making adjustments to the assessment process, assessment methods and assessment tools. At the same time, an assessor must not compromise the validity and reliability of their assessment decision.

Reasonable adjustments are made to accommodate the special circumstances and individual needs of candidates. This could mean:

- Providing interpreters for candidates where English is not their first language
- Providing wheelchair access and adjusting desks if appropriate for candidates with physical impairments
- Making adjustments for candidates with disabilities, such as allowing extra time or personal assistance to complete activities
• Providing on-line assessment for candidates in remote locations
• Making adjustments to assessment tasks for candidates with low literacy or numeracy skills. Examples could include using oral rather than written questioning; audio or video recorded answers instead of written answers.

How can assessment be reviewed for applicability?
Selected assessment methods and assessment tools should be examined and adjusted, where required, to ensure continuing applicability taking into account:

• any contextualisation of competency standards
• reasonable adjustment/s, where identified
• integration of assessment activities, where appropriate and practical
• capacity to support application for recognition of current competence

Why review assessment?
When developing an assessment tool for the first time, reviewing the plan before assessment will help to ensure that it is as accurate and useful as possible.

If it is an existing assessment plan, it is vital that it is reviewed prior to the assessment in order to identify necessary modifications and/or changes. This will ensure its continued accuracy and usefulness. Adjusted assessment tools should be reviewed to ensure the specifications of the competency standards are still addressed.

A review may require:
• consultation with individuals who are expert in assessment and the relevant Training Package
• consultation with administration staff
• consultation with management
• consultation with regulatory authorities
• field or pilot testing with groups of assessors and candidates
• peer review by assessors in the relevant industry
TAEASS301B – Contribute to Assessment

Element 1:
Clarify role and responsibilities in the assessment process

What is the purpose of assessment?

Some of the different purposes are to:

- diagnose performance
- classify an employee
- confirm an employee’s competency or readiness for work
- award a qualification
- provide a statement of attainment
- confirm progress in competency acquisition and learning
- recognise prior learning or current competencies
- determine training gaps.

Who are the target group of candidates?

Before planning the assessment methods and tools, it is necessary to identify the target group, the purpose of the assessment and standards of performance. The target group may be from:

- an enterprise
- a job role or occupation
- an industry sector
- a professional association
- a communication organisation
- a government organisation
- an area defined by specific needs.

Assessment of competence may be undertaken in a workplace (or simulated workplace), through a Registered Training Organisation (face-to-face or by distance), or through a combination of these. All assessment methods and tools must relate directly to the specified competency standards and should feature appropriate:

- clear and consistent formatting
- levels of language, literacy and numeracy
- visual and aural representation
- questions and activity types
- media.
Element 2:

Confirm organisational arrangements for gathering evidence

How can the focus of the assessment tool be determined?

An assessment tool is any items used to assess a candidate’s competency and must include both the instruments and the instructions for gathering and interpreting evidence. It is recommended that a variety of assessments tools be used to assess competency.

The development of assessment tools is based on a series of criteria starting with the evidence requirements. The tools must help the candidate to meet the required competency standards or other assessment benchmarks, and must clearly identify what types of evidence can be used to demonstrate competency.

What type of evidence is required?

The evidence may be:
- direct
- indirect
- supplementary
- combinations of the above

Direct evidence refers to examples that show the candidate’s own work and includes observation, written reports and videotapes.

Indirect evidence is often used when a candidate does not have any direct evidence, and can include role plays and simulations to assess competence.

Supplementary evidence is information about the skills and experience of the candidate gathered from other sources, such as references and statutory declarations.

The example below highlights the use of all three types of evidence for the Element of Competency “Prepare Product Surfaces”:

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Evidence Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>Observation of candidate inspecting product surfaces for contamination or damage.</td>
</tr>
<tr>
<td>Indirect</td>
<td>Verbal questioning by assessor regarding procedures for preparing product surfaces.</td>
</tr>
<tr>
<td>Supplementary</td>
<td>Written report from the candidate’s supervisor that the candidate consistently prepares surfaces in accordance with manufacturer’s instructions and workplace requirements.</td>
</tr>
</tbody>
</table>
Element 3: 
Collect evidence in accordance with the assessment plan

What is an Assessment Method?

An assessment method is a way of collecting evidence that will demonstrate competency. Below is a table, which lists a number of assessment methods.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Observation of Actual Performance| Observing the candidate performing work requirements or a specific task      | ▪ Observing a product being made  
▪ Observing a workplace procedure |
| Questioning                      | Use a range of different question types. Candidate may be required to attend exam room or complete a take home exam. Assesses the candidate’s ability to listen, interpret and communicate ideas about information | ▪ Short answer  
▪ Essays  
▪ Multiple choice  
▪ Sentence completion  
▪ Series of open or closed questions |
| Simulation                       | A situation is created which imitates workplace arrangements                | ▪ Flight simulator  
▪ Role-play interaction with customer |
| Portfolio / Production of Item   | The candidate presents a variety of evidence which addresses performance criteria | ▪ Providing qualifications, job descriptions, third party reports and work samples. |

What are Assessment Tools?

The assessment tool contains both the instrument and the procedures for gathering and interpreting evidence:

- Instruments/s – the specific questions or activity developed from the selected assessment method/s to be used for the assessment. (A profile of acceptable performance and the decision making rules for the assessor may also be included)

- Procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.
How should assessment tools be designed and developed?

Specific instruments should be developed to address the evidence to be collected based on devising assessment activities which:

- meet the competency standards
- reflect the principles of assessment
- incorporate principles of access and equity
- meet the rules of evidence
- provide choice, where appropriate
- are sequenced to reflect competency development in a learning and assessment pathway
- are user-friendly
- reflect the assessment environment
- are practicable.

Assessment instruments should be developed using appropriate:

- style and format
- language, literacy and numeracy
- sensitivity to audience diversity
- visual and aural representation
- media.

Clear and specific procedures instructing the assessor and/or candidate on the administration and use of the instruments should also be defined and documented.
Element 4: Record and report findings

Why trial the assessment tool?

The quality and validity of the assessment procedure depends on the assessor trialling and modifying the assessment tools. Both assessment tools and procedures should be piloted with a range of people and/or trialled on a sample target audience to identify potential problems and areas for improvement.

When trialling assessment tools and procedures assessors should use the following process:

- Identify the criteria by which outcomes will be evaluated.
- Determine the representative groups for the trials
- Conduct the trials
- Compile and analyse results
- Modify the tools and procedures based on the results.

The following checklist can be used for evaluating assessment tools and procedures.

Assessment Evaluation Checklist

| ✔  | Validity | Does the tool measure the candidate’s ability to meet the performance of the competency? Does it reflect workplace realities? |
| ✔  | Reliability | Does it consistently measure what it is supposed to measure? Does it use a range of methods? Does it generate sufficient evidence? Is the evidence collected over a range of contexts and time? |
| ✔  | Fairness | Does the tool include allowable adjustments that take into account: age, ethnicity, gender, language difficulties, disability, social or educational background? Is it free of bias? Does the assessment procedure use multiple assessment methods to allow multiple checking of knowledge and skills? Have there been any grievances and disputes? |
| ✔  | Flexibility | Can the procedures be adapted to suit the circumstances and needs of the enterprise, organisation or candidates? |
| ✔  | Suitability | Do the procedures reflect the workplace realities and normal operation without causing undue disruption? |
| ✔  | Cost | Are the tool(s) and procedure(s) cost effective? Is a special workspace required? Does it involve lost productivity? How much time is required to demonstrate and collect the evidence? |
| ✔  | Regulatory Requirement | Does it meet relevant legislative requirements? Does it comply with the assessment policy and procedures of the assessment system? |
| ✔  | Authenticity | Does the tool promote authenticity of evidence? |
How can feedback from relevant people involved in trialling be collected and documented?

Keeping records of all assessment is critical. Records provide the details that people might have to refer back to in the future.

Each organisation will have different procedures, so it is important to find out what record keeping systems already exist in the organisation.

What happens after the review?

- Amendments to the final tools are made based on analysis of feedback
- Revised assessment tools are appropriately formatted and filed in accordance with assessment system policies and procedures.
TAEASS402B – Assess competence

Element 1:
Prepare for assessment

What needs to be considered in establishing the assessment environment?

Before commencing assessment, it is important to ensure everything that needs to be in place is ready. Ideally, the assessor should:

- confirm the details in the assessment plan
- tell the candidate about the assessment’s purpose, context and performance benchmarks
- develop a professional relationship with the candidate

Each candidate will have different motivations and expectations - some will have learning needs that will require additional resources and assistance. Therefore, it is important that the assessor becomes familiar with the policies regarding the provision of any extra resources and assistance, and can confirm these are in place and make use of them.

How should competency be assessed?

Competency should be assessed in an environment which approximates those ordinarily experienced and complies with occupational health and safety procedures. The assessment should take place in a situation where the candidate feels comfortable and is able to do the assessment appropriately.

In preparing the environment consider both the physical and psychological comfort of the candidate.

Physical conditions which need to be considered are temperature, lighting and noise levels.

How the candidate feels emotionally also needs to be considered. The candidate can be prepared and made to feel less anxious, by discussing with them the conditions under which the assessment will occur and giving clear instructions.

Does the candidate understand the assessment process?

It is important that the candidate understands clearly all the steps and requirements of the assessment procedure including:

- Purpose of the assessment
- Conditions under which the assessment will be carried out
- Appeals/reviews processes
- Details of arrangements such as time, place and any materials needed.
It is good practice to contact the candidate prior to the assessment to ensure they understand all procedures and clarify any questions. If the assessor feels unsure about whether the candidate has understood everything, they can get them to explain what they think is involved.

**How can the assessment environment be maintained?**

Details of the assessment plan and the assessment process should be explained, discussed and clarified with the candidate on an on-going basis. This will include opportunities for assessment, reasonable adjustment, re-assessment and appeals.

Further to this, the assessor should be a champion for effective communication strategies and seek out opportunities to provide constructive feedback to candidates as well as encourage feedback on the assessment process to enable continuous improvement.

**What attitudes and behaviours does the assessor need?**

Assessment is a participatory process between the assessor and the candidate. In order to carry out a successful assessment the assessor will require effective communication and interpersonal skills. This is essential in order to relay information clearly and effectively.

The assessor needs to show empathy. This means being able to enter into the feelings of the candidate and understand what they might be going through before, during, and after assessment. It is important that the assessor does not intimidate or scare the candidate, as this may affect performance and not give an accurate assessment result.

Listening and responding are also important skills for an assessor. Active listening can show that the assessor is interested in the candidate and what they are saying. The assessor’s response can create positive or negative feelings for the candidate and influence their performance.

As an assessor, the judgements made will affect the candidate. The assessor has a responsibility to ensure that the candidate’s rights are observed. These rights include free consent and confidentiality.

Free consent means that candidates should:

- be informed if an assessment is planned
- be given details of the assessment
- only participate when ready

Confidentiality means that information about the candidate’s assessment should:

- be made available only to appropriate personnel
- be kept secure
What are the opportunities for gathering evidence?

Once the assessment procedure has been outlined, the assessor will need to identify where and how they can gather the evidence required. The best opportunities for assessment are in the workplace as this is where true competent performance can be observed most easily.

If assessment is carried out in the workplace, it is important to ensure that the assessment does not disrupt the normal workplace practices, nor take up an exaggerated amount of time. The assessor must also ensure that appropriate personnel, such as supervisors, are informed that an assessment will be taking place.

If the assessment is being conducted outside of the workplace, then the assessor should ensure that it is suitable and that it is not too dissimilar to actual workplace practices. The assessor may need to consider a number of assessment environments and resources, including time, location, personnel, finance/costs, equipment, material, OHS and operating procedures. Evidence should also indicate that it is valid, authentic, sufficient and current.

Be particularly aware of any industry or organisation requirements in addition to the competency standard being assessed. For example, an OH&S/WHS regulation that states that everyone has to wear safety glasses and a helmet when on site. Note that an organisation can customise competency standards by adding information, but cannot take anything away from the standard.
Element 2: Gather quality evidence

How can quality evidence be gathered?

The process of establishing an assessment system is underpinned by mechanisms for gathering quality evidence. The assessor’s role is to gather evidence that proves a candidate meets a competency standard. The evidence gathering activities should be varied and matched by appropriate assessment tools.

To ensure quality evidence is gathered the following steps should be taken:

- The assessment plan is followed to guide the conduct of assessment and assessment methods and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence.

- The candidates are given a clear explanation of the assessment tools and what is required as evidence.

- Opportunities for evidence gathering in work activities/simulated work activities are determined, with minimal disruption to the work environment, wherever possible.

- Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed.

How do the principles of assessment and rules of evidence support the gathering of quality evidence?

The Technical Principles of Assessment state that assessment must be valid, reliable, flexible and fair. This ensures that the evidence gathered relates directly to what it claims to prove, matches a consistent standard set for all candidates, has opportunities for reasonable adjustments to support customisation and promotes equity in both the administration of the assessment tools and the gathering of evidence on performance.

The Rules of Evidence are closely related to these principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, authentic current and sufficient. That is, it matches the type of performance required, verifiable as the candidates own work, is gathered in a timely fashion to ensure that it is a reasonable reflection of the candidates current practice and is gathered on multiple occasions over a period of time to ascertain the consistency of performance.
Element 3:
Support the candidate

How can the candidate be supported?

- Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate
- Recognition of current competence is made readily available
- Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence
- Specialist support is accessed, where required, in accordance with the plan
- Any occupational health and safety (OH&S) risk to person or equipment is addressed immediately.

How can the candidate be supported before the assessment?

Before the assessment, candidates are likely to be nervous so the assessor will need to provide a supportive environment that reassures them. Considerations should be made for their comfort and ways they can be put at ease.

- Make sure the environment is suitable for the assessment being conducted
- Create a positive atmosphere and pay attention to the surroundings
- Ensure that candidates are relaxed and not apprehensive
- Greet the candidate, welcome them and establish rapport. Allow candidate time to settle in and feel comfortable.
- Give a brief overview of the assessment process in terms that are easily understood
- Advise candidates on the time allowed for the assessment
- Invite candidates to ask questions
- Advise candidates when they can begin the assessment task

How can the candidate be supported during the assessment?

Candidates need to feel comfortable about being assessed and believe that the assessor will be just and fair in their judgements. Assessors must be careful that the assessment process is fair for all candidates and adaptable to individual situations. Racial, cultural, religious, gender or personal bias is not appropriate and must not be allowed to influence the conduct or outcome of the assessment.

The conditions under which the assessment is conducted should already have been communicated to the candidate. During the assessment the assessor should provide appropriate ongoing encouragement and guidance through properly focused and phrased statements or questions where relevant.

How can the candidate be supported after the assessment?

It is important to provide timely feedback on performance and inform the candidate of any necessary additions or modifications required to meet the competency standards. Further to this, the assessor should explain any re-assessment options. Even if the candidate has achieved the required level of competency, confirmation feedback should still be provided.
Element 4:
Make the assessment decision

When should the assessment decision be made?
The assessment decision should be made when the assessor is satisfied that the candidate has presented sufficient evidence to allow for a judgement of “competent”.

Assessors often worry about how much evidence is enough to prove competency. The assessor will need to be certain that the evidence collected covers all parts of the relevant benchmark. If the benchmark is a Unit of Competency, then the evidence as a whole must cover:

- All Elements
- All Performance Criteria
- All the ‘musts’ in the Range Statement
- All of the critical evidence listed in the evidence guide
- All the essential skills and underpinning knowledge listed in the evidence guide
- The Key Competencies
- The dimensions of competency

How should the assessment be made?

- Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency
- Judgement is used to infer whether competence has been demonstrated, based on the available evidence.

What limitations are there in obtaining and evaluating quality evidence?

Limitations may relate to:

- Job role and responsibilities
- Contextualisation of assessment tools
- Meeting candidate needs
- Assessment Panels
- Organisational requirements
- Understanding of competency and assessment processes
- Legal responsibilities.

How could feedback be given to the candidate?

When providing feedback on the outcome of assessment to the candidate, the assessor should:

- Be very clear about whether the candidate is competent or not yet competent
- Outline where competence has not yet been achieved
- Outline how the candidate can achieve competence
- Provide written feedback which includes an action plan for further development.
Element 5:
Record and report the assessment decision

What should be recorded and reported?

Keeping accurate and secure assessment records is a critical part of the assessment process. Under the Standards for NVR Registered Training Organisations, RTO’s must keep records, including those relating to assessment.

Assessment outcomes should be recorded promptly and an assessment report completed and processed in accordance with assessment system. Recommendations for follow up action should then be submitted to relevant people, where required.

Why record?

Keeping accurate documentation of the assessment process is extremely important as these records may be:

- Used in providing feedback to candidates
- Used to confirm the issue of a qualification or Statement of Attainment
- Referred to in guiding future study options
- Used for promotion or salary increases
- Used as evidence that the training organisation has complied with legislative or regulatory requirements
- Referred to in an appeal

How should assessment results be recorded?

Each organisation should have procedures in place for recording assessment results. The assessor should also keep records of their own to give feedback and assist in clarifying any queries or appeals which may arise. Sometimes legislation, for example a licensing requirement, will require detailed recording of assessments. Legally the organisation may have to keep records for a specific amount of time.

You may want to keep on record the following information:

- Name of candidate
- The date and time of the assessment
- The location of the assessment
- The unit you will be assessing
- The evidence required
- The methods used to assess competence
- The results of the assessment
- Comments and feedback
- The name of the assessor
- Any appeals/review procedures

Workplaces and organisations may also have restrictions on who has access to assessment results. Each organisation should have a policy, which outlines the procedures for access, which comply with the requirements of federal and state privacy legislation. As a general rule any access or use of a candidate’s records should be authorised in writing by the candidate.
Element 6:

Review the assessment process

Why review assessment?

Reviewing assessments is an essential part of the assessment process. Assessors should always review their assessments on a regular basis to ensure that their assessments remain valid, reliable, flexible and fair.

Competency based assessment is designed to be a dynamic system. Reviewing assessments regularly helps to ensure that procedures and methods remain flexible, fair and able to meet the needs of all individuals.

Reviewing assessments also provides the assessor with the opportunity to go over the procedures and methods and make any necessary changes. It may identify minor modifications which need to be made, such as clarifying questions which were initially thought to be clear. If there has been an appeal against a decision, the review process provides an opportunity to reflect on and discuss what happened during the assessment.

Reviewing assessments enables the assessor and the workplace to ensure that they are maintaining quality assessment practices. Discussing and reviewing assessments with other assessors provides the opportunity to have the procedures and methods analysed and verified.

What review methods could be used?

There are a number of ways in which you can review your assessments. These include:

Feedback from candidates
This can be very valuable, as candidates will be able to offer feedback on the types of questions you asked, tasks that they needed to perform and instructions that were given. Part of the assessment documentation can be an evaluation sheet for the candidate, which contains questions or rating scales concerning parts of the assessment, and they can comment on various aspects of the process.

Reflecting on your assessment
The assessor should think back over your assessment and identify any areas that didn’t quite turn out as they expected. They should ask themselves:
- What went well and why?
- What went wrong or not as expected?
- Was the assessor prepared for everything that happened during the assessment?
- Is there anything that could be done differently next time?
Feedback from others
In assessment it is always a good idea to discuss the procedures and methods with a supervisor or other assessors. Supervisors or colleagues may be able to offer suggestions on how to rectify any problems that occurred during assessment, strengthen and add to good parts of the assessment, or simply verify that the assessment was carried out effectively and efficiently.

Moderation sessions
Moderation is the process where assessors can compare and evaluate their assessment methods and procedures. It is an important process and helps to maintain quality standards for assessors.

Getting together with other assessors provides the opportunity to:

- Identify whether they are using the same criteria to assess the same areas
- Evaluate their assessment methods and tools
- Discuss any issues that may arise including difficulties with candidates or management
- Suggest any methods for improvement.

What criteria could be used to review assessment?

Questions that could be asked during the review process include:

- **Did the assessment task reflect actual workplace conditions?**
  
  Sometimes it is not possible to assess the candidate in the workplace and you will need to set up an assessment task. You will need to consider whether the conditions under which the assessment took place were similar to actual workplace conditions. You will need to think about any factors that may have affected the assessment outcome. For example, the actual workplace is extremely noisy while the candidate performed the assessment task under very quiet conditions. Would this have made a difference to the outcome?

- **Did you assess a whole unit of competence?**

  You need to have evidence that the candidate is competent in all the elements that make up a unit. It is important that the whole unit is assessed not just single elements. Where possible you could assess a number of units together. This way you will be conducting a holistic assessment, which will assess not just units in isolation but a whole range of competencies, which make up a job role.

- **Was the assessment practical?**

  How long was the assessment and how much did it cost? Irrespective of the assessment result, you need to identify whether or not it was practical. You should review your assessment to ensure that it was time efficient and cost effective.
Who needs to be involved and or notified?

The review process will involve a number of people. The assessor will need to decide who should be a part of the review process and how many people will be involved. If there are to be any changes made and documented, certain individuals will need to be notified following the process, such as supervisors, employee representatives and administration personnel.

How can the assessment decision be verified?

The assessor should check the evidence gathered with other assessors in order to verify your assessment decision. This will help to ensure consistency of assessment decisions and maintain quality assurance procedures by comparing the evidence that you have collected with the evidence that other assessors collect for the same competencies.

Following are some questions that could be asked regarding the evidence collected:

Was the evidence valid?

It is essential that the evidence you have collected relates to the actual competency you are assessing. To ensure that your evidence is valid you should look closely at the performance criteria; what exactly does the candidate have to do? For example, if they need to operate a computer - it is not necessary that they describe how it is programmed.

Did you use more than one piece of evidence?

If you observe a candidate operating a machine and you use one observation to assess them, is this enough? The candidate may have been having a good day, or just have been lucky. On the other hand, they may have been nervous and performed badly due to being assessed.

It is important that you collect a range of evidence to ensure that the candidate can not only perform that particular task but also that he/she possesses the underpinning skills and knowledge needed to perform that task. For example, observe a candidate operating the same machine a number of times as well as asking them a number of questions to ensure that they understand how it operates.

Did you collect evidence in a range of contexts?

It is important that you assess a candidate in a number of different contexts. The candidate may be able to perform a particular task in one context but not able to complete that task given different circumstances. You need to be certain that the candidate can demonstrate competence in a number of different situations. If it is not practical, or it is too expensive to assess the candidate in a number of different situations then you can seek supplementary evidence from a supervisor. Additional
questions about how they would deal with another situation may also help to identify underpinning knowledge.

**Did you collect the right amount of evidence?**

During your assessment you may have found that the evidence you required initially was not enough, or it was too much to make a judgement of competence. You may have found that some aspect of performance needed supplementary evidence to ensure competence. Think back on your assessment and the amount of evidence you required in order to make a balanced judgement of competence.

**Did you check that evidence provided was authentic?**

If you required candidates to present work examples, documents or portfolios you should check that it is the candidate’s own work.

**Did your assessment reflect workplace practices?**

You need to ensure that the assessments you conduct actually assess what the candidate needs to do in the workplace. The tasks and activities that you set up as well as the questions you ask need to link directly to what the candidate is required to do in their job role / function.

**Reporting on the review process**

Once the assessment has been reviewed, the assessor should document all procedures and outcomes. If there are procedures that need to be changed then it is essential that these are documented as part of the organisation’s policies and procedures to ensure that these are updated and adhered to.

Relevant personnel such as other assessors, managers, union representatives and human resource departments should be provided with a copy of the review outcomes. This will ensure that everyone knows of the changes made, if any, and that there is a report of the review outcomes.
TAEASS403B - Participate in assessment validation

Element 1:
Prepare for validation

What is assessment validation?

Validation is a process of monitoring assessment practices through evaluating the consistency, reliability, fairness, flexibility and validity of:

- Assessment procedures
- Assessment tools
- Assessment evidence
- Assessment decisions

Each of these aspects of assessment are reviewed, compared and evaluated by examining the assessment outcomes of a range of assessors working with the same units of competence over a period of time.

Ensuring the integrity of Assessment Decisions

Diagram: Integrity of Assessment Decisions

- The evidence accurately reflects:
  - Requirements of unit(s) of competency
  - Advice in the Range Statement
  - Real workplace requirements
  - All four dimensions of competency
  - Employability Skills
  - Appropriate AQF alignment

- The assessment is:
  - Valid
  - Reliable
  - Flexible
  - Fair

- Validation processes have been used, such as:
  - Internal assessor meetings
  - Moderation
  - Participation in industry forums
  - Appropriate arrangements for auspiced assessments
  - Appropriate records

- Evidence is:
  - Valid
  - Sufficient
  - Current
  - Authentic

- Assessment procedures and decisions are recorded, reviewed and improved
Validation Approaches

Below is a list of the approaches (with descriptions) to validating components of its assessment strategy.

<table>
<thead>
<tr>
<th>Approaches to Validation</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Components of the assessment strategy to be validated</th>
</tr>
</thead>
</table>
| **Assessment Panel**    | • Brings together a pool of expertise.  
                          • Excellent for brainstorming ideas.  
                          • A great way to “blood” in new assessors. | • Can take more time.  
                          • Has the potential of becoming argumentative.  
                          • Dominant assessors can dictate outcomes. | X X X X |
| **Benchmarking**        | • Great way to assess where your standard is as compared to others. | • Comparing your standard to a competitor may not be an accurate measure | X X X |
| **Client Satisfaction Surveys** | • Getting the clients perspective on the process/ outcomes.  
                                • Was there transference of assessed skill to the workplace?  
                                • Cost effectiveness | • Their view is not that of an assessor.  
                                • The bottom line can drive their input. | X X |
### Approaches to Validation

<table>
<thead>
<tr>
<th>Approaches to Validation</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Components of the assessment strategy to be validated</th>
</tr>
</thead>
</table>
| Field Testing, Trialling, Piloting | • Actually testing it on a select group assists in quantifying the outcomes.  
• It is a real life test of the process/tools.  
• Can gain invaluable feedback from participants. | • May not represent your ongoing candidates.  
• Can be a costly exercise.  
• It may not be deemed as a real activity, as it is all set up. Therefore the outcomes may be skewed. | X |
| Internal Audits | • A great way to internally check if you are on track.  
• A great way to systematically program in reviews of assessing activities. | • The old saying of “you cannot see the forest for the trees”!  
• Very important to have fresh eyes on assessing processes / tools. | X X X X |
<p>| Lead Assessor | • Having an experienced assessor to guide the team or individual. | • It is just one person's point of view. | X X X X |</p>
<table>
<thead>
<tr>
<th>Approaches to Validation</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Components of the assessment strategy to be validated</th>
</tr>
</thead>
</table>
| **Moderation Meetings**  | • A great way to check one assessor against another.  
• Can provide consistency across organisational assessors.  
• Reaffirms that assessors are doing it right. | • Sometimes agreement may not be easily achieved.  
• Can take up more time than necessary. | X \ X \ X \ X |
| **Peer Review**          | • Your peer knows what should be happening.  
• The can give you qualified input into your processes.  
• As your peer there are no managerial concerns.  
• Can happen on an ad-hoc basis. | • Your peer may not have your interests in mind!  
• Can become argumentative.  
• Not cost effective as there is a need for 2 assessors.  
• Your peer may not be as experienced as you. | X \ X \ X \ X |
### Approaches to Validation

<table>
<thead>
<tr>
<th>Approach</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Components of the assessment strategy to be validated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sampling</td>
<td>• A great way to ascertain what is happening, randomly.</td>
<td>• You may randomly select only the best outcomes and miss some of the “others.”</td>
<td>X X X</td>
</tr>
<tr>
<td></td>
<td>• Gives you a real perspective of the processes being used.</td>
<td>• You may randomly select a rare bad one which won’t truly represent what is happening.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Helps insure all assessors are abiding by organisational policy or guidelines.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Sampling involves reviewing a random selection of assessments conducted in the organisation to ensure planning, preparation, conduct, record keeping and reporting, and review and evaluation of the assessments undertaken in line with the policy of the organisation, the requirements of the relevant Training Package and the needs of the candidate.*
Element 2: Contribute to validation process

How can the assessment process be validated?

The assessment process is the agreed series of steps that the candidate undertakes within the enrolment, assessment, recording and reporting cycle. The process must meet the requirements of the Standards for NVR Registered Training Organisations. The key steps in the assessment process usually include:

- establishing the assessment context
- preparing the candidate
- planning and preparing the evidence gathering process
- collecting the evidence and making the judgement
- providing feedback on the assessment
- recording and reporting the result
- reviewing the assessment process
- participating in the reassessment and appeals process

The assessment process can be validated by comparing the policies, procedures and processes of one RTO with another.

How does validation of assessment tools occur?

An evidence-gathering or assessment tool comprises:

- **the instrument(s)** — the specific questions or activities developed from the selected assessment method(s) to be used for the assessment (a profile of acceptable performance and the decision making rules for the assessor may also be included); and
- **procedures** — the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.

The validation of evidence-gathering/assessment tools is designed to ensure the quality and validity of the tools before their use. The process builds consistency by ensuring that assessment tools meet specified criteria in their development. It is crucial that tools used to gather evidence are based on an accurate interpretation of the competency standards and use appropriate methods for gathering evidence that enable the assessor to make an informed judgement on the candidate’s competence. The validation of evidence-gathering/assessment tools is a process designed to ensure that the tools reflect the requirements of the relevant Training Package, are able to be applied in a range of practical settings and meet the RTOs quality standards.

How can evidence contributing to the judgement made by assessors be validated?

Assessors may judge evidence that is drawn from a range of sources. The evidence may be collected by the assessor, the candidate or a third party, such as a workplace supervisor. It can be a mix of current and past evidence. Whatever the approach, the focus should be on gathering evidence that is valid, authentic, current and sufficient, quality evidence.
It is important to ensure that the evidence requirements of the relevant Training Package are met, and this should be monitored regularly. The implications of inconsistent and poor judgements can include:

- confidence in the AQF qualifications and/or statements of attainment between RTOs will be undermined
- employers and employees will not readily accept AQF qualifications and/or statements of attainment
- candidates may be treated unfairly.

**When should validation occur?**

Validation can take place before, during and after assessment. It can occur at one, two or all of these times.

Validation before assessment may concentrate on:
- the interpretation of the unit(s) of competency to be assessed
- the development of a common understanding of the standard to be achieved
- the identification of the evidence required
- evidence-gathering/assessment tool design.

Validation during assessment may concentrate on:
- the performance of the candidate undertaking the assessment
- the evidence collection process
- the role of the assessor in it.

Validation after assessment may concentrate on:
- the effectiveness of the assessment tool(s) and the assessment process
- the standard of performance achieved
- the validity of the evidence collected
- the accuracy and consistency of the assessment judgement.
Element 3:
Contribute to validation outcomes

How can contributions be made to validation outcomes?

- Validation findings are collectively discussed, analysed and agreed on to support improvements in the quality of assessment
- Recommendations to improve assessment practice are discussed, agreed on and recorded
- Changes to assessment practice arising from validation and appropriate to assessment role and responsibilities are implemented.

What documentation is needed?

Regardless of the validation approach used, it is vital that RTOs maintain records of their validation processes.

It is important that any records are filed appropriately so that they can be easily accessed if required. The forms of evidence that show validation has taken place may include:

- records of meetings where validation is covered (course committees, assessor networks, moderation, peer review etc): agendas, minutes, reports of outcomes, action plans, memos, emails etc
- feedback from clients including:
  - candidate and/or employer satisfaction surveys
  - notes recording feedback from face-to-face or telephone interviews
  - letters or other written material
- position descriptions for specialist or lead assessors
- terms of reference for assessment panels or similar committees
- records of reviews or samples of evidence collected for assessment including:
  - feedback to candidates
  - comments from specialist assessors or technical experts
- notes from moderation meetings internal audits/RTO self-assessment regarding the assessment process records of benchmark activities such as:
  - visits to other RTOs or organisations
  - exchange activities (personnel, documentation, resources etc)
- records of professional development activities or similar mechanisms that focus on improving assessment strategies
- examples of materials used in reviewing, comparing and evaluating tools, such as: quality criteria, review checklist.
RETENTION
ACTION ITEMS
ACTION ITEMS
APPENDIX A: BSBADM101A Use business equipment and resources

| Unit Descriptor | This unit describes the performance outcomes, skills and knowledge required to choose equipment and resources to complete a variety of tasks under direct supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |

Application of the Unit

| Application of the Unit | This unit applies to individuals developing basic skills and knowledge to use a variety of business equipment in preparation for working in a broad range of settings. |

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

No pre-requisites.

Employability Skills Information

| Employability Skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Select equipment or resources | 1.1. Identify and access business equipment or resources required to complete task under direct instructions  
1.2. Estimate quantities and resources correctly to complete the task  
1.3. Check equipment for serviceability in accordance with equipment instructions |
| 2. Operate equipment | 2.1. Operate equipment in accordance with manufacturer's specifications and under direct instructions  
2.2. Identify equipment faults accurately and take action to ensure equipment is repaired in accordance with manufacturer's specifications  
2.3. Report repairs outside area of own responsibility to appropriate persons |
| 3. Maintain equipment or resources | 3.1. Maintain equipment or resources to support completion of tasks under direct instructions  
3.2. Undertake maintenance to ensure equipment meets manufacturer's specifications  
3.3. Maintain records concerning equipment or resources under direct instructions  
3.4. Store equipment and resources under direct instructions |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

Required skills
- literacy skills to identify work requirements and to process basic, relevant workplace documentation
- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions, to receive feedback and to report equipment faults
- problem-solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions while under direct supervision
- technology skills to use business equipment under direct supervision.

Required knowledge
- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - occupational health and safety (OHS)
  - functions of a range of business equipment
  - correct shut-down procedures for a range of business equipment
  - common equipment faults
  - routine maintenance procedures.
### Evidence Guide

**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Evidence of the following is essential:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical aspects for assessment and evidence required to demonstrate competency in this unit</td>
<td>• demonstrated application of appropriate maintenance procedures.</td>
</tr>
<tr>
<td></td>
<td>• knowledge of the functions of a range of business equipment</td>
</tr>
<tr>
<td></td>
<td>• operation of a range of business equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• access to an actual workplace or simulated environment</td>
</tr>
<tr>
<td></td>
<td>• access to office equipment and resources</td>
</tr>
<tr>
<td></td>
<td>• examples of operational and maintenance manual and records.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</td>
</tr>
<tr>
<td></td>
<td>• analysis of responses to case studies and scenarios</td>
</tr>
<tr>
<td></td>
<td>• observation of demonstrated techniques in operating and maintaining business equipment</td>
</tr>
<tr>
<td></td>
<td>• oral or written questioning to assess knowledge of the operation and maintenance of business equipment</td>
</tr>
<tr>
<td></td>
<td>• review of records concerning equipment or resources.</td>
</tr>
</tbody>
</table>

| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other general administration units. |
Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| **Business equipment** may include: | • answering machine  
| | • binder  
| | • fax machine  
| | • photocopier  
| | • printer  
| | • telephone  
| **Resources** may include: | • equipment  
| | • facilities  
| | • human resources  
| | • OHS resources  
| | • stock and supplies  
| **Equipment instructions** may include: | • manufacturers guidelines  
| | • OHS guidelines and procedures  
| | • procedures manual  
| | • training notes  
| **Appropriate persons** may include: | • colleagues  
| | • external organisations  
| | • line management  
| | • supervisor  
| **Maintenance** may include: | • adding toner  
| | • cleaning equipment regularly  
| | • clearing paper jams  
| | • organising service calls  
| | • replacing paper  
| **Records** may include: | • equipment service call forms  
| | • purchase orders  
| | • service repair forms  
| | • warranties  

APPENDIX B: SITHFAB010C Prepare and serve non-alcoholic beverages

Unit Descriptor

| Unit Descriptor | This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of teas, coffees and other non-alcoholic beverages in a range of industry contexts. The unit does not deal with the skills and knowledge required to extract and serve espresso coffee, including storage of coffee and care of machinery, which are covered in SITHFAB012B Prepare and serve espresso coffee. |

Application of the Unit

| Application of the Unit | This unit applies to all establishments where coffee, tea and other non-alcoholic beverages are served, such as cafes, restaurants, bars, catering venues or retail outlets. Persons performing this function usually work as part of a team and operate with some autonomy and responsibility for their own work outputs. |

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

| Prerequisite units | SITXOHS002A Follow workplace hygiene procedures |

Employability Skills Information

| Employability Skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare and serve a range of non-alcoholic drinks. | 1.1 Prepare ingredients and equipment for **non-alcoholic drinks** prior to service.  
1.2 Identify the name and style of drink in response to a customer request.  
1.3 Select and assemble the correct ingredients, **equipment** and relevant machinery according to enterprise practices.  
1.4 Prepare drinks correctly using appropriate **methods**, according to standard recipes, customer requests and required timeframe.  
1.5 Ensure correct strength, taste, temperature and appearance for each drink prepared.  
1.6 Present drinks attractively in appropriate crockery or glassware and garnish attractively where appropriate, according to enterprise standards. |
| 2. Use, clean and maintain equipment and machinery for non-alcoholic drinks. | 2.1 Use machinery and equipment safely according to manufacturer specifications and hygiene and safety requirements.  
2.2 Clean machinery and equipment regularly and maintain according to manufacturer specifications and enterprise cleaning and maintenance schedules.  
2.3 Use energy and water resources efficiently when preparing non-alcohol beverages to reduce negative environmental impacts.  
2.4 Identify problems promptly and report them to the appropriate person. |
### ELEMENT

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>

**Required Skills and Knowledge**

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- customer service skills for determining customer requirements and preferences
- preparation and service of a variety of coffees, teas and non-alcoholic beverages
- problem-solving skills to resolve drinks curdling, coffee strength or milk texturisation
- communication skills to liaise with customers and other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication
- literacy skills to read recipes for drinks
- numeracy skills to calculate amounts of ingredients for drinks or increase amounts for larger quantities or multiple orders.

The following knowledge must be assessed as part of this unit:

- basic information on origins and characteristics of a range of different types of coffees and teas
- processes involved in the production and preparation of teas and coffees
- characteristics of and ingredients used in non-alcoholic beverages commonly available in the current market
- safe storage and handling conditions and requirements for coffee, tea and commodities
- safety issues and safe work practices of particular relevance to the service of non-alcoholic drinks, including:
  - requirements for the use of coffee machines
  - potential dangers associated with post-mix dispensing systems (inert gas)
  - use of refrigeration
  - working with ingredients at high temperatures
Evidence Guide

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of the following is essential:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• ability to prepare and serve a variety of coffees, teas and non-alcoholic beverages correctly and within acceptable enterprise timeframes</td>
</tr>
<tr>
<td></td>
<td>• knowledge and application of a variety of drink products and related equipment</td>
</tr>
<tr>
<td></td>
<td>• ability to recognise quality in hot and cold beverages, meet customer requirements and expectations, and identify factors affecting quality and required outcomes</td>
</tr>
<tr>
<td></td>
<td>• safe and hygienic work practices in making coffees, teas and non-alcoholic beverages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• access to a drinks service area with suitable equipment for the production and service of coffee, tea and other non-alcoholic drinks, including:</td>
</tr>
<tr>
<td></td>
<td>• realistic ratios of customers to service staff.</td>
</tr>
<tr>
<td></td>
<td>• tea and coffee-making equipment</td>
</tr>
<tr>
<td></td>
<td>• cold drink equipment, such as juicers and blenders</td>
</tr>
<tr>
<td></td>
<td>• hot and cold drink crockery or glassware</td>
</tr>
<tr>
<td></td>
<td>• refrigeration</td>
</tr>
<tr>
<td></td>
<td>• kettles and heating equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of assessment</th>
<th>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• direct observation of the candidate preparing and serving a variety of non-alcoholic drinks</td>
</tr>
<tr>
<td></td>
<td>• written or oral questions to test knowledge of safety issues and different styles and types of tea, coffee and other drinks</td>
</tr>
<tr>
<td></td>
<td>• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.</td>
</tr>
<tr>
<td></td>
<td>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: SITHFAB004A Provide food and beverage service. SITHFAB012B Prepare and serve espresso coffee.</td>
</tr>
</tbody>
</table>

Range Statement
RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

| **Non-alcoholic drinks include:** | varieties of tea, including: black, semi-black, blended, green, scented, herbal, fruit and floral  
|                                 | coffee  
|                                 | milkshakes  
|                                 | flavoured milks  
|                                 | smoothies  
|                                 | hot and iced chocolate  
|                                 | juices  
|                                 | cordials and syrups  
|                                 | waters  
|                                 | soft drinks  
|                                 | non-alcoholic cocktails  
|                                 | freshly squeezed juices  
|                                 | health drinks  
|                                 | fruit whips  
|                                 | frappes  
|                                 | children's specialty drinks.  
| **Equipment includes:** | grinders  
|                                 | percolators and urns  
|                                 | drip filter systems  
|                                 | teapots and tea-cosies  
|                                 | plungers  
|                                 | juicers  
|                                 | milkshake machines  
|                                 | blenders  
|                                 | post-mix systems  
|                                 | fridges.  
| **Coffee methods include:** | filter  
|                                 | Greek or Turkish  
|                                 | iced  
|                                 | plunger.  

This is your opportunity to tell us what you thought of our training and trainers. We appreciate your assistance, as your feedback helps us to maintain and improve standards. Thanks for your time 😊

QUALIFICATION: Certificate IV in Training and Assessment

FIELD: DES ASS ETR DEL UPGRADE CUSTOM

LOCATION: ADE BNE MEL NEW PER SYD (other: _____________)

DATE: / / 20___

Learning Leader/s: _______________________

Indicate how you felt the presenter performed:

<table>
<thead>
<tr>
<th>Please tick ✓</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Setting positive atmosphere for learning</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(B) Demonstrating ideas/concepts</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(C) Handling questions from the group</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(D) Understanding the needs of the group</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(E) Knowledge of the subject matter</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>(F) General presentation of the course</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

1. Nominate your favourite parts of the program:

2. Nominate your least favourite parts of the program:

3. What suggestions could you make to improve the program?

4. Overall, did it meet your expectations?
   Yes □ No □

5. Further comments?

Thank you for your time!