



Assessor Practitioner's Manual

APPENDIX A

JKR

**Certified Assessor
Standards**

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2. The second part of the document focuses on the implementation of the proposed changes. It details the steps involved in the transition process, from the initial planning phase to the final execution. This section also addresses the potential challenges that may arise during the implementation and provides strategies to overcome them.

3. The third part of the document discusses the impact of the proposed changes on the organization's overall performance. It highlights the expected benefits, such as increased efficiency and cost savings, and provides a detailed analysis of the potential risks. This section also includes a timeline for the implementation of the changes and a list of the key personnel responsible for each stage of the process.

4. The fourth part of the document provides a summary of the findings and conclusions. It reiterates the importance of the proposed changes and the need for continued monitoring and evaluation. This section also includes a list of recommendations for future research and a final statement of the author's commitment to the success of the organization.

INTRODUCTION

The purpose of the standard is threefold:

- i. To provide guidance and the performance expected for Certified Assessors;
- ii. To provide guidance for Recognition of Prior Learning (RPL) Advisors;
- iii. To provide guidance for Verifiers.

The standard assists in the professional development of Assessors for ALL workplace assessment. Only the context of assessment will change. Therefore, the standard can be applied to any workplace and any working environment. It is the responsibility of the organisation and the certified assessors to contextualize the standard to the given work environment and the performance expected of personnel being assessed.

Generic Description

Assessor

The role of the Assessor is to assess evidence that candidates for assessment bring forward to support their claims for competence and make a judgement about whether or not the evidence supports these claims or that they must provide further evidence.

Evidence can be in one of two forms: direct evidence of on-the-job performance that is observed by the Assessor, and indirect or historical evidence that is drawn from diverse sources and brought forward to support a candidate's claim that his/her skills and knowledge are at the level defined in the standards. Assessing this second form of evidence is known as Recognition of Prior Learning (RPL) and, because there is never going to be a time when the assessor can observe evidence of everything detailed in the standard, it can constitute a large percentage of the assessment effort – sometimes up to 100%.

In conducting an assessment the Assessor must know all there is to know about competency standards: How they are developed, what their constituent parts are and why they are important to the notion of competence, what they are used for in the workplace and the role they play in individual and team performance management. Of most importance is that Assessor understands how to make sure that the competency standards against which assessments are to be conducted are sufficiently rigorous to allow valid and reliable assessments every time they are used.

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The Assessor works closely with Verifiers to create and maintain an assessment environment that supports high quality assessments as an integral and important part of knowledge management and the creation of a learning organisation.

The Assessor competencies are listed below:

- Unit 1: Lead and Coordinate Assessment Systems and Services
- Unit 2: Develop Assessment Tools
- Unit 3: Plan and Organise Assessment
- Unit 4: Contribute to an Assessment
- Unit 5: Assess Competence
- Unit 6: Participate in Assessment Validation

RPL Advisor

An important task throughout the assessment process is that of providing advice and guidance to candidates as they go about gathering evidence to present to their Assessor. This task is conducted by an RPL Advisor **who can be another Assessor not associated with the candidate's assessment**, or someone specifically trained to carry out this role (as an Assessor). For example, it might be a supervisor or manager who has day-to-day responsibility for training or coaching the candidate.

It is important that a RPL Advisor is competent at all aspects of assessment even though he/she doesn't necessarily need to be an Assessor; but, it is preferable.

Internal Verifier

The role of the Internal Verifier is twofold:

- To support Assessors as they apply their skills and knowledge in the assessment of others;
- To act as a link between the Assessor/s and the body providing the qualification, i.e. PROKOM against which the assessment is being carried out (sometime referred to as the Awarding Body).

This role, usually a more senior manager/assessor, includes offering advice and support in order to meet Assessor training needs and at the same time ensuring that assessment practice is maintained at a standard commensurate with competency standards and the quality requirements of the Awarding Body.

The Internal Verifier also has a significant role to play in ensuring that the appropriate records are accurately and correctly kept and the flow of information is maintained between Assessors and the Awarding Body. This ensures that all information about assessments, and requirements of the relevant qualifications, are up to date and accurate.

It is not up to the Internal Verifier to train Assessors. Their responsibility is to ensure that whatever the Assessors need to effectively carry out their role, including training, is provided. This may include observing Assessors as they conduct an assessment, and making recommendations for further development.

It is expected that the Internal Verifier will be competent in workplace (competency-based) assessment, although may not necessarily need to be a qualified Assessor.

The Internal Verifier should have the competencies listed below:

- Advise and support Assessors;
- Maintain and monitor arrangements for processing assessment information;
- Verify Assessment Practice;
- Manage the Validation Process.

NOTE: It is highly recommended that RPL Advisors and Internal Verifiers are trained and competent Assessors.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend in the relationship between the variables studied.

4. The fourth part of the document discusses the implications of the findings. It highlights the potential applications of the research in various fields and the need for further investigation in this area.

5. The fifth part of the document provides a conclusion and a summary of the key points. It reiterates the importance of the research and the need for continued efforts in this field.

UNIT 1: LEAD AND COORDINATE ASSESMENT SYSTEMS AND SERVICES

Description

This unit specifies the competence required to provide leadership in assessment and to coordinate assessment validation and appeals processes.

Application of Unit

Assessment leadership and coordination involves a complex mix of extending own and others' expertise in assessment practice, guiding and leading assessors, monitoring assessment practice and taking responsibility for assessment validation and appeals processes.

- This competence also involves developing and/or confirming the assessment strategy for an assessment only pathway. In a learning and assessment pathway, the assessment strategy is determined as part of the learning strategy documentation.
- This unit also includes coordinating and managing assessment across multiple sites, and managing partnership arrangements for assessment services. These performance outcomes may not be applicable in all workplace contexts, depending on the size, scope and needs of the training and/or assessment organisation.
- This unit is undertaken as a single knowledge unit as part of JKR Assessor Certification. Candidates must also must demonstrate competence in the following pre-requisite units:
 - UNIT 2: Develop assessment tools
 - UNIT 3: Plan and organise assessment
 - UNIT 4: Contribute to assessment
 - UNIT 5: Assess competence
 - UNIT 6: Participate in assessment validation
- Achievement of this unit requires high-level language, literacy skills and cognitive skills in planning, analysis, evaluation and synthesis. This unit also requires leadership skills.
- Related competence includes preparing/managing budgets/financial plans, records management, recruitment selection and performance management.

- The competence specified in this unit is typically required by lead trainers/facilitators/teachers who assess, lead assessors, program/training and/or assessment coordinators, training managers and training consultants.

Performance Criteria

Element 1.1: Develop and Extend Assessment Expertise

- 1.1.1 Relevant and current research on assessment is accessed, read and incorporated into own and others' assessment practice.
- 1.1.2 Opportunities to extend assessment expertise are sourced and accessed and new/extended assessment skills and knowledge are incorporated into own and others' assessment practice.
- 1.1.3 A range of assessment methods is demonstrated in assessment practice.
- 1.1.4 Cognitive skills are used to guide and support quality assessment practice and address issues in assessment practice.
- 1.1.5 Ethical standards underpin assessment practice.
- 1.1.6 Reflection is used to explore and extend expertise in assessment.

Element 1.2: Lead Assessment Activities

- 1.2.1 Assessment strategies are developed and confirmed in assessment only pathways.
- 1.2.2 Roles, responsibilities and accountabilities of relevant persons in assessment are discussed and confirmed.
- 1.2.3 JKR and organisational requirements relating to the competence of assessors are confirmed and documented.
- 1.2.4 Where required, partnership arrangements are initiated and developed setting out identified roles, responsibilities and services to be provided.
- 1.2.5 Strategies for communication and networking are established and maintained with and between assessors.
- 1.2.6 Leadership skills are used to provide clear direction, advice and support to assessors.
- 1.2.7 Professional development needs and opportunities for assessors are identified and recommendations made to relevant personnel.

Element 1.3: Monitor Assessment Practice

1.3.1 Assessment practice of assessors is systematically monitored in relation to:

- how client/candidate needs are being met;
- how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment;
- how the principles of assessment are being applied in assessment practice;
- assessors' application of assessment methods and assessment tools;
- how the rules of evidence are being applied in gathering evidence;
- whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system;
- whether organisational/legal/ethical requirements are being met.

1.3.2 Individual facilitation techniques are used to guide and support assessors as they work and to improve assessment practice.

1.3.3 Assessment records are analysed to ensure legal / organisational / ethical requirements are being met and appropriate advice is provided to improve record keeping arrangements where issues arise.

Element 1.4: Coordinate assessment validation activities

1.4.1 Assessment system policies and procedures relating to validation are accessed and interpreted, and validation is initiated in line with organisational / legal / ethical requirements.

1.4.2 Risk assessment / analysis is undertaken to determine the purpose, focus and context of validation activities.

1.4.3 Approaches to validation are considered and determined.

1.4.4 Participants in validation are determined and/or confirmed, and materials and resources needed for validation activities are organised.

- 1.4.5 Guidance and leadership is provided to direct and support participants throughout the validation process.
- 1.4.6 Validation documentation is finalised and processed in accordance with assessment system / legal / organisational procedures and presented to relevant people, within an agreed timeframe.
- 1.4.7 Recommendations from validation processes are identified and forwarded to the appropriate authority.

Element 1.5: Manage assessment appeals

- 1.5.1 Assessment system policies and procedures for assessment appeals are accessed and interpreted.
- 1.5.2 Documented appeal claims are accessed, read and interpreted.
- 1.5.3 Relevant parties to the appeal are interviewed, and negotiation skills are used to achieve resolution prior to formal appeal, where appropriate.
- 1.5.4 Appeal panel is constituted and a timetable is set to hear unresolved claims.
- 1.5.6 Guidance and leadership are provided to panel members and other parties during the appeal process to ensure fairness, equity, verity and relevance.
- 1.5.7 All documentation relevant to the appeal process is checked for accuracy and completeness.
- 1.5.8 Panel decision is confirmed and recorded in accordance with organisational policy and procedures, and outcomes are communicated to the parties.

Key competencies

Key Competency	Example of Application
Communicating ideas and information	confirming assessment / recognition processes with stakeholders, listening to and translating feedback into future assessment / recognition processes
Collecting analysing and organising information	analysing documents and relevant information in validating assessment processes, analysing assessors' professional development requirements identifying resource requirements
Planning and organising activities	developing a communication plan to ensure assessors at different locations can communicate effectively with each other, arranging professional development activities for self and others to maintain competence
Working with others and in teams	collaborating with peers, colleagues, supervisors and other relevant personnel to arrange validation processes to evaluate current assessment practices
Using mathematical ideas and techniques	analysing the cost of resources and determining methods to improve cost/time efficiency
Solving problems	arranging coaching or mentoring to further improve assessment processes, monitoring assessment practices and providing recommendations for future improvements
Using technology	disseminating information such as assessment tools to various stakeholders systematically, monitoring the assessment process preparing and maintaining reports and records

Range statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions.

The specific aspects which require elaboration are identified by the use of italics and underline words in the Performance Criteria.

Opportunities include:	<ul style="list-style-type: none"> networking through assessor networks, communities of practice and membership of representative organisations professional and staff development activities
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	<ul style="list-style-type: none"> • attending forums, conferences, workshops • participating in projects
A range of assessment methods includes:	<ul style="list-style-type: none"> • simulations such as hypotheticals, problem-based exercises and simulated 'real world' scenarios • structured aural / written questioning techniques, such as invitation, exploration, confirmation, investigation and reflection • practical and theoretical tests • workplace projects • structured activities such as role-plays, presentations, completion of assessment activity sheets • portfolios • observation • third party feedback • product review
Cognitive skills may include:	<ul style="list-style-type: none"> • analysis skills • synthesis skills • interpretative skills • planning skills • evaluation skills • problem solving skills • critical thinking skills • knowledge transfer skills
Issues may include:	<ul style="list-style-type: none"> • issues and concerns raised by assessors • issues and concerns raised by candidates • issues and concerns raised by others impacted by the assessment process • assessment system policy and procedure issues • organisational / legal / ethical issues
Ethical standards include:	<ul style="list-style-type: none"> • following assessment system organisational policies and procedures • ensuring privacy / confidentiality • demonstrating inclusiveness • following JKR standards relating to assessment • ensuring assessment is guided by the principles of assessment and the rules of evidence • using JKR Code of Practice for Assessors • duty of care under common law • security of information • confidentiality and privacy requirements
Reflection may include:	<ul style="list-style-type: none"> • asking critical questions about own ability, for example: <ul style="list-style-type: none"> • what worked • what did not work • how the session could be improved • reviewing records and journals • critically evaluating personal performance
Assessment strategies are documented frameworks to guide and structure assessment arrangements	<ul style="list-style-type: none"> • the identification and interpretation of competency standards for assessment purposes • the identification and interpretation of related assessment documentation for assessment

and may include:	<p>purposes</p> <ul style="list-style-type: none"> • arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating own evidence • determination of assessment methods for identified competency standards • selection of assessment tools for identified competency standards • organisational arrangements for assessment, including physical and human resources, roles and responsibilities, team assessment and partnership arrangements (where relevant) • nominated quality assurance mechanisms • identified risk management strategies
Relevant persons may include:	<ul style="list-style-type: none"> • assessors in own organisation and on site • assessors in own organisation operating in different site/s • assessors of another organisation which is in partnership with own organisation • personnel of own / another organisation who provide vocational / subject matter expertise and who work with the assessor/s in team assessments • other personnel who assist the assessor in collecting evidence of candidate/s competence • other personnel impacted by the assessment process
Leadership skills may include:	<ul style="list-style-type: none"> • techniques for initiating action and directing decision making • strategies for presenting a confident, assured and unhesitant manner in response to challenging situations • strategies for not accepting unreasonable expectations • maintaining ethical practice and beliefs in the face of opposition • modelling behavioural and personal presentation standards • time management • strategies for acknowledging and respecting the attitudes and beliefs of others • techniques for promoting active and genuine participation
Client/candidate needs may include:	<ul style="list-style-type: none"> • clear information and advice on the assessment process • contextualisation of assessment benchmarks and assessment tools to the assessment environment • timeliness and recognition of readiness for assessment • assessment tools that support integrated assessment • advice, support and guidance from assessor/s on participation and role in the assessment process

	<ul style="list-style-type: none"> • reasonable adjustment needs • cultural sensitivity
Principles of assessment guide the assessment process and must address:	<ul style="list-style-type: none"> • validity • reliability • flexibility • fairness
Assessment methods are the particular techniques used to gather evidence and may include:	<ul style="list-style-type: none"> • direct observation, for example: <ul style="list-style-type: none"> • real work/real time activities at the workplace • work activities in a simulated workplace environment • structured activities, for example: <ul style="list-style-type: none"> • simulation exercises/role-plays • projects • presentations • activity sheets • questioning, for example: <ul style="list-style-type: none"> • written questions, for example, on a computer • interviews • self-assessment • verbal questioning • questionnaires • oral or written examinations (applicable to this Unit) • portfolios, for example: <ul style="list-style-type: none"> • collections of work samples compiled by the candidate • product with supporting documentation • historical evidence • journal/log book • information about life experience • review of products, for example: <ul style="list-style-type: none"> • products as a result of a project • work samples/products • third party feedback, for example: <ul style="list-style-type: none"> • testimonials / reports from employers / supervisors • evidence of training • authenticated prior achievements • interview with employer, supervisor, peer
Assessment tools contain both the instruments and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:	<ul style="list-style-type: none"> • the instruments to be used for gathering evidence such as: <ul style="list-style-type: none"> ▪ a profile of acceptable performance measures ▪ templates ▪ specific questions or activities ▪ evidence / observation checklists ▪ checklists for the evaluation of work samples ▪ candidate self-assessment materials ▪ the procedures, information and instructions for the assessor / candidate relating to the use of assessment instruments and the conditions for assessment
Rule of evidence include:	<ul style="list-style-type: none"> • validity of evidence • sufficiency of evidence • currency of evidence • authenticity of evidence

Assessment system policies and procedures may include but are not limited to:	<ul style="list-style-type: none"> • candidate selection • rational and purpose of competency-based assessment • assessment records / data management/information management • recognition of current competency / recognition of prior learning / credit arrangements • assessors - needs, qualifications, maintaining currency • assessment reporting procedures • assessment appeals • candidate grievances / complaints • validation • evaluation / internal audit • costs / resourcing • access and equity / reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system
Organisational/legal/ethical requirements may relate to:	<ul style="list-style-type: none"> • JKR standards in assessment / registration • JKR Assessment specifications • clauses defining assessment operations in award and enterprise agreements and relevant industrial arrangements • confidentiality and privacy requirements • relevant legislation from all levels of government that affect training and/or assessment operations • occupational health and safety (OHS) • environmental issues • equal opportunity requirements • industrial relations and anti-discrimination • relevant industry codes of practice • reporting procedures for assessment results • certification procedures / requirements • JKR Guidelines • recording and reporting assessment results • maintaining and retrieving assessment information • quality assurance and/or procedures manuals • goals, objectives, plans, systems and processes • organisational policies / guidelines • access and equity principles and practice • ethical standards • collaborative / partnership arrangements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • defined resource parameters
Individual facilitation techniques include coaching, mentoring, tutoring matching individuals one on one and	<ul style="list-style-type: none"> • identify any gaps in assessor skills / competence • explain legal / organisational / policy requirements • clarify assessment issues • provide encouragement and direction • provide feedback / advice / guidance

may be used to:	<ul style="list-style-type: none"> • promote safety in assessment • problem solve
Validation is:	<ul style="list-style-type: none"> • a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes, in relation to the same units of competency
Purpose, focus and context of validation activities may be:	<ul style="list-style-type: none"> • part of organisational quality assurance arrangements • to address an identified area of risk in assessment practice and quality • to demonstrate compliance with the JKR Standards for competency certification • to provide evidence for external audit • to provide evidence for internal audit • to improve assessment practices • to evaluate the quality of assessment tools • to provide professional development • to increase assessor confidence • to determine whether different assessors using the same tools collect the same types and levels of evidence • to determine whether different assessors interpret the same evidence similarly • to determine whether assessment decisions reflect the rules of evidence
Approaches to validation may include:	<ul style="list-style-type: none"> • analysing and reviewing assessment tools • analysing and reviewing collected evidence • analysing and reviewing assessment decisions/records of assessment outcomes • examining assessment records • examining assessment systems • discussing the assessment process, issues and difficulties in interpretation • holding interviews with each other or with management, trainers/facilitators, candidates • analysing client feedback • observing assessment conduct • using validation tools • reviewing and interpreting JKR Assessment Guidelines • examining assessor qualifications • analysing appeals processes • recording evidence of validation processes and outcomes
Materials and resources for validation may include:	<ul style="list-style-type: none"> • relevant documented assessment strategy • samples of assessment materials / tools • copies of relevant competency standards, modules, JKR Assessment Training Guidelines and course assessment requirements • copies of organisational policies and procedures on validation • copies of relevant JKR standards

	<ul style="list-style-type: none"> • copies of assessment records (in accord with confidentiality requirements) • copies of client / candidate feedback • determining time / availability for validation sessions • technology requirements • meeting room / space for conduct of validation • copies of occupational health and safety policy, procedures and programs • copy of quality and continuous improvement policies • copy of equity policy and procedures
Validation documentation may include:	<ul style="list-style-type: none"> • report of validation process • recommendations from validation process • copies of materials / resources used in validation process • version control documentation
Assessment appeals:	<ul style="list-style-type: none"> • is a process whereby the candidate, or other interested party, may dispute the assessment decision and seeks a formal review of the decision
Documentation relevant to the appeals process may include:	<ul style="list-style-type: none"> • candidate's claim for appeal • documented information given to the candidate outlining assessment system, process and requirements • records of assessor / meetings with the candidate, discussions and agreements on assessment process • completed self-assessment tools • completed assessment tools signed by assessor and/or other persons involved in collecting evidence • supplementary documentation used as evidence by the candidate • records of assessment outcomes • assessor / candidate feedback reports • records of appeal hearings • records of appeal outcomes
Panel decision may include:	<ul style="list-style-type: none"> • confirmation of original assessment decision • change in decision based on evidence presented • reassessment of the candidate

Evidence guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence.

The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of JKR.

Against this unit a candidate must be able to provide evidence of their subject knowledge through an examination set by JKR and achievement of a pass with a grade of no less than 80%.

To demonstrate competence against this unit (*in the future*) candidates must be able to provide evidence that they have undertaken continuous development of own assessment expertise; provided leadership, direction and support to other assessors, including role-modelling good assessment practice; monitored the work of assessors and taken responsibility for initiating, organising and facilitating assessment validation and appeals processes; accurately interpreted the organisation's quality assurance goals and strategies.

Required knowledge includes:	<ul style="list-style-type: none"> • competency-based assessment including: vocational education and training as a competency-based system • assessment is criterion referenced / distinction to norm referenced assessment • criterion used for accredited competency standards defining specifications for performance of work / work functions and skills / knowledge • reporting of competency-based assessment • competency standards as the basis of qualifications • the principles of competency-based assessment • the structure and application of competency standards • how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including: • the components of competency • assessment of Key Competencies, dimensions of competency and OHS requirements • Training Package Assessment Guidelines • the qualification level of units • JKR requirement for assessment • the organisation's assessment system policies and procedures • different assessment methods, purposes and applications • appeals mechanisms within the organisation • different types of assessment tools, what tools work for what types of evidence, what are well-constructed assessment tools and why • what are the principles of assessment and how they guide assessment, validation, appeals processes
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- what are the rules of evidence, why are they important, particularly in a validation context
- what is an assessment strategy and assessment plan and what are the components of assessment strategies and assessment plans
- what is validation, purpose / focus of carrying out validation, different approaches to assessment validation and the critical aspects of validation
- different activities and tools for validation and their appropriateness to the purpose / focus
- a range of technology and its application to improve or assist in quality assessment
- roles and responsibilities of workplace trainers/facilitators, assessors and others - such as vocational experts, workplace supervisors and support persons - in the assessment process, including OHS obligations and duty of care
- strategies which ensure the assessment process is transparent and credible, such as:
 - identifying common pitfalls or errors that affect judgement
 - open/on-going communication between assessors
 - self-assessment
 - networking
 - professional development activities for assessors
 - on-going contact with industry
 - using assessment panels or teams
 - conflict resolution techniques
 - motivating others
 - team and group roles and processes, such as:
 - monitoring progress against key goals
 - leading others
 - encouraging team contribution
- legal, organisational and ethical responsibilities associated with the assessment system, including:
 - maintaining client privacy and confidentiality
 - providing accurate information
 - duty of care under common law
 - meeting environmental standards
 - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
 - compliance with JKR requirements
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
- Training Packages / competency standards / other assessment documentation
- licensing requirements
- compliance requirements of relevant Commonwealth and state / territory legislation, including OHS, equal employment opportunity, anti-discrimination and state / territory vocational education and training
- Code of Practice for assessors
- relevant OHS legislation, codes of practice, standards and

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It describes how these methods are applied to different types of data, such as financial records, operational data, and customer feedback.

3. The third part of the document focuses on the role of technology in data management. It discusses how modern software solutions can help organizations store, process, and analyze large volumes of data more efficiently and accurately.

4. The fourth part of the document addresses the challenges associated with data security and privacy. It provides guidance on how to implement robust security measures to protect sensitive information from unauthorized access and breaches.

5. The fifth part of the document discusses the importance of data quality and integrity. It explains how regular audits and quality checks can help ensure that the data used for decision-making is reliable and accurate.

6. The sixth part of the document explores the various applications of data analysis in different business contexts. It provides examples of how data insights can be used to optimize operations, improve customer service, and drive strategic growth.

7. The seventh part of the document discusses the ethical considerations surrounding data collection and use. It emphasizes the need for organizations to be transparent about their data practices and to respect the privacy and rights of individuals.

8. The eighth part of the document provides a summary of the key points discussed throughout the document. It reiterates the importance of data in driving organizational success and the need for a comprehensive data management strategy.

9. The final part of the document offers recommendations for further research and development in the field of data management. It suggests areas where new technologies and methodologies could be explored to enhance data capabilities.

	guidelines relating to providing assessment advice and guidance
Required skills and attributes include:	<ul style="list-style-type: none"> • analysis and interpretation skills to: <ul style="list-style-type: none"> ➤ evaluate assessment methods and tools ➤ access and interpret organisation's standards and values • observation skills to: <ul style="list-style-type: none"> ➤ assess the effectiveness of the organisation's assessment process ➤ distinguish different types of problems, e.g. technical, people and theoretical • technology skills to: <ul style="list-style-type: none"> ➤ use appropriate equipment and software to systematically monitor assessment process and practice ➤ distribute information • evaluation skills to: <ul style="list-style-type: none"> ➤ evaluate validation process and determine and implement improvements ➤ determine sampling methods to be used to access information ➤ systematically evaluate personal or others' practice to improve performance or understanding • research skills to: <ul style="list-style-type: none"> ➤ determine sampling methods to be used to access information ➤ access and analyse relevant documents ➤ use a range of source documents to access information for validation • problem solving skills to: <ul style="list-style-type: none"> ➤ combine different modes of thinking such as creative and analytic for practical problem solving ➤ anticipate future implications for own and others' decisions ➤ reliably evaluate alternative solutions • literacy skills to: <ul style="list-style-type: none"> ➤ read, interpret and evaluate policies and procedures to monitor assessment and recognition processes ➤ prepare required documentation and information for those involved in the assessment process ➤ prepare written reports regarding validation outcomes • leadership skills to: <ul style="list-style-type: none"> ➤ set direction for others ➤ influence and motivate others ➤ guide and support others ➤ manage conflict ➤ make informed decisions and recommendations ➤ schedule validation processes ➤ gain commitment to validation processes and make recommendations to improve processes • communication skills to: <ul style="list-style-type: none"> ➤ obtain feedback on validation strategy

	<ul style="list-style-type: none"> ➤ explain the purpose of reports and other documentation used in the work area ➤ use language to influence others ➤ promote and implement quality standards • individual facilitation techniques to: <ul style="list-style-type: none"> ➤ guide and support assessors one on one ➤ conflict resolution techniques to: <ul style="list-style-type: none"> ➤ manage difficulties with and between assessors and between assessors / candidate and/or assessors / other persons ➤ address appeals situations and process • team and group skills to: <ul style="list-style-type: none"> ➤ conduct group discussions to gather ideas ➤ recognise different abilities or knowledge ➤ build relationships and networks with colleagues ➤ attributes, including capacity to encourage, accept and utilise feedback ➤ awareness and sensitivity to individual difference and culture
Products that could be used as evidence include:	<ul style="list-style-type: none"> • assessment strategies including quality requirements developed and implemented • documented outcomes of an initiated and facilitated assessment validation process • documented outcomes of an initiated and facilitated assessment appeals process • products and materials organised for validation and appeals processes • analysis of assessment records • risk assessment analysis
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how opportunities have been provided for assessors to practise and maintain current competence • new and/or extended assessment expertise incorporated into own and others' assessment practice • how support was given to the implementation of quality assurance procedures • leadership, direction and support given to other assessors, including role-modelling of good assessment practice • how improvements were made to assessment and recognition processes
Resource implications for assessment include:	<ul style="list-style-type: none"> • operating assessment system with working assessors and defined assessment system in place including documented policies and procedures for assessment, validation and appeals • access to competency standards and other assessment documentation • access to assessment materials and tools • access to suitable assessment venue/equipment • workplace documentation • cost/time considerations • personnel requirements
The collection of quality evidence requires that:	<ul style="list-style-type: none"> • assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence

	<p>Requirements and Key Competencies</p> <ul style="list-style-type: none"> • a range of appropriate assessment methods / evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	<ul style="list-style-type: none"> • demonstrated continuing development of own assessment expertise • providing leadership, direction and support to other assessors, including role-modelling good assessment practice • monitoring the work of assessors and others involved in carrying out assessments • taking responsibility for initiating, organising and facilitating assessment validation and appeals processes

UNIT 2 : DEVELOPMENT ASSESSMENT TOOLS

Description

This unit specifies the competence required to develop assessment tools.

Application of Unit

An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the instruments for collecting evidence, based on the selected assessment methods and the procedures to be followed in conducting the assessment.

- The development of effective and relevant assessment tools requires interpreting the benchmarks for assessment to determine the evidence needed to demonstrate competency. It also involves analysing the assessment context to ensure the tools will be appropriate and relevant, identifying or confirming assessment methods which most effectively address the evidence requirements, then designing and developing the assessment tool documentation.
- The availability of well-designed assessment tools is essential for assessment. Both this unit and **UNIT 6 Participate in assessment validation** address reviewing assessment tools as an outcome. This review can occur as part of assessment tool development. It can also occur as part of a validation exercise which may be carried out before and after use of the assessment tool.
- The achievement of this unit includes interpretation of competency standards, where competency standards are used as the benchmarks for assessment.
- The competence specified in this unit is typically required by assessors, learning resource/product developers, and training and/or assessment consultants.

Performance criteria

Element 2.1: Determine the focus of the assessment tool

- 2.1.1 The target group of candidates and the purpose/s and context/s of assessment are identified / clarified.
- 2.1.2 The relevant benchmarks for assessment are accessed and interpreted to establish the evidence required to demonstrate competency.
- 2.1.3 Where competency standards form the assessment benchmark/s, all component parts of the competency standards are interpreted and, where relevant, these standards are contextualised to meet organisational/legal/ethical requirements, in accordance with contextualisation guidelines.
- 2.1.4 Other related documentation is identified to inform assessment tool development.

Element 2.2: Determine assessment tool needs

- 2.2.1 Assessment methods are selected which support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment.
- 2.2.2 Nominated assessment methods enable candidates to show or support their claim for recognition of current competency.
- 2.2.3 Different instruments for the selected assessment methods are considered and options for assessment activities are generated using critical thinking skills.

Element 2.3: Design and develop assessment tools

- 2.3.1 Specific instruments are 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.

2.3.2 Assessment instruments are developed using appropriate:

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

2.3.3 Clear and specific procedures instructing the assessor and/or candidate on the administration and use of the instruments are defined and documented.

2.3.4 Relevant assessment system policy and procedures requirements are considered and addressed including storage and retrieval needs, review and evaluation, version control procedures.

Element 2.4: Review and trial assessment tools

2.4.1 Draft assessment tools are checked against evaluation criteria and amended, where necessary.

2.4.2 Draft assessment tools are trialled to validate content and applicability.

2.4.3 Feedback from relevant people involved in trialling is collected and documented.

2.4.4 Amendments to the final tools are made based on analysis of feedback, where required.

2.4.5 Revised assessment tools are appropriately formatted and filed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.

Key competencies

Key Competency	Example of Application
Communicating ideas and information	confirming assessment processes with stakeholders and establishing evidence requirements, listening to and translating feedback into the design of assessment tools, obtaining ideas and information from trialling the assessment tool, and improving the assessment tool as appropriate
Collecting analysing and organising information	locating information used to assist in interpreting evidence requirements, analysing documents for relevant information in developing the assessment activities, analysing feedback as part of the review process, collecting information to determine what the candidate's needs are and the context in which the assessment will take place
Planning and organising activities	constructing a plan and timetable for developing assessment tools using a variety of strategies for planning and reviewing own work by self and others, planning and implementing a trial of assessment tools
Working with others and in teams	collaborating with peers, colleagues, supervisors and other relevant personnel to generate ideas, obtain advice and receive feedback on the assessment tool
Using mathematical ideas and techniques	estimating cost of evidence gathering strategies, evaluating cost/time effectiveness of tools, applying statistical evaluative procedures to assessment items after trialling
Solving problems	identifying any influences that may affect or bias assessment decisions, identifying and overcoming any barriers to evidence gathering processes in regard to assessment principles, and candidate's and organisation's context
Using technology	designing and formatting the assessment tool

Range statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics and underline in the Performance Criteria.

Assessment tools contain:	<ul style="list-style-type: none"> • the instruments to be used for gathering evidence such as: <ul style="list-style-type: none"> ➤ a profile of acceptable performance measures ➤ templates/proformas ➤ specific questions or activities ➤ evidence/observation checklists ➤ checklists for the evaluation of work samples ➤ candidate self-assessment materials ➤ the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment
Target group of candidates may be:	<ul style="list-style-type: none"> • broadly based or specifically targeted • drawn from range of backgrounds • defined industry or organisation • trade- or profession-based • defined by training arrangement, e.g. apprenticeship • defined by specific needs • defined by funding body requirements such as apprentice/trainee, unemployed, English language learner
Purpose/s of assessment may be to:	<ul style="list-style-type: none"> • recognise current existing competence of candidate/s • determine if competence has been achieved following learning • establish candidate/s progress towards achievement of competence • determine language, literacy, numeracy needs of candidates/s • certify competence through a Statement

	<p>of Attainment</p> <ul style="list-style-type: none"> • establish progress towards a qualification • determine training gaps of candidate/s • measure work performance • classify employees/support career progression
Context/s of assessment may include:	<ul style="list-style-type: none"> • the environment in which the assessment will be carried out, including real work/simulation • opportunities for collecting evidence in a number of situations • who carries out the assessment • relationships between competency standards and work activities in the candidate's workplace • relationships between competency standards and learning activities • assessment under partnership arrangements • the period of time during which the assessment takes place • apportionment of costs/fees, if applicable • quality assurance mechanisms • individual unit or integrated approaches to competency assessment
Benchmark/s for assessment refers to:	<ul style="list-style-type: none"> • the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
Evidence:	<ul style="list-style-type: none"> • is material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement
All component parts of the competency standards include:	<ul style="list-style-type: none"> • Elements • Performance Criteria • Range Statement including: <ul style="list-style-type: none"> ➢ contextualisation ➢ link to knowledge and enterprise requirements ➢ focus of assessment ➢ underpinning language, literacy and numeracy requirements ➢ areas of contextualisation ➢ any links to knowledge and enterprise requirements

	<ul style="list-style-type: none"> ➤ range of contexts/conditions to be met in assessment • Evidence Guide requirements, including: <ul style="list-style-type: none"> ➤ underpinning/required knowledge ➤ underpinning/required skills and attributes ➤ underpinning language, literacy and numeracy requirements • Key Competencies/generic skills <ul style="list-style-type: none"> ➤ critical aspects of evidence to be considered/ quality evidence requirements ➤ concurrent assessment and interdependence of units ➤ assessment methods/ resources/ context ➤ dimensions of competency, for example: <ul style="list-style-type: none"> ➤ task skills ➤ task management skills ➤ contingency management skills ➤ job role/environment skills
Contextualised means:	<ul style="list-style-type: none"> • to change the wording of some component parts of the competency standard to reflect the immediate operating environment
Organisational/legal/ethical requirements may include:	<ul style="list-style-type: none"> • assessment system policies and procedures • industrial relations systems and processes, awards/enterprise agreements • licensing/legal ramifications of assessing competence • reporting, recording and retrieval systems for assessment • requirements of training and/or assessment organisations relating to assessment and validation • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative/partnership arrangements • defined resource parameters • mutual recognition arrangements • registration scope • human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions

	<ul style="list-style-type: none"> • relevant industry codes of practice • confidentiality and privacy requirements of information relating to completed assessments • OHS considerations, including: <ul style="list-style-type: none"> ➢ ensuring assessment methods and tools incorporate appropriate measures to maintain the health, safety and welfare of candidates ➢ ensuring OHS requirements and specified benchmarks are accounted for within evidence requirements and assessment materials ➢ identifying hazards and relevant risk control procedures associated with the assessment environment
Contextualisation guidelines relate to:	<ul style="list-style-type: none"> • JKR Guidelines for Assessor Training • relevant Training Package contextualisation guidelines
Related documentation may include:	<ul style="list-style-type: none"> ▪ Requirements set out in the Assessment Guidelines of the Assessor Training Package. • information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods • assessment activities identified in accredited modules derived from the relevant competency standards • assessment activities in Support Materials related to the relevant competency standards • any requirements of OHS, legislation, codes of practice, standards and guidelines • indicators and levels of competence of the JKR Reporting process • organisational requirements for demonstration of work performance • product specifications
Assessment methods are the particular techniques used to gather evidence and may include:	<ul style="list-style-type: none"> • direct observation, for example: <ul style="list-style-type: none"> ➢ real work/real time activities at the workplace ➢ work activities in a simulated workplace environment • structured activities, for example: <ul style="list-style-type: none"> ➢ simulation exercises/role-plays ➢ projects ➢ presentations

	<ul style="list-style-type: none"> ➤ activity sheets • questioning, for example: <ul style="list-style-type: none"> ➤ written questions, e.g. on a computer ➤ interviews ➤ self-assessment ➤ verbal questioning ➤ questionnaires ➤ oral or written examinations (applicable at some JKR levels) • portfolios, for example: <ul style="list-style-type: none"> ➤ collections of work samples compiled by the candidate ➤ product with supporting documentation ➤ historical evidence ➤ journal/log book ➤ information about life experience ➤ review of products, for example: <ul style="list-style-type: none"> ➤ products as a result of a project ➤ work samples/products • third party feedback, for example: <ul style="list-style-type: none"> ➤ testimonials/reports from employers / supervisors ➤ evidence of training ➤ authenticated prior achievements ➤ interview with employer, supervisor, peer
Principles of assessment guide the assessment process and must address:	<ul style="list-style-type: none"> • validity • reliability • flexibility • fairness
Recognition of current competency means:	<ul style="list-style-type: none"> • the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences
Instruments are the documented questions/assessment activities developed to support the selected assessment method/s used to collect the evidence of candidate competence and may include:	<ul style="list-style-type: none"> • oral and written questions • observation/demonstration checklists • projects, case studies, scenarios • candidate self-assessment guides • recognition portfolios • workplace portfolios • simulation activities • definition of relevant workplace documents • a profile of acceptable performance measures

	<ul style="list-style-type: none"> • templates/proformas • evidence/observation checklists • checklists for the evaluation of work samples •
Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:	<ul style="list-style-type: none"> • valid • sufficient • authentic • current
Procedures guide the application of the assessment instruments and may include:	<ul style="list-style-type: none"> • instructions for the candidates • instructions for administering the assessment tool, including resources needed to conduct assessment and the context for the use of the tools • guidance for the development or review of decision making process • guidance on reasonable adjustments • specified variations or restrictions on the tools • rules for verifying assessment decisions • OHS requirements, for example, identified hazards in the assessment environment and appropriate controls and reporting mechanisms • information on access and equity considerations
Assessment system policies and procedures may include:	<ul style="list-style-type: none"> • candidate selection • rational and purpose of competency-based assessment • assessment records/data management/information management • recognition of current competency/ recognition of prior learning/ credit arrangements • assessors - needs, qualifications, maintaining currency • assessment reporting procedures • assessment appeals • candidate grievances/complaints • validation • evaluation/internal audit • costs/resourcing • access and equity/reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system
Evaluation criteria may include:	<ul style="list-style-type: none"> • effectiveness and relevance to the competency standards

	<ul style="list-style-type: none"> • whether the assessment tool meets the principles of assessment • whether the assessment tool meets the rules of evidence • whether the assessment tool is appropriate to selected assessment methods • whether the assessment tool is appropriate to the target group/assessment context • whether the assessment tool provides guidance on reasonable adjustments • whether the assessment tool addresses organisational/legal/ethical requirements including OHS requirements • whether the assessment tool enables the candidate to demonstrate current competency • level of engagement and direct participation of candidates • appropriateness of language and literacy used for intended audience • clarity • simplicity/ease of use/practicability • inclusivity/avoidance of bias • guidance on reasonable adjustments • cost effectiveness
Trialled may involve:	<ul style="list-style-type: none"> • expert review by individuals with expertise in assessment and the relevant Training Package/ accredited course or relevant benchmark • field or pilot testing with groups of assessors and candidates • review of OHS considerations • peer review by assessors in the relevant industry • workshop with assessors and other key stakeholders in the relevant industry sector
Feedback may relate to:	<ul style="list-style-type: none"> • reliability, flexibility, validity and fairness • relevance to workplace context • content accuracy • ease of use • cost/time effectiveness for candidates and assessors • language, literacy and numeracy requirements in terms of the relevant competencies
Relevant people may include:	<ul style="list-style-type: none"> • managers • supervisors • technical and subject experts, including OHS, English language, literacy and

	<ul style="list-style-type: none"> numeracy specialists • training and assessment coordinators • industry regulators • union and employer representatives • members of professional associations • state/territory registering body
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Evidence guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the JKR Assessment Training Package.

To demonstrate competence against this unit a candidate must be able to provide evidence that they have developed assessment tools that support different assessment methods and which address at least three units of competency.

These tools must include the instruments for collecting evidence reflecting the principles of assessment and the rules of evidence and the related instructions to assessor/s and candidates. They must also show how the contextual needs of different environments were addressed. Evidence must also include a report on the trial and review of the assessment tools, including any proposed changes.

Required knowledge includes:	<ul style="list-style-type: none"> • competency-based assessment including: <ul style="list-style-type: none"> ➢ vocational education and training as a competency-based system • assessment is criterion referenced/distinction to norm referenced assessment • criteria used for accredited competency standards defining specifications for performance of work/work functions and skills/knowledge • reporting of competency-based assessment • competency standards as the basis of qualifications • the principles of competency-based assessment • the structure and application of competency standards • what is an assessment only pathway and a learning and assessment pathway
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- the principles of assessment and how these principles are applied in developing assessment tools
- what is evidence, different types of evidence and rules of evidence
- what are the different purposes of assessment
- different assessment contexts and relationship with developing assessment tools
- how to interpret competency standards, including components of competency and dimensions of competency
- what is the meaning of contextualisation of competency standards and what are contextualisation guidelines
- what are Assessment Guidelines of Training Package/s and what information in Guidelines is relevant to developing assessment tools
- different assessment methods, their purposes and uses
- what are assessment tools including:
 - what do they comprise
- different types of assessment instruments and procedures
- relationship to assessment methods
- how tools support the assessment process
- different assessment tool design for different purposes including:
 - styles
 - format
 - media
 - presentation
- what is recognition of current competency - designing an assessment tool for recognition of current competency
- evaluation methodologies appropriate to the trial and review of assessment system tools
- principles of reasonable adjustment
- relevant workplace information including:
 - organisational policies and procedures
 - workplace tasks and activities
 - standard operating procedures
 - procedures for use of relevant personal protective equipment
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
- Training Packages/competency standards/other relevant assessment documentation
- licensing requirements
- considerations of access and equity
- industry/workplace requirements
- duty of care under common law
- recording information and confidentiality requirements

	<ul style="list-style-type: none"> • anti-discrimination including equal opportunity, racial vilification and disability discrimination • workplace relations • industrial awards/enterprise agreements • relevant OHS legislation, codes of practice, standards and guidelines that need to be reflected in the assessment tool design and content
Required skills and attributes include:	<ul style="list-style-type: none"> • analysis and interpretation skills to: <ul style="list-style-type: none"> ➢ unpack and interpret competency standards ➢ analyse work functions ➢ review/evaluate the assessment tools • critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments • design skills to order to develop different assessment tool designs • research and evaluation skills to: <ul style="list-style-type: none"> ➢ evaluate units of competency to determine appropriate evidence requirements ➢ evaluate different environments, target group needs and special circumstances for assessment ➢ evaluate assessment tools on the basis of trials and feedback • literacy and communication skills to: <ul style="list-style-type: none"> ➢ read and interpret relevant information to determine evidence requirements ➢ give clear and precise information/instructions ➢ receive and interpret feedback on assessment tools ➢ prepare required documentation using clear and comprehensible language; using a layout appropriate to the audience and competency standard as it is applied in the workplace • editing and proofreading skills to: <ul style="list-style-type: none"> ➢ modify and validate assessment tools ➢ balancing different needs and demands • attributes, including: <ul style="list-style-type: none"> ➢ capacity to think logically and clearly in order to develop tools ➢ willingness to encourage, accept and utilise feedback
Products that could be used as evidence include:	<ul style="list-style-type: none"> • a plan for developing the assessment tools • draft assessment tools including instruments and related procedures • documents demonstrating version control • reports on the trialling of the assessment tools, including any proposed changes • identified amendments addressing trial/review outcomes • final assessment tools
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how competency standards and other documents were interpreted • how the target group was identified • why certain instruments were developed • how the assessment tools meet the components of

	competency for the target group and why <ul style="list-style-type: none"> • how the assessment tools were reviewed
Resource implications for assessment include:	<ul style="list-style-type: none"> • access to competency standards and other relevant assessment documentation • access to workplace documentation • access to environment and resource needs • cost/time considerations • access to assessors, candidates and appropriate assessment contexts for trial/review
The collection of quality evidence requires that:	<ul style="list-style-type: none"> • assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	<ul style="list-style-type: none"> • evidence of the development and trialling of new assessment tools that support a range of different assessment methods • the tools must address at least three units of competency packaged in qualifications at different JKR levels • the processes used to trial and review the tools, including feedback obtained from relevant personnel • documentation setting out the specific instruments and procedures that have been developed
Integrated assessment:	<ul style="list-style-type: none"> • This unit is part of an integrated assessment activity involving the following units: <ul style="list-style-type: none"> ▪ UNIT 1: Lead and coordinate assessment systems and services ▪ UNIT 3: Plan and organise assessment ▪ UNIT 4: Contribute to Assessment ▪ UNIT 5: Assess competence ▪ UNIT 6: Participate in assessment validation

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UNIT 3 : Plan and Organise Assessment

Description

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system.

Application of Unit

This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It is applicable in both a learning and assessment pathway and an assessment only pathway.

- i. The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.
- ii. This competence applies to planning and organising an assessment process which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency in a process that includes a number of assessment events or activities over time.
- iii. The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.
- iv. This competence may be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s against individual unit/s of competency.
- v. The competence of developing an assessment strategy is separately addressed in **UNIT 1 *Lead and co-ordinate assessment systems and services***.
- vi. The achievement of this unit includes interpretation of competency standards, where competency standards are used as the benchmarks for assessment.
- vii. The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment.

Performance criteria

Element 3.1: Determine focus of assessment

- 3.1.1 Candidate/s are identified/confirmed and the purpose/s and context of assessment are established/ confirmed with relevant people in accordance with legal/organisational/ ethical requirements.
- 3.1.2 The assessment strategy is accessed and used to guide the development of the assessment plan, where applicable.
- 3.1.3 The benchmarks for assessment are identified/confirmed and accessed.

Element 3.2: Prepare the assessment plan

- 3.2.1 The assessment benchmarks are interpreted to determine the evidence and types of evidence needed to demonstrate competency in accordance with the rules of evidence.
- 3.2.2 Where competency standards are used as benchmarks, all component parts of the competency standards, are addressed in defining and documenting the evidence to be collected.
- 3.2.3 Any related documentation to support planning the assessment process is accessed and interpreted.
- 3.2.4 Assessment methods and assessment tools are selected/confirmed which address the evidence to be collected in accordance with the principles of assessment.
- 3.2.5 Specific material and physical resources required to collect evidence are identified and documented.
- 3.2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented.
- 3.2.7 Timelines and time periods for evidence collection are determined and all information to be included in the assessment plan is documented.
- 3.2.8 The assessment plan is confirmed with relevant personnel.

Element 3.3: Contextualise and review assessment plan

- 3.3.1 Characteristics of the candidate/s and any allowances for reasonable adjustments and/or specific needs are identified/ clarified with relevant people and documented.

- 3.3.2 Where required, competency standards are contextualised, to reflect the operating environment in which assessment will occur, in accordance with contextualisation guidelines.
- 3.3.3 Selected assessment methods and assessment tools are 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.
- 3.3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed.
- 3.3.5 The assessment plan is updated, as needed, to reflect on-going contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment.
- 3.3.6 Assessment plan/s are stored and retrieved in accordance with assessment system policies and procedures and legal/organisational/ethical requirements.

Element 3.4: Organise assessment arrangements

- 3.4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements.
- 3.4.2 Any specialist support required for assessment is organised and arranged in accordance with organisational/ethical/legal requirements, where required.
- 3.4.3 Roles and responsibilities of all people involved in the assessment process are organised.
- 3.4.4 Effective communication strategies are established to encourage regular communication flow and feedback with relevant people involved in the assessment process.
- 3.4.5 Assessment record keeping and reporting arrangements are confirmed.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend in the relationship between the variables studied.

4. The fourth part of the document discusses the implications of the findings. It highlights the potential applications of the research in various fields and the need for further investigation.

5. The fifth part of the document provides a conclusion and summarizes the key points of the study.

6. The sixth part of the document includes a list of references and a bibliography. It cites the works of other researchers in the field and provides a comprehensive overview of the current state of knowledge.

7. The seventh part of the document contains a list of appendices and supplementary materials. These include additional data, figures, and tables that support the main findings of the study.

8. The eighth part of the document provides a final summary and a list of key takeaways. It emphasizes the importance of the research and the need for continued efforts in this area.

Key competencies

Key Competency	Example of Application
Communicating ideas and information	confirming assessment arrangements with key stakeholders, providing and receiving feedback reporting as per regulatory and organisational requirements
Collecting analysing and organising information	sourcing and locating information, analysing documents and relevant information in developing the assessment plan
Planning and organising activities	developing a plan and timetable for assessment activities
Working with others and in teams	collaborating with peers, colleagues, supervisors and other relevant personnel to generate ideas, obtain advice and receive feedback about planning the assessment process
Using mathematical ideas and techniques	analysing the cost of resources and determining methods to improve cost/time efficiency
Solving problems	responding to the immediate assessment environment by contextualising, amending, reviewing assessment plan documentation, maintaining effective relationships with key stakeholders
Using technology	making adjustments to assessment tools preparing/storing the assessment plan

Range statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics and underline in the Performance Criteria.

Purpose/s of assessment may include:	<ul style="list-style-type: none"> • recognise current existing competence of candidate/s • determine if competence has been achieved following learning • establish candidate/s progress towards achievement of competence • determine language, literacy, numeracy needs of candidates/s • certify competence through a Statement of Attainment • establish progress towards a qualification • determine training gaps of candidate/s • measure work performance • classify employees/support career progression
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	<ul style="list-style-type: none"> • meet organisational requirements for work - operate equipment/develop new skills • licensing or regulatory requirements
Context of assessment may include:	<ul style="list-style-type: none"> • the environment in which the assessment will be carried out, including real work/simulation • opportunities for collecting evidence in a number of situations • who carries out the assessment • relationships between competency standards and work activities in the candidate's workplace • relationships between competency standards and learning activities • auspice and partnership arrangements • the period of time during which the assessment takes place • apportionment of costs/fees, if applicable • quality assurance mechanisms • individual unit or integrated approaches to competency assessment
Relevant people must include:	<ul style="list-style-type: none"> • the candidate/s • the assessor/s responsible for conducting the assessment/s, which may be self or other assessors
Relevant people may include:	<ul style="list-style-type: none"> • the client, company or organisation • team leaders, managers, supervisors • delivery personnel • technical/subject experts • training and assessment coordinators • industry regulators • employee and employer representatives • members of professional associations • JKR department officials/ personnel
Legal/organisational/ethical requirements may include:	<ul style="list-style-type: none"> • assessment system policies and procedures • assessment strategy requirement • reporting, recording and retrieval systems for assessment • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative/partnership arrangements • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards/enterprise agreements • Australian Quality Training Framework (JKR) standards on assessment • registration scope • human resources policies/procedures • legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions • relevant industry codes of practice

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the financial aspects of the organization. It provides a detailed overview of the budget, including the projected income and expenses for the upcoming year. This section also discusses the various financial risks that the organization may face and the strategies used to mitigate these risks.

3. The third part of the document addresses the operational aspects of the organization. It describes the various processes and procedures that are in place to ensure the efficient and effective delivery of services. This section also discusses the various challenges that the organization may face and the strategies used to overcome these challenges.

4. The fourth part of the document discusses the human resources of the organization. It provides a detailed overview of the current staff, including their qualifications and experience. This section also discusses the various strategies used to attract and retain top talent, as well as the various training and development programs that are in place.

5. The fifth part of the document discusses the legal and regulatory aspects of the organization. It provides a detailed overview of the various laws and regulations that apply to the organization's operations. This section also discusses the various strategies used to ensure compliance with these laws and regulations, as well as the various legal risks that the organization may face.

6. The sixth part of the document discusses the environmental aspects of the organization. It provides a detailed overview of the organization's environmental impact, including its carbon footprint and its use of natural resources. This section also discusses the various strategies used to reduce the organization's environmental impact, as well as the various environmental risks that the organization may face.

7. The seventh part of the document discusses the social aspects of the organization. It provides a detailed overview of the organization's social impact, including its contributions to the community and its efforts to promote social justice. This section also discusses the various strategies used to enhance the organization's social impact, as well as the various social risks that the organization may face.

8. The eighth part of the document discusses the overall performance of the organization. It provides a detailed overview of the organization's key performance indicators (KPIs) and the various strategies used to improve performance. This section also discusses the various challenges that the organization may face and the strategies used to overcome these challenges.

9. The ninth part of the document discusses the future of the organization. It provides a detailed overview of the organization's vision and mission, as well as the various strategies used to achieve these goals. This section also discusses the various risks that the organization may face in the future and the strategies used to mitigate these risks.

10. The tenth part of the document discusses the conclusion of the report. It summarizes the key findings of the report and provides a final assessment of the organization's overall performance. This section also discusses the various recommendations that are made to improve the organization's performance and to ensure its long-term success.

	<ul style="list-style-type: none"> • confidentiality and privacy requirements • OHS considerations, including: • ensuring OHS requirements are adhered to during the assessment process • identifying and reporting OHS hazards and concerns to relevant personnel
The assessment strategy may encompass:	<ul style="list-style-type: none"> • the identification of the competency standards forming the qualification and • interpretation of the rules of the qualification, where part of a JKR Training • interpretation of the competency standards as the benchmarks for assessment • application of Training Package Assessment Guidelines, where part of a Training Package • arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence • determination of assessment methods for identified competency standards • selection of assessment tools for identified competency standards • organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant) • nominated quality assurance mechanisms • identified risk management strategies
Benchmark/s for assessment refers to:	<ul style="list-style-type: none"> • the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
Evidence is:	<ul style="list-style-type: none"> • material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement
Types of evidence may include:	<ul style="list-style-type: none"> • direct, e.g. observation of work activities under real/simulated work conditions, examples of work products • indirect, e.g. third party reports from a range of sources • supplementary, e.g. question and answer, work records, training records, portfolios • candidate gathered evidence • assessor gathered evidence • current/recent/historical • combination of above
The rules of evidence guide the evidence collection process to ensure evidence is:	<ul style="list-style-type: none"> • valid, for example: <ul style="list-style-type: none"> ➢ address the elements and Performance Criteria ➢ reflect the skills and knowledge described

	<ul style="list-style-type: none"> in the relevant unit/s of competency ➤ show application in the context described in the Range Statement ➤ demonstrate performance skills and knowledge are applied in real/simulated workplace situations • current, for example: <ul style="list-style-type: none"> ➤ demonstrate the candidate's current skills and knowledge ➤ comply with current standards • sufficient, for example: <ul style="list-style-type: none"> ➤ demonstrate competence over a period of time ➤ demonstrate repeatable competence • not inflate the language, literacy and numeracy requirements beyond those required in performing the work task • authentic, for example: <ul style="list-style-type: none"> ➤ be the work of the candidate ➤ be corroborated/verified
All component parts of the competency standards refers to:	<ul style="list-style-type: none"> • Elements • Performance Criteria • Range Statement including advice on: <ul style="list-style-type: none"> ➤ range of contexts/conditions to be met in assessment ➤ aspects of the Performance Criteria that can be contextualised ➤ information which adds definition to support assessment ➤ links to knowledge and skills ➤ underpinning language, literacy and numeracy requirements • Evidence Guide requirements, including: <ul style="list-style-type: none"> ➤ underpinning/required knowledge ➤ underpinning/required skills and attributes ➤ underpinning language, literacy and numeracy requirements ➤ Key Competencies/generic skills ➤ critical aspects of evidence to be considered/quality evidence requirements ➤ concurrent assessment and interdependence of units ➤ assessment methods/resources/context • dimensions of competency, which include: <ul style="list-style-type: none"> ➤ task skills ➤ task management skills ➤ contingency management skills ➤ job role/environment skills
Related documentation may include:	<ul style="list-style-type: none"> • requirements set out in the Assessment Guidelines of the relevant Training Package/s • information from the competency standards about the resources required for assessment, the assessment context, appropriate

	<p>assessment methods</p> <ul style="list-style-type: none"> • assessment activities identified in accredited modules derived from the relevant competency standards • assessment activities in Support Materials related to the relevant competency standards • any requirements of OHS, legislation, codes of practice, standards and guidelines • indicators and levels of competence of the <u>National Reporting System</u> • organisational requirements for demonstration of work performance • product specifications
<p>Assessment methods are the particular techniques used to gather different types of evidence and may include:</p>	<ul style="list-style-type: none"> • direct observation, for example: <ul style="list-style-type: none"> ➢ real work/real time activities at the workplace ➢ work activities in a simulated workplace environment • structured assessment activities, for example: <ul style="list-style-type: none"> ➢ simulation exercises/role-plays ➢ projects ➢ assignments ➢ presentations ➢ activity sheets • questioning, for example: <ul style="list-style-type: none"> ➢ written questions, e.g. on a computer ➢ interviews ➢ self-assessment ➢ verbal questioning questionnaires ➢ oral/written examinations (for higher JKR levels) • portfolios, for example: <ul style="list-style-type: none"> ➢ collections of work samples by the candidate ➢ product with supporting documentation ➢ historical evidence ➢ journal/log book ➢ information about life experience • review of products, for example: <ul style="list-style-type: none"> ➢ products as a result of a project ➢ work samples/products • third party feedback, for example: <ul style="list-style-type: none"> ➢ testimonials/reports from employers/supervisors ➢ evidence of training ➢ authenticated prior achievements ➢ interview with employer, supervisor, peers
<p>Assessment tools contain:</p>	<ul style="list-style-type: none"> • the instruments developed from the selected assessment methods to be used for gathering evidence such as: <ul style="list-style-type: none"> ➢ a profile of acceptable performance measures ➢ templates/proformas ➢ specific questions or activities ➢ evidence/observation checklists

	<ul style="list-style-type: none"> ➤ checklists for the evaluation of work samples ➤ candidate self-assessment materials • the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions
Selected/confirmed means:	<ul style="list-style-type: none"> • selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context • confirmed in accordance with the assessment strategy, where appropriate
Principles of assessment are:	<ul style="list-style-type: none"> • validity • reliability • flexibility • fairness
Material and physical resources may include:	<ul style="list-style-type: none"> • documents required for the assessors and candidates, including competency standards and assessment tools • plant and equipment • technology • personal protective equipment • venues for assessment • adaptive technologies • physical adjustments to assessment environment
Assessment plan is the overall planning document for the assessment process and may include:	<ul style="list-style-type: none"> • the purpose and aims of the assessment • the context of assessment • relevant competency standards to be used as the benchmarks for assessment • other assessment information/documentation identified as relevant • identified personnel • identified assessment methods and assessment tools • possibilities for clustering units of competency for assessment purposes • identified OHS hazards, including assessed risks and control strategies • material and/or physical resources required • organisational arrangements for conducting assessment • OHS reporting requirements • any special assessment needs, e.g. personal protective equipment requirements • outline of assessment milestones, time lines and target dates • candidate self-assessment procedures • connections to relevant organisational plans, policies and procedures
Relevant personnel may include:	<ul style="list-style-type: none"> • self in such contexts as one-person/small training and/or assessment organisation • lead assessor

	<ul style="list-style-type: none"> • training and/or assessment supervisor/coordinator • training and/or assessment manager
Characteristics of the candidate/s may include:	<ul style="list-style-type: none"> • level of work experience • level and experiences of previous learning and assessment • motivation for assessment - personal/organisational • language and dialects, literacy and/or numeracy levels/needs • physical impairment or disability involving hearing, vision, voice, mobility • intellectual impairment or disability • medical conditions not obvious but which may have an impact on assessment • differences in learning progress • psychiatric or psychological disability • religious and spiritual observances • cultural background images/perceptions • age • gender
Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:	<ul style="list-style-type: none"> • adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements • provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance • use of adaptive technology or special equipment • flexible assessment sessions to allow for fatigue or administering of medication • format of assessment materials, for example, in braille, first language, use of audiotape/videotape • adjustments to the physical environment or venue • revising proposed assessment methods/tools • considerations relating to age and/or gender • considerations relating to cultural beliefs, traditional practices, religious observances
Contextualised means:	<ul style="list-style-type: none"> • to change the wording of some component parts of the competency standard to reflect the immediate operating environment
Contextualisation guidelines relate to:	<ul style="list-style-type: none"> • JKR Guidelines on Training Contextualisation
Recognition of current competence is defined as:	<ul style="list-style-type: none"> • the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences
Assessment system	<ul style="list-style-type: none"> • candidate selection

<p>policies and procedures may include:</p>	<ul style="list-style-type: none"> • rational and purpose of competency-based assessment • assessment records/data management/information management • recognition of current competency/recognition of prior learning/credit arrangements • assessors - needs, qualifications, maintaining currency • assessment reporting procedures • assessment appeals • candidate grievances/complaints • validation • evaluation/internal audit • costs/resourcing • access and equity/reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system
<p>Specialist support may include:</p>	<ul style="list-style-type: none"> • assistance by third party - carer, interpreter • development of online assessment activities • support for remote or isolated candidates and/or assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams/panels • support from lead assessors • advice from policy development experts
<p>Communication strategies may include:</p>	<ul style="list-style-type: none"> • interviews (face-to-face or telephone) • email, memos and correspondence • meetings • video conferencing/e-based learning • focus groups

Evidence guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence.

The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of JKR's Assessment Training. To demonstrate competence against this unit a candidate must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements.

<p>Required knowledge includes:</p>	<ul style="list-style-type: none"> • competency-based assessment: work focused, criterion referenced, standards-based, evidence-based • the different purposes of assessment and different assessment contexts • how to read and interpret the identified competency standards as the benchmarks for assessment • how to contextualise competency standards within relevant guidelines • the four principles of assessment and how they guide the assessment process • what is evidence and different types of evidence • the four rules of evidence and how they guide evidence collection • different types of assessment methods, including suitability for collecting various types of evidence • assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities • different resource requirements for assessment and associated costs • where to source other relevant assessment information and how to incorporate this into the plan • the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards • sources and types of specialist support to candidates • methodologies suitable for reviewing assessment tools • the assessment system policies and procedures established by the industry and/or organisation • risks and requirements associated with different assessment applications in various contexts, including: <ul style="list-style-type: none"> • capacities of assessors at higher JKR levels • when linked to licensing • legal implications of assessing competence • the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards • other relevant policy, legislation, codes of practice and national standards including national legislation for example: <ul style="list-style-type: none"> ➤ copyright and privacy laws in terms of electronic
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	<ul style="list-style-type: none"> technology ➤ security of information ➤ plagiarism ➤ licensing requirements ➤ anti-discrimination including equal opportunity, racial vilification and disability discrimination ➤ workplace relations ➤ industrial awards/enterprise agreements • OHS responsibilities associated with planning and organising assessment, such as: <ul style="list-style-type: none"> ➤ hazards commonly found, and preferred risk controls for the specific assessment environment ➤ OHS procedures to be observed in the assessment process ➤ safe use and maintenance of relevant equipment ➤ sources of OHS information
Required skills and attributes include:	<ul style="list-style-type: none"> • cognitive interpretation skills to: <ul style="list-style-type: none"> ➤ accurately interpret competency standards and other assessment documentation ➤ identify opportunities for integrated competency assessment ➤ contextualise competency standards to the operating assessment environment ➤ sort information • observation skills to: <ul style="list-style-type: none"> ➤ assess the effectiveness of the organisation's assessment operations ➤ identify where improvement to the assessment process can be made • technology skills to: <ul style="list-style-type: none"> ➤ use appropriate equipment and software to communicate effectively with others • research and evaluation skills to: <ul style="list-style-type: none"> ➤ obtain competency standards and other assessment information, assessment tools and other relevant assessment resources ➤ research candidate characteristics and any reasonable adjustment needs ➤ identify and confirm required material and physical resources ➤ evaluate feedback, and determine and implement improvements to processes ➤ make recommendations • planning skills relating to formulation of the assessment plan • organisational skills relating to organising resources required • literacy skills to: <ul style="list-style-type: none"> ➤ read and interpret relevant information to design and facilitate assessment and recognition processes ➤ prepare required documentation and information for those involved in assessment processes • communication skills to: <ul style="list-style-type: none"> ➤ discuss assessment processes with clients and

	<p>assessors</p> <ul style="list-style-type: none"> ➤ establish professional relationships and networks • sensitivity to access and equity considerations and candidate diversity • capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process
Products that could be used as evidence include:	<ul style="list-style-type: none"> • assessment plans • modified/adjusted assessment tools to allow for specific needs • contextualised competency standards • documentation of consultations with clients and other stakeholders regarding the assessment purpose and context
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how competency standards and other documents were interpreted • how assessment activities were scheduled • how resources were identified and obtained • how communication systems were used to include relevant stakeholders in the planning process • how assistance was sought from individuals providing specialist support
Resource implications for assessment include:	<ul style="list-style-type: none"> • access to relevant Training Package/s • access to assessment materials and tools • access to other relevant assessment information • access to suitable assessment venue/equipment • workplace documentation • cost/time considerations • personnel requirements
The collection of quality evidence requires that:	<ul style="list-style-type: none"> • assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	<ul style="list-style-type: none"> • evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must: <ul style="list-style-type: none"> ➤ address the provision of documented assessment

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2. The second part of the document focuses on the financial aspects of the organization. It provides a detailed overview of the budget, including the projected income and expenses for the upcoming year. This section also discusses the various financial risks and how they can be mitigated, ensuring that the organization remains financially stable and secure.

3. The third part of the document addresses the human resources of the organization. It discusses the current staffing levels and the need for additional personnel in certain areas. This section also outlines the various training and development programs that are being implemented to ensure that the staff is equipped with the necessary skills and knowledge to perform their duties effectively.

4. The fourth part of the document discusses the legal and regulatory requirements that the organization must comply with. It provides a detailed overview of the various laws and regulations that apply to the organization's operations, ensuring that the organization remains in full compliance with all applicable laws and regulations.

5. The fifth part of the document discusses the various challenges that the organization is currently facing. It provides a detailed overview of the various issues that are affecting the organization's operations, including the impact of the current economic environment and the need for innovation and growth. This section also outlines the various strategies that are being implemented to address these challenges and ensure the organization's long-term success.

	<ul style="list-style-type: none">plans➤ cover a range of assessment events➤ cater for a number of candidates➤ relate to different competency standards or accredited curricula➤ address recognition assessment• involve the contextualisation of competency standards and the selected assessment tools, where required• incorporate consideration of reasonable adjustment strategies• include organisational arrangements
Integrated assessment	<ul style="list-style-type: none">• This unit is part of an integrated assessment activity involving the following units:<ul style="list-style-type: none">➤ UNIT 1 Lead and coordinate assessment systems and services➤ UNIT 2 Develop assessment tools➤ UNIT 4 Contribute to assessment➤ UNIT 5 Assess competence➤ UNIT 6 Participate assessment validation

UNIT 4: Contribute to Assessment

Description

This unit specifies the competence required to contribute to the assessment process.

Application of Unit

This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidate's demonstration of competence. It involves the collection, examination, documentation and presentation of quality evidence which contributes to the assessment decision against the relevant competency standard.

This competency is performed under the following conditions:

- The necessary assessment tools and assessment resources to guide the evidence collection process have been provided.
- Any adjustments to tools are determined by the qualified assessor, as defined by the JKR and the assessor requirements of the JKR Training Package.
- The qualified assessor provides guidance and supervision.
- Achievement of this unit requires competency in observation skills, effective communication and interpersonal skills and applied knowledge of the principles of assessment and the rules of evidence.
- The competency specified in this unit is typically required by an individual who may have technical/vocational expertise and/or may have a supervisory or mentoring/coaching work role, and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.
- It may have application in a range of circumstances including:
 - where the organisation uses a team assessment approach;
 - in rural/remote areas where access to qualified assessors may be limited (and where assessor guidance can be provided by technology).
- As part of the assessment arrangements for collecting evidence over a period of time and in a range of contexts.

Performance criteria

Element 4.1: Clarify role and responsibilities in the assessment process

- 4.1.1 Purpose of assessment is discussed and confirmed with relevant people using appropriate communications and interpersonal skills.
- 4.1.2 Benchmark/s for assessment are discussed and confirmed with qualified assessor.
- 4.1.3 The assessment plan is accessed, read and clarified with qualified assessor.
- 4.1.4 Specific responsibilities in gathering evidence and types of evidence to be gathered are discussed and agreed with qualified assessor.

Element 4.2: Confirm organisational arrangements for evidence gathering

- 4.2.1 Nominated assessment methods and assessment tools to be used in collecting evidence are clarified with the qualified assessor to ensure the instruments to collect evidence and the procedures to be followed are clear.
- 4.2.2 The assessment context including candidate's characteristics and any need for reasonable adjustments are discussed and confirmed with relevant people.
- 4.2.3 Resource requirements are confirmed and arranged in consultation with relevant people.
- 4.2.4 Documentation setting out relevant assessment system policies and procedures, legal/organisational/ethical requirements and any other relevant advice on assessment is accessed and confirmed with relevant people.

Element 4.3: Collect evidence in accordance with the assessment plan

- 4.3.1 The assessment process is explained to the candidate, including the different responsibilities of the parties involved, and any candidate issues/concerns are referred to the qualified assessor prior to undertaking assessment activities.
- 4.3.2 Assessment tools are used to gather quality evidence using appropriate communication and interpersonal skills with the candidate and other relevant people.

- 4.3.3 Evidence is collected within available time and resources, in accordance with organisational/ legal/ethical requirements.
- 4.3.4 Evidence gathering assessment activities are reviewed against the principles of assessment and collected evidence is examined to determine whether it meets the rules of evidence.
- 4.3.5 Limitations and issues in collecting quality evidence are identified and assistance is sought from qualified assessor/s, where required.

Element 4.4: Record and report findings

- 4.4.1 Evidence is documented and recorded in accordance with assessment system policies and procedures.
- 4.4.2 Evidence is organised in a format suitable for analysis and provided to the qualified assessor in accordance with assessment system policies and procedures.
- 4.4.3 Feedback is actively sought from the qualified assessor on whether the evidence gathering activities meet the principles of assessment and the collected evidence meets the rules of evidence.
- 4.4.4 Areas for improvement in collecting evidence are documented for future assessment activities.

Key competencies

Key Competency	Example of Application
Communicating ideas and information	confirming assessment processes and evidence requirements with assessors, providing and receiving feedback, listening and translating feedback into evidence gathering practices
Collecting analysing and organising information	locating relevant assessment plan and other information to assist interpreting evidence requirements, using established processes to source and collate evidence, recording evidence collected
Planning and organising activities	developing a plan and timetable for collecting evidence
Working with others and in teams	collaborating with assessors, supervisors and other relevant personnel to obtain advice and receive feedback on the assessment support role
Using mathematical ideas and techniques	identifying and confirming resource requirements

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1. The first part of the report deals with the general situation of the country and the results of the survey. It is a very interesting and informative study of the country and its people. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the knowledge of the country and its people.

2. The second part of the report deals with the results of the survey. It is a very interesting and informative study of the country and its people. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the knowledge of the country and its people.

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7. The seventh part of the report deals with the results of the survey. It is a very interesting and informative study of the country and its people. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the knowledge of the country and its people.

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10. The tenth part of the report deals with the results of the survey. It is a very interesting and informative study of the country and its people. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the knowledge of the country and its people.

Solving problems	adapting evidence gathering activities to suit the assessment context and available resources, maintaining effective relationships with candidates and assessors, identifying issues/limitations and seeking advice from relevant people
Using technology	collating and formatting evidence gathered in a suitable format following reporting procedures

Range statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics and underline in the Performance Criteria.

Assessment process is:	<ul style="list-style-type: none"> the series of steps in the assessment cycle
Purpose of assessment may be:	<ul style="list-style-type: none"> recognise current existing competency of candidate/s determine if competency has been achieved following learning establish candidate/s progress towards achievement of competence determine language, literacy, numeracy needs of candidates/s certify competence through a Statement of Attainment establish progress towards a qualification determine training gaps of candidate/s measure work performance classify employees/support career progression meet organisational requirements for work - operate equipment/develop new skills licensing or regulatory requirements
Relevant people must include:	<ul style="list-style-type: none"> qualified assessor/s candidate/s
Relevant people may include:	<ul style="list-style-type: none"> managers supervisors technical/subject experts training coordinators industry regulators employee and employer representatives

Appropriate communication and interpersonal skills may include:	<ul style="list-style-type: none"> • engaging in two-way interaction • providing constructive feedback • using active listening • using appropriate questioning to clarify and confirm instructions for evidence gathering • accurately interpreting non-verbal and verbal messages • providing clear advice • using language that the candidate uses and which is appropriate to the assessment context and work encompassed by the competency standards • using language and concepts appropriate to cultural and background of the candidate
Benchmark/s for assessment refers to:	<ul style="list-style-type: none"> • the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
An assessment plan is the overall planning document for the assessment process, may include:	<ul style="list-style-type: none"> • the purpose and aims of the assessment • the context of assessment • relevant benchmark/s for assessment to be used as the benchmarks for assessment • other assessment information/documentation identified as relevant • identified personnel • identified assessment methods and assessment tools • possibilities for clustering units of competency for assessment purposes • identified OHS hazards, including assessed risks and control strategies • material and/or physical resources required • organisational arrangements for conducting assessment • OHS reporting requirements • any special assessment needs, e.g. personal protective equipment requirements • outline of assessment milestones, time lines and target dates • candidate self-assessment procedures • connections to relevant organisational plans, policies and procedures
Evidence is:	<ul style="list-style-type: none"> • information/materials/products which support a candidate's claim of demonstrated competency
Types of evidence may be:	<ul style="list-style-type: none"> • direct, e.g. observation of work activities under real/simulated work conditions, examples of work products • indirect, e.g. third party reports from a range of

	<p>sources</p> <ul style="list-style-type: none"> • supplementary e.g. question and answer, work records, training records, portfolios • candidate gathered evidence • assessor gathered evidence • current/recent/historical • combination of above
<p>Assessment methods are the particular techniques used to gather different types of evidence and may include:</p>	<ul style="list-style-type: none"> • conducting real work/real time activities (for example, direct observation and third party reports) • carrying out structured activities (for example, simulation exercises, demonstration and activity sheets) • questioning (for example, computer, oral and written questions) • collecting portfolios/evidence compiled by the candidate • obtaining historical evidence regarding prior learning
<p>Assessment tools contain:</p>	<ul style="list-style-type: none"> • the instruments to be used for gathering evidence such as: <ul style="list-style-type: none"> ➤ a profile of acceptable performance measures ➤ templates/proformas ➤ specific questions or activities ➤ evidence/observation checklists ➤ checklists for the evaluation of work samples ➤ candidate self-assessment materials • the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment condition
<p>Assessment context may include:</p>	<ul style="list-style-type: none"> • the environment in which the assessment will be carried out • opportunities for collecting evidence in a number of situations • the purpose of the assessment • who carries out the assessment • relationship between units of competency and candidate's workplace • auspicing and partnership arrangements • period of time that assessment takes place • apportionment of costs/fees • quality assurance mechanisms • privacy and confidentiality approaches
<p>Candidate's characteristics may include:</p>	<ul style="list-style-type: none"> • level of work experience • level and experiences of previous learning and assessment • motivation for assessment - personal and/or organisational

	<ul style="list-style-type: none"> English language, literacy and/or numeracy levels/needs physical impairment or disability involving hearing, vision, voice, mobility intellectual impairment or disability medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment differences in learning progress religious and spiritual observances cultural background images/perceptions age gender
Reasonable adjustments may include:	<ul style="list-style-type: none"> taking into account candidate's language, literacy, numeracy requirements providing of personal support services (for example: reader, interpreter, attendant carer, scribe) using of adaptive technology or special equipment flexible assessment sessions to allow for fatigue or administering of medication format of assessment materials (for example, in braille, first language, use of audiotape/videotape) making adjustments to the physical environment revising of proposed assessment methods/tools considering age and gender considering cultural beliefs, traditional practices and religious observances arranging for a member of the community to accompany the candidate
Resource requirements may include:	<ul style="list-style-type: none"> resources specific to evidence gathering activities access to assessors access to policy and procedures access to subject/technical experts OHS requirements plant, equipment, technology
Assessment system policies and procedures may include:	<ul style="list-style-type: none"> candidate selection rational and purpose of competency-based assessment assessment records/data management/information management recognition of current competency/recognition of prior learning/credit arrangements assessors - needs, qualifications, maintaining currency assessment reporting procedures assessment appeals candidate grievances/complaints validation evaluation/internal audit

	<ul style="list-style-type: none"> • costs/resourcing • access and equity/reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system
Legal/organisational/ethical requirements may include:	<ul style="list-style-type: none"> • assessment system policies and procedures • assessment strategy requirements • quality assurance systems • reporting, recording and retrieval systems for assessment • business and performance plans • access and equity policies and procedures • collaborative/partnership arrangements • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards/enterprise agreements • JKR standards for assessment • registration scope • human resources policies/procedures • legal requirements including anti-discrimination, equal employment, job role/ responsibilities/ conditions • relevant industry codes of practice • confidentiality and privacy requirements • OHS considerations, including: <ul style="list-style-type: none"> • ensuring OHS requirements are adhered to during the assessment process • identifying and reporting OHS hazards and concerns to relevant personnel
Relevant advice on assessment may include:	<ul style="list-style-type: none"> • guidance on the principles of assessment and how they are applied • information on the rules of evidence and how these are applied • assessment materials (for example, guidelines and evidence gathering workbooks) • information from Assessment Training Guidelines • JKR standards relating to assessment • OHS standards/guidelines • advice/information from other assessors • course guidelines and parameters • candidate self-assessments • individual unit or integrated approaches to competency assessment
Principles of assessment are:	<ul style="list-style-type: none"> • validity • reliability • flexibility • fairness

<p>To meet the rules of evidence, evidence must be:</p>	<ul style="list-style-type: none"> • valid, for example: <ul style="list-style-type: none"> • address the elements and Performance Criteria • reflect the skills and knowledge described in the relevant units of competency • show application in the context described in the Range Statement • demonstrate that performance, skills and knowledge are applied in real/ simulated workplace situations • current, for example: <ul style="list-style-type: none"> ➢ demonstrate the candidate's current skills and knowledge ➢ comply with current standards • sufficient, for example: <ul style="list-style-type: none"> ➢ demonstrate competence over a period of time ➢ demonstrate repeatable competence • not inflate the language, literacy and numeracy requirements beyond those required in performing the work task/function • authentic, for example: <ul style="list-style-type: none"> ➢ be the work of the candidate ➢ be corroborated/verified
<p>Limitations and issues may relate to:</p>	<ul style="list-style-type: none"> • relationship between main job and responsibilities in evidence gathering activities • ability to meet the candidate's needs • access to candidate and/or relevant people • levels of understanding of organisation's quality processes • own level of vocational competence • own understanding of competency-based assessment • need to meet legal responsibilities • risk management and OHS issues which impact on the capacity to collect evidence • confirmation of relevant unpaid or volunteer experience • examples of work products • simulation activities • projects/assignments

Evidence guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the JKR. To demonstrate competence against this unit, candidates must be able to provide evidence that they have gathered appropriate and relevant assessment evidence using a variety of assessment methods and employing existing assessment tools in accordance with an assessment plan.

This evidence must show the methods used to collect evidence; completed evidence gathering tools; how evidence was collated in a suitable format for assessment; how the selected tools were used to collect evidence; and how organisational procedures regarding evidence collection, recording and reporting were followed.

Required knowledge includes:

- what is competency-based assessment, including criterion referenced, competency standards as the benchmarks for assessment, competency-based reporting
- the principles of assessment, being validity, reliability, fairness and flexibility
- the rules of quality evidence, in that evidence must be valid, authentic, sufficient and current
- the different purposes of assessment
- the diversity of assessment contexts
- what is evidence and different types of evidence
- how evidence is gathered - what are assessment methods and different types of methods
- what is an assessment tool
- what is an assessment plan
- practical knowledge of the potential barriers and processes relating to evidence gathering procedures and assessment processes
- the organisational assessment system policies and procedures relevant to this unit of competency
- technical/subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - licensing requirements
 - recording information and confidentiality requirements
 - equal employment opportunity, disability, discrimination
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
 - hazard identification and risk control measures
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for use of relevant personal protective equipment

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document provides a conclusion and summarizes the key points of the study. It reiterates the importance of accurate record-keeping and the need for ongoing research in this field.

	<ul style="list-style-type: none"> ➤ safe use of relevant equipment ➤ sources of OHS information ➤ role of key workplace personnel ➤ responsibilities of learners and employees
Required skills and attributes include:	<ul style="list-style-type: none"> • observation skills to observe candidate performance • cognitive and interpretation skills to: <ul style="list-style-type: none"> ➤ ensure collection of valid and reliable evidence ➤ identify gaps/issues in evidence collection ➤ confirm appropriate assessment tools and methods to be used • organisation skills to: <ul style="list-style-type: none"> ➤ use required resources ➤ carry out the evidence collection • time management skills <ul style="list-style-type: none"> ➤ to schedule assessment events/activities ➤ work with candidate on suitable times • using assessment methods and tools • literacy skills to: <ul style="list-style-type: none"> ➤ read and interpret relevant information ➤ prepare required documentation and collate evidence in required format • communication skills to: <ul style="list-style-type: none"> ➤ discuss evidence gathering processes with practitioners ➤ discuss evidence gathering processes with candidate/s ➤ establish a working relationship with assessor and candidate/s ➤ provide constructive and supportive feedback ➤ ask appropriate questions to clarify and confirm instructions for evidence gathering ➤ provide clear and concrete options and/or advice • attributes including: <ul style="list-style-type: none"> ➤ willingness to contribute positively to the assessment process ➤ capacity to encourage, accept and use feedback ➤ capacity to work sensitively and ethically when gathering information
Products that could be used as evidence include:	<ul style="list-style-type: none"> • completed assessment tools/templates/checklists • documentation/records of the evidence gathered • feedback from the candidate, qualified assessor, supervisor
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how benchmarks and other documents were interpreted, and why • how evidence gathering activities were scheduled • how the rules of evidence were used to collect and review evidence, and why
Resource implications for	<ul style="list-style-type: none"> • access to qualified assessor • access to candidates for assessment purposes

assessment include:	<ul style="list-style-type: none"> • access to supervisor or other relevant people • access to benchmarks and other assessment documentation • assessment materials and tools • workplace documentation • support for candidate's specific requirements • time considerations
The collection of quality evidence requires that:	<ul style="list-style-type: none"> • assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods/evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	<ul style="list-style-type: none"> • a minimum of three evidence gathering activities, carried out with different candidate/s in each activity • the examination of gathered evidence in complying with the rules of evidence • a summary of evidence findings using business technology • feedback sought from others involved in the assessment process
Integrated assessment:	<ul style="list-style-type: none"> • This unit is part of an integrated assessment activity involving the following units: <ul style="list-style-type: none"> ➤ UNIT 1 Lead and coordinate assessment systems and services ➤ UNIT 2 Develop Assessment Tools ➤ UNIT 3 Plan and organise assessment ➤ UNIT 5 Assess competence ➤ UNIT 6 Participate in assessment validation.

UNIT 5: Assess Competence

Description

This unit specifies the competence required to assess the competence of a candidate.

Application Of Unit

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment carried out in an assessment and learning pathway as well as assessment conducted in an assessment only pathway.

- The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.
- The achievement of this unit includes interpretation of competency standards.
- This unit does not address the development of an assessment plan or organisation of required resources for assessment, which is addressed in **UNIT 3 Plan and organise assessment**.
- The competence specified in this unit is typically required by assessors.

Performance criteria

Element 5.1: Establish and maintain the assessment environment

- 5.1.1 The assessment plan is interpreted and assessment system policies and procedures and organisational/legal/ethical requirements for conducting assessment are confirmed with relevant people.
- 5.1.2 The relevant benchmark/s for assessment and nominated assessment tools are accessed and interpreted to confirm the evidence to be collected and how it is to be collected.
- 5.1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, reasonable adjustment, re-assessment and appeals.
- 5.1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant.

Element 5.2: Gather quality evidence

- 5.2.1 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.
- 5.2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence.
- 5.2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel.
- 5.2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required.
- 5.2.5 Identified assessment system policies and procedures and organisational / legal / ethical and requirements for assessment are addressed.

Element 5.3: Support the candidate

- 5.3.1 Candidates are guided in gathering their own evidence to support recognition of current competence.
- 5.3.2 Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enables two-way feedback.
- 5.3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics.
- 5.3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence.
- 5.3.5 Specialist support is accessed, where required, in accordance with the assessment plan.
- 5.3.6 Any occupational health and safety (OHS) risk to person or equipment is addressed immediately.

Element 5.4: Make the assessment decision

- 5.4.1 Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people.
- 5.4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:
- encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment)
 - addresses other related documentation.
 - complies with the rules of evidence
- 5.4.3 Judgement is used to infer whether competence has been demonstrated, based on the available evidence.
- 5.4.4 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision.
- 5.4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required.

Element 5.5: Record and report the assessment decision

- 5.5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.
- 5.5.2 An assessment report is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements.
- 5.5.3 Recommendations for follow up action are submitted to relevant people, where required.

- 5.5.4** Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions.

Element 5.6: Review the assessment process

- 5.6.1** The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice.
- 5.6.2** The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/legal /ethical requirements.
- 5.6.3** Reflection skills are used to review and self-evaluate assessment practice.

Key competencies

Key Competency	Example of Application
Communicating ideas and information	confirming assessment arrangements with relevant people, clarifying context and purpose of assessment process, providing and receiving feedback, listening to and translating feedback into assessment practice
Collecting analysing and organising information	locating information to interpret evidence requirements, using assessment tools to source and collate evidence, analysing documents and relevant information in developing assessment activities
Planning and organising activities	following assessment plan and timetable for assessment activities
Working with others and in teams	collaborating with peers, colleagues, supervisors and other relevant people to generate ideas, obtain advice and receive feedback through the assessment process
Using mathematical ideas and techniques	identifying and confirming resource requirements
Solving problems	applying reasonable adjustment to assessment activities to suit candidates with specific needs, maintaining effective relationships with candidates and other relevant personnel
Using technology	recording the assessment decision and following reporting procedures

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Range statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics and underline in the Performance Criteria.

<p>An assessment plan is the overall planning document for the assessment process and may include:</p>	<ul style="list-style-type: none"> • the purpose and aims of the assessment • the context of assessment • identified personnel • relevant competency standards and other assessment documentation • evidence plan • identified assessment methods and assessment tools • possibilities for clustering units of competency for assessment purposes • identified OHS hazards, including assessed risks and control strategies • material/physical resources required • organisational arrangements for conducting assessment • OHS reporting requirements • any special assessment needs, e.g. personal protective equipment requirements • outline of assessment milestones, time lines and target dates • candidate self-assessment procedures • connections to relevant organisational plans, policies and procedures
<p>Assessment system policies and procedures may include:</p>	<ul style="list-style-type: none"> • candidate selection • rational and purpose of competency-based assessment • assessment records / data management / information management • recognition of current competency / recognition of prior learning / credit arrangements • assessors - needs, qualifications, maintaining currency

	<ul style="list-style-type: none"> • assessment reporting procedures • assessment appeals • candidate grievances / complaints • validation • evaluation / internal audit • costs / resourcing • access and equity / reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system
Organisational/legal/ethical requirements may include:	<ul style="list-style-type: none"> • assessment system policies and procedures • reporting, recording and retrieval systems for assessment • licensing / legal ramifications of assessing competence • requirements of training and / or assessment organisations relating to assessment and validation • quality assurance systems • business and performance plans • collaborative / partnership arrangements • policies, procedures and programs • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards/enterprise agreements • assessments • registration scope • human resources policies / procedures • legal requirements including anti-discrimination, equal employment, job role / responsibilities / conditions • relevant industry codes of practice • confidentiality and privacy requirements of information relating to completed assessments • OHS considerations, including: <ul style="list-style-type: none"> • ensuring OHS requirements are adhered to during the assessment process • identifying and reporting OHS hazards and concerns to relevant personnel
Relevant people may include:	<ul style="list-style-type: none"> • the candidate/s • other assessors • the client, company or organisation • team leaders, managers, supervisors • trainers / facilitators • technical / subject experts • training and assessment coordinators • industry regulators • employee and employer representatives • members of professional associations

	<ul style="list-style-type: none"> • JKR department officials / staff
Benchmark/s for assessment refers to:	<ul style="list-style-type: none"> • the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:	<ul style="list-style-type: none"> • the instruments to be used for gathering evidence such as: <ul style="list-style-type: none"> ➢ a profile of acceptable performance measures ➢ templates / proformas ➢ specific questions or activities ➢ evidence / observation checklists ➢ checklists for the evaluation of work samples ➢ candidate self-assessment materials • the procedures, information and instructions for the assessor / candidate relating to the use of assessment instruments and assessment conditions
Reasonable adjustment must not compromise the integrity of the competency standard and may include:	<ul style="list-style-type: none"> • adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements • provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance • use of adaptive technology or special equipment • flexible assessment sessions to allow for fatigue or administering of medication • format of assessment materials, for example, in Braille, first language, use of audiotape / videotape • adjustments to the physical environment or venue • revising proposed assessment methods / tools • considerations relating to age and/or gender, • considerations relating to cultural beliefs, traditional practices, religious observances
Assessment methods are the particular techniques used to gather different types of evidence and may include:	<ul style="list-style-type: none"> • direct observation, for example: <ul style="list-style-type: none"> ➢ real work / real time activities at the workplace ➢ work activities in a simulated workplace environment • structured activities, for example: <ul style="list-style-type: none"> ➢ simulation exercises / role-plays ➢ projects ➢ presentations ➢ activity sheets • questioning, for example: <ul style="list-style-type: none"> ➢ written questions, e.g. on a computer ➢ interviews ➢ self-assessment ➢ verbal questioning ➢ questionnaires

	<ul style="list-style-type: none"> ➤ oral/written examinations (for higher JKR levels) • portfolios, for example: <ul style="list-style-type: none"> ➤ collections of work samples by the candidate ➤ product with supporting documentation ➤ historical evidence ➤ journal/log book ➤ information about life experience • review of products, for example: <ul style="list-style-type: none"> ➤ products as a result of a project ➤ work samples / products • third party feedback, for example: <ul style="list-style-type: none"> ➤ testimonials / reports from employers / supervisors ➤ evidence of training ➤ authenticated prior achievements ➤ interview with employer, supervisor, peer
Principles of assessment guide the assessment process and must address:	<ul style="list-style-type: none"> • validity • reliability • flexibility • fairness
Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:	<ul style="list-style-type: none"> • valid • sufficient • authentic • current
Quality evidence addresses the rules of evidence and must:	<ul style="list-style-type: none"> • encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements) • reflect the skills, knowledge and attributes defined in the relevant units of competency • show application of the skills in the context described in the Range Statement • demonstrate competence over a period of time • demonstrate repeatable competence • be the work of the candidate • be able to be verified • demonstrate current skills / knowledge of the candidate • not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency
Guided means to explain to the candidate:	<ul style="list-style-type: none"> • what is recognition-based assessment • what are assessment tools • how to use these tools • the rules of evidence that must be met by the evidence they provide

Recognition of current competence is defined as:	<ul style="list-style-type: none"> the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences
Communication skills may include:	<ul style="list-style-type: none"> providing constructive and supportive feedback using active listening using appropriate questioning to clarify and confirm instructions for evidence gathering accurately interpreting verbal messages assisting candidates to paraphrase advice/instructions to the assessor making clear and concrete presentations of options / advice
Interpersonal skills may include:	<ul style="list-style-type: none"> accurately interpreting non-verbal messages engaging in two-way interaction using language appropriate to candidate, assessment context and work performance addressed by competency standards using language and concepts appropriate to cultural differences using culturally inclusive and sensitive techniques
Individual differences may include:	<ul style="list-style-type: none"> English language, literacy and numeracy barriers physical impairment or disability involving hearing, vision, voice, mobility intellectual impairment or disability medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment learning difficulties psychiatric or psychological disability religious and spiritual observances cultural images / perceptions age gender
Feedback may include:	<ul style="list-style-type: none"> ensuring assessment process is understood ensuring candidate concerns are addressed enabling question and answer confirming outcomes identifying further evidence to be provided discussing action plans confirming gap training needed information regarding available appeal processes suggesting improvements in evidence gathering and presentation
Specialist support may include:	<ul style="list-style-type: none"> assistance by third party - carer, interpreter support from specialist educator

	<ul style="list-style-type: none"> • development of online assessment activities • support for remote or isolated candidates and/or assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams / panels • support from lead assessors • advice from policy development experts
Addressed may include:	<ul style="list-style-type: none"> • stopping the assessment until the OHS risk is rectified • stopping the assessment until the equipment is fixed or replaced
Limitations may relate to:	<ul style="list-style-type: none"> • job role and responsibilities • meeting candidate needs • assessment panels • training and/or assessment organisation's quality processes • personal competency level • organisational, industry and national training requirements • personal level of knowledge of competency-based assessment • legal responsibilities
All component parts of the competency standards refers to:	<ul style="list-style-type: none"> • Elements • Performance Criteria • Range Statement / range of variables, including: • contextualisation • link to knowledge and enterprise requirements • focus of assessment • underpinning language, literacy and numeracy requirements • evidence guide requirements, including: • underpinning / required knowledge • underpinning / required skills and attributes • underpinning language, literacy and numeracy requirements • Key Competencies / generic skills • critical aspects of evidence to be considered/quality evidence requirements • concurrent assessment and interdependence of units • assessment methods / resources / context • dimensions of competency, which include: • task skills • task management skills • contingency management skills • job role / environment skills
Related documentation may include:	<ul style="list-style-type: none"> • Assessment Guidelines of the relevant Training Package/s

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods used to collect and analyze data. It includes a detailed description of the sampling process and the statistical techniques employed to interpret the results.

3. The third part of the document presents the findings of the study. It shows that there is a significant correlation between the variables being studied, which supports the hypothesis that was tested.

4. The fourth part of the document discusses the implications of the findings for future research and practice. It suggests that the results of this study could be used to inform policy decisions and to guide the development of new programs and initiatives.

5. The fifth part of the document provides a conclusion and a summary of the key points. It reiterates the importance of the study and the need for further research in this area.

	<ul style="list-style-type: none"> the assessment criteria of accredited modules evidence to be collected as set out in assessment plans definition and interpretation of evidence in developed assessment tools any requirements of OHS, legislation, codes of practice, standards, guidelines indicators and levels of competence of the National Reporting System organisational requirements for work performance product specifications integrated competency assessment tool
Judgement is a two-step process and means:	<ul style="list-style-type: none"> the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent
An action plan is required when the decision of not yet competent is recorded and may include:	<ul style="list-style-type: none"> gap training, further learning additional practice opportunities additional assessment opportunities/evidence gathering opportunities individual facilitation, where relevant referral to specialist support
An assessment report may include:	<ul style="list-style-type: none"> personal details of candidate details of assessment/s, date, time, venue details of assessor's summary of evidence considered and copies of assessment papers feedback to and from the candidate justification of decision summary of candidate's action plan other critical information including appeals and outcomes sign-off by assessor and candidate electronic/paper reports to funding bodies
Recommendations may include:	<ul style="list-style-type: none"> recommendation to support training and/or assessment in new areas of competency recommendations in the action plan reassessment appeal implications
Other relevant parties may include:	<ul style="list-style-type: none"> JKR regional personnel parties nominated by the candidate parties to be informed because of contractual obligations
Criteria may include:	<ul style="list-style-type: none"> following the assessment plan

	<ul style="list-style-type: none"> • confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS • providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills • demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence • demonstrated support and guidance to the candidate throughout the assessment process • using assessment methods and tools appropriately to gather, organise and document evidence • applying reasonable adjustments where required / appropriate, in consultation with relevant people • providing clear and constructive feedback to the candidate regarding the assessment decision • reviewing range of own decisions for consistency
Consultation may involve:	<ul style="list-style-type: none"> • moderation with other assessors, training and assessment coordinators • discussions with the client, team leaders, managers, supervisors, coaches, mentors • technical/subject experts • English language, literacy and numeracy experts

Evidence guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the JKR Assessment Training Package. To demonstrate competence against this unit candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate's needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was

followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

<p>Required knowledge includes:</p>	<ul style="list-style-type: none"> • competency-based assessment covering: <ul style="list-style-type: none"> ➢ vocational education and training as a competency-based system • assessment is criterion referenced / distinction to norm referenced assessment • criterion used for accredited competency standards defining specifications for performance of work / work functions and skills / knowledge • reporting of competency-based assessment • competency standards as the basis of qualifications • the principles of competency-based assessment • the structure and application of competency standards • what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility) • what are the rules of evidence and how are they applied (valid, authentic, sufficient, current) • the range of assessment purposes and assessment contexts • different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs • what are reasonable adjustments / when are they applicable / not applicable • basic evaluation methodologies suitable for reviewing personal assessment practice • types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence • practical knowledge of the potential barriers and processes relating to assessment tools and methods • the assessment system and assessment policies and procedures established by the industry, organisation or training authority • cultural sensitivity and equity considerations • relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example: <ul style="list-style-type: none"> • copyright and privacy laws in terms of electronic technology • security of information • plagiarism • Training Packages / competency standards • licensing requirements • industry / workplace requirements • duty of care under common law • recording information and confidentiality requirements • anti-discrimination including equal opportunity, racial
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	<p>vilification and disability discrimination</p> <ul style="list-style-type: none"> • workplace relations • industrial awards / enterprise agreements • OHS responsibilities associated with assessing competence such as: <ul style="list-style-type: none"> • requirements for reporting hazards and incidents • emergency procedures and procedures for use of relevant personal protective equipment • safe use and maintenance of relevant equipment • sources of OHS information
<p>Required skills and attributes include:</p>	<ul style="list-style-type: none"> • analysis and interpretation skills to: <ul style="list-style-type: none"> ➤ unpack competency standards ➤ interpret assessment tools and other assessment information ➤ identify candidate needs ➤ make judgements based on assessing available evidence • observation skills to: <ul style="list-style-type: none"> ➤ determine candidate readiness for assessment ➤ observe candidate performance ➤ identify when candidate may need assistance throughout the assessment processes • research and evaluation skills to: <ul style="list-style-type: none"> ➤ access required human and material resources for assessment ➤ access assessment system policies and procedures ➤ evaluate evidence ➤ evaluate the assessment process • cognitive skills to: <ul style="list-style-type: none"> ➤ weigh up the evidence and make a judgement ➤ consider and recommend reasonable adjustments • decision making skills to: <ul style="list-style-type: none"> ➤ make a decision on a candidate's competence • literacy skills to: <ul style="list-style-type: none"> ➤ read and interpret relevant information to conduct assessment ➤ prepare required documentation and records / reports of assessment outcomes in required format • communications / interpersonal skills to: <ul style="list-style-type: none"> ➤ explain the assessment process to the candidate ➤ give clear and precise instructions ➤ ask effective questions ➤ provide clarification ➤ discuss process with other relevant people ➤ give appropriate feedback to the candidate ➤ discuss assessment outcome with the candidate ➤ using language appropriate to the candidate and assessment environment ➤ establish a working relationship with the candidate • attributes including: <ul style="list-style-type: none"> ➤ a willingness to guide and support candidates ➤ capacity to encourage, accept and utilise feedback ➤ sensitivity to individual difference and need

	➤ ethical conduct in assessment
Products that could be used as evidence include:	<ul style="list-style-type: none"> • completed assessment tools / templates / checklists • documentation of evidence collected and assessment decisions • feedback from candidate / assessor / supervisor • feedback to candidate with recommendations for future options • completed assessment records / reports • reviews of assessment practices and recommended changes to future practices
Processes that could be used as evidence include:	<ul style="list-style-type: none"> • how competency standards and other documents were interpreted • how assessment activities were scheduled • how the assessment plan was modified to meet candidate needs • how evidence was collated and evaluated against the rules of evidence
Resource implications for assessment include:	<ul style="list-style-type: none"> • access to candidates to be assessed • access to competency standards • access to assessment materials and tools • access to suitable assessment venue / equipment • workplace documentation • access to documentation / records of candidate to determine specific requirements • cost/time considerations • personnel requirements
The collection of quality evidence requires that:	<ul style="list-style-type: none"> • assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies • a range of appropriate assessment methods / evidence gathering techniques is used to determine competency • evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided • the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice • assessment meets the rules of evidence • a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

<p>Specific evidence requirements must include:</p>	<ul style="list-style-type: none"> • carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan • at least one candidate must be assessed through an assessment only pathway • at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach • all must show: <ul style="list-style-type: none"> ➤ the application of different assessment methods and tools involving a range of assessment activities and events ➤ demonstration of two-way communication and feedback ➤ how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported ➤ completion of assessment records / reports in accordance with assessment system - legal/organisational ethical requirements ➤ how the assessment process was reviewed and the review outcomes documented
<p>Integrated assessment:</p>	<ul style="list-style-type: none"> • This unit is part of an integrated assessment activity involving the following units: <ul style="list-style-type: none"> ➤ UNIT1 Lead and coordinate assessment systems and services ➤ UNIT 2 Develop Assessment Tools ➤ UNIT 3 Plan and organise assessment ➤ UNIT 4 Contribute to Assessment ➤ UNIT 6 Participate in assessment validation.

UNIT 6 : Participate in Assessment Validation

Description

This unit specifies the competence required to participate in an assessment validation process.

Application of Unit

Validation is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence.

- Validation forms part of the quality systems of the JKR assessment system (refer to definition in the Range Statement) and is undertaken to improve the quality of the assessment process.
- Validation may be undertaken prior to and post the assessment of candidates and includes validation of formative and summative assessment activities (the latter includes assessment for recognition purposes).
- Validation may be an internal process involving assessors from the same training and/or assessment organisation, or it may occur as an external exercise involving assessors from different organisations.
- This unit focuses on the skills and knowledge needed to participate in assessment validation. It does not address the competence of leading the validation process - that function is addressed in **UNIT 1 Lead and coordinate assessment systems and services**.
- The achievement of this unit includes interpretation of competency standards where competency standards are used as the benchmarks for assessment.
- Achievement of this unit requires competence in conducting assessment. Therefore **UNIT 5 Assess competence** is a prerequisite/co-requisite unit.
- Interpretation of the effectiveness of the assessment plan and selected/modified assessment tools also forms part of this unit of competency. Therefore, competence in the following units is also highly recommended.
 - UNIT 3 Plan and organise assessment
 - UNIT 2 Develop assessment tools
- The competence specified in this unit is typically required by assessors, lead assessors, training and/or assessment consultants.

Performance criteria

Element 6.1: Prepare for validation

- 6.1.1 The purpose, focus and context of validation is confirmed and discussed with relevant people.
- 6.1.2 The approach to validation is discussed and confirmed in accordance with the defined purpose/s, context, relevant assessment system policies and procedures and organisational/legal/ethical requirements.
- 6.1.3 Relevant benchmark/s for assessment are analysed and the evidence needed to demonstrate that competency is collectively agreed.
- 6.1.4 Any related documentation relevant to validation proceedings is identified and collectively agreed.
- 6.1.5 Material/s to be used in validation sessions are obtained, read and interpreted and validation activities collectively agreed.

Element 6.2: Contribute to validation process

- 6.2.1 Active participation in validation sessions and activities is demonstrated using appropriate communications skills.
- 6.2.2 Participation in validation sessions and activities, includes the review, comparison and evaluation of:
 - the overall assessment process;
 - assessment plans;
 - interpretation of competency standards or other benchmarks for assessment;
 - selection and application of assessment methods;
 - selection and use of assessment tools;
 - the collected evidence;
 - assessment decisions including the exercise of judgement.
- 6.2.3 The review, comparison and evaluation is undertaken in accordance with the principles of assessment and rules of evidence.
- 6.2.4 All documents used in the validation process are checked for accuracy and version control.

Element 6.3: Contribute to validation outcomes

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

Key competencies

Key Competency	Example of Application
Communicating ideas and information	actively contributing to validation sessions with assessors and other relevant people, recommending improvements to future processes
Collecting analysing and organising information	using established processes to source and collate samples of evidence and assessment outcomes, locating quality assurance procedures, analysing competency standards to evaluate evidence requirements
Planning and organising activities	making time to participate in validation activities, collecting and collating samples of evidence and tools
Working with others and in teams	listening to others and translating feedback into recommendations for assessment responsibilities, participating in validation meetings/sessions to discuss and review assessment instruments and processes
Using mathematical ideas and techniques	preparing and presenting validation findings within agreed timeframe
Solving problems	systematically analysing relevant assessment documents to identify strengths and/or weaknesses, monitoring own assessment activities to promptly address any concerns, suggesting recommendations and improvements to assessment tools
Using technology	communicating, sourcing, reviewing and documenting information formatting reports

Range statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics and underline in the Performance Criteria.

Assessment organisation refers to:	<ul style="list-style-type: none"> • an organisation working in a partnership arrangement with JKR to provide recognised training and assessment services • an organisation that provides non-recognised training and assessment services
Purpose and focus of validation may include:	<ul style="list-style-type: none"> • as part of organisational quality assurance processes • to address an identified area of risk in assessment practice and quality • to demonstrate compliance with the JKR Standards for Certification • to ensure assessments meet the evidence requirements of the competency standards or other assessment benchmarks • to provide evidence for external audit • to provide evidence for internal audit • to improve assessment practices • to evaluate the quality of assessment tools • to provide professional development • to increase assessor confidence • to determine whether different assessors using the same tools collect the same types and levels of evidence • to determine whether different assessors interpret the same evidence similarly • to determine whether assessment decisions reflect the principles of assessment and rules of evidence
Context of validation may include:	<ul style="list-style-type: none"> • internal to the organisation, e.g. same site or across sites • external to the organisation, e.g. in an industry, region, city, state, assessor network • through licensing or similar body

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	<ul style="list-style-type: none"> • with co-assessors • with peers/colleagues from other training and/or assessment organisations
Relevant people must include:	<ul style="list-style-type: none"> • other assessor/s involved in the validation exercise
Relevant people may include:	<ul style="list-style-type: none"> • lead assessors • managers, supervisors • technical and subject experts, including occupational health and safety (OHS) experts and language, literacy and numeracy specialists • personnel or partners with responsibilities for input into the quality assurance system • training and/or assessment coordinators • industry clients • industry regulators • employee and employer representatives • members of professional associations • personnel from a state or territory registering body • independent validators
Approach to validation may include:	<ul style="list-style-type: none"> • assessment panels • moderation meetings • collectively developing/reviewing banks of assessment tools and exemplars • benchmarking • field testing, trialling and piloting assessment tools • peer review • team assessment • internal audit process • client feedback mechanisms • mentoring of less experienced by more experienced assessors • use of independent assessment validator to review validation processes
Assessment system policies and procedures may include:	<ul style="list-style-type: none"> • candidate selection • rational and purpose of competency-based assessment • assessment records/ data management/ information management • recognition of current competency/ recognition of prior learning/credit arrangements • assessors - needs, qualifications, maintaining currency • assessment reporting procedures • assessment appeals • candidate grievances/complaints

	<ul style="list-style-type: none"> • validation • evaluation/internal audit • costs/resourcing • access and equity/reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems • links with overall quality management system
Organisational/legal/ethical requirements may include:	<ul style="list-style-type: none"> • legal and ethical responsibilities of assessors • assessment system policies and procedures • reporting, recording and retrieval systems for assessment, including documenting the agreed approach to validation • licensing/legal ramifications of assessing competence • requirements of training and/or assessment organisations relating to assessment and validation • quality assurance systems • business and performance plans • access and equity policies and procedures • collaborative/partnership arrangements • policies, procedures and programs • defined resource parameters • mutual recognition arrangements • industrial relations systems and processes, awards/ enterprise agreements • registration scope • human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions • relevant industry codes of practice • confidentiality and privacy requirements of information relating to completed assessments • OHS considerations, including: <ul style="list-style-type: none"> • ensuring OHS requirements are adhered to during the assessment process • identifying and reporting OHS hazards and concerns to relevant personnel
Benchmark/s for assessment refers to:	<ul style="list-style-type: none"> • the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Evidence:	<ul style="list-style-type: none"> • is material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement
Related documentation may include:	<ul style="list-style-type: none"> • relevant JKR Assessment Guidelines for Training • information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods • assessment activities identified in accredited modules derived from the relevant competency standards • assessment activities in Support Materials related to the relevant competency standards • any requirements of OHS, legislation, codes of practice, standards and guidelines • indicators and levels of competence of the JKR Reporting process • organisational requirements for demonstration of work performance • product specifications
Material/s may include:	<ul style="list-style-type: none"> • assessment tools • samples of collected evidence • documentation outlining the basis of assessment decisions • reports/records of assessment decisions • validation templates • validation checklists • assessment exemplars and competency standards • sampling techniques • banks of assessment tools • survey proformas
Validation activities may include:	<ul style="list-style-type: none"> • analysing and reviewing assessment tools • analysing and reviewing collected evidence • analysing and reviewing assessment decisions/records of assessment outcomes • examining assessment records • examining assessment systems • discussing the assessment process, issues, difficulties in interpretation • holding interviews with each other or with management, trainers/facilitators, candidates

	<ul style="list-style-type: none"> • analysing client feedback • observing assessment conduct • using validation tools • reviewing and interpreting Assessment Guidelines • examining assessor qualifications • analysing appeals processes • recording evidence of validation processes and outcomes
Assessment process is defined as:	<ul style="list-style-type: none"> • key steps involved in the assessment cycle
Assessment plan is the overall planning document for the assessment process and may include:	<ul style="list-style-type: none"> • the purpose and aims of the assessment • the context of assessment • relevant competency standards to be used as the benchmarks for assessment • other assessment information/documentation identified as relevant • identified personnel • identified assessment methods and assessment tools • possibilities for clustering units of competency for assessment purposes • identified OHS hazards, including assessed risks and control strategies • material and/or physical resources required • organisational arrangements for conducting assessment • OHS reporting requirements • any special assessment needs, e.g. personal protective equipment requirements • outline of assessment milestones, time lines and target dates • candidate self-assessment procedures • connections to relevant organisational plans, policies and procedures
Assessment methods are the particular techniques used to gather evidence and may include:	<ul style="list-style-type: none"> • direct observation, for example: <ul style="list-style-type: none"> ➢ real work/real time activities at the workplace ➢ work activities in a simulated workplace environment • structured activities, for example: <ul style="list-style-type: none"> ➢ simulation exercises/role-plays ➢ projects ➢ presentations ➢ activity sheets • questioning, for example: <ul style="list-style-type: none"> ➢ written questions, for example, on a

	<ul style="list-style-type: none"> computer ➤ interviews ➤ self-assessment ➤ verbal questioning ➤ questionnaires ➤ oral or written examinations (applicable at higher JKR levels) • portfolios, for example: <ul style="list-style-type: none"> ➤ collections of work samples compiled by the candidate ➤ product with supporting documentation ➤ historical evidence ➤ journal/log book ➤ information about life experience • review of products, for example: <ul style="list-style-type: none"> ➤ products as a result of a project ➤ work samples/products • third party feedback, for example: <ul style="list-style-type: none"> ➤ testimonials/reports from employers/supervisors ➤ evidence of training ➤ authenticated prior achievements ➤ interview with employer, supervisor, peer
Assessment tools contain:	<ul style="list-style-type: none"> • the instruments to be used for gathering evidence such as: <ul style="list-style-type: none"> ➤ a profile of acceptable performance measures ➤ templates/proformas ➤ specific questions or activities ➤ evidence/observation checklists ➤ checklists for the evaluation of work samples ➤ candidate self-assessment materials • the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment
Judgement is a two-step process and means:	<ul style="list-style-type: none"> • the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence • the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent
Principles of assessment are:	<ul style="list-style-type: none"> • validity • reliability • flexibility

	<ul style="list-style-type: none"> • fairness
Rule of evidence are:	<ul style="list-style-type: none"> • validity • sufficiency • currency • authenticity
Recommendations for improvement may include:	<ul style="list-style-type: none"> • on-going professional development strategies for assessors • changes to assessment system policies and procedures • changes to assessment strategies • changes to assessment plans • changes to selected assessment methods • changes/development of new assessment tools • improved records management • changes to assessment resources • instigation of/changes to partnership arrangements • improvements to evidence collection • provision of additional information for assessors/candidates • greater advice/support/supervision of assessors • exemplars • liaison with technical experts/specialist support

Evidence guide

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence.

The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency. Assessment must reflect the endorsed Assessment Guidelines of the JKR Assessor Training Package.

To demonstrate competence against this unit a candidate must be able to provide evidence that they have actively participated in and have contributed to a minimum of two validation sessions, using different validation approaches and validation activities.

The evidence provided must: explain the validation purpose and context and the legal and ethical responsibilities of assessors; include the collation of documentation to be

submitted to the validation process; demonstrate access and interpretation of the competency standard and evidence requirements; demonstrate communication and liaison with relevant people and participation in providing feedback and interpreting documentation in validation sessions; demonstrate how the critical aspects of validation were addressed; show involvement in reviewing findings/outcomes, including, where relevant, contributing to the finalised validation documentation.

Required knowledge includes:	<ul style="list-style-type: none"> • what is competency-based assessment including: <ul style="list-style-type: none"> ➤ vocational education and training as a competency-based system • assessment is criterion referenced/distinction to norm referenced assessment • criterion used for accredited competency standards defining specifications for performance of work/work functions and skills/knowledge • reporting of competency-based assessment • competency standards as the basis of qualifications • the principles of competency-based assessment • the structure and application of competency standards • how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including: <ul style="list-style-type: none"> • the components of competency • assessment of Key Competencies, dimensions of competency and OHS requirements • JKR Assessment Guidelines • the qualification level of units • Guidelines including characteristics of differing JKR levels • different assessment methods and which methods may be appropriate and relevant to different units/ different parts of individual units • different types of assessment tools, what tools work for what types of evidence, what are well constructed assessment tools and why • what are the principles of assessment and how they guide assessment and validation processes • what are the rules of evidence, why are they important, particularly in a validation context • the various reasons for carrying out validation and the different approaches to validation that may be appropriate: <ul style="list-style-type: none"> • before assessment • during assessment • after assessment • the critical aspects of validation, including validation of: <ul style="list-style-type: none"> • assessment processes • methods and tools • the collected evidence leading to assessment decisions • assessment decisions
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	<ul style="list-style-type: none">• different aspects of quality systems such as:• local/relevant strategies to meet the JKR• continuous improvement systems• quality assurance policies and processes• Assessment system policies and procedures• records management systems• Training Packages/competency standards/other assessment benchmarks• licensing requirements• providing accurate information• meeting environmental standards• industry/workplace requirements• duty of care under common law• recording information and confidentiality requirements• anti-discrimination• workplace relations• industrial awards/enterprise agreements• relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
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