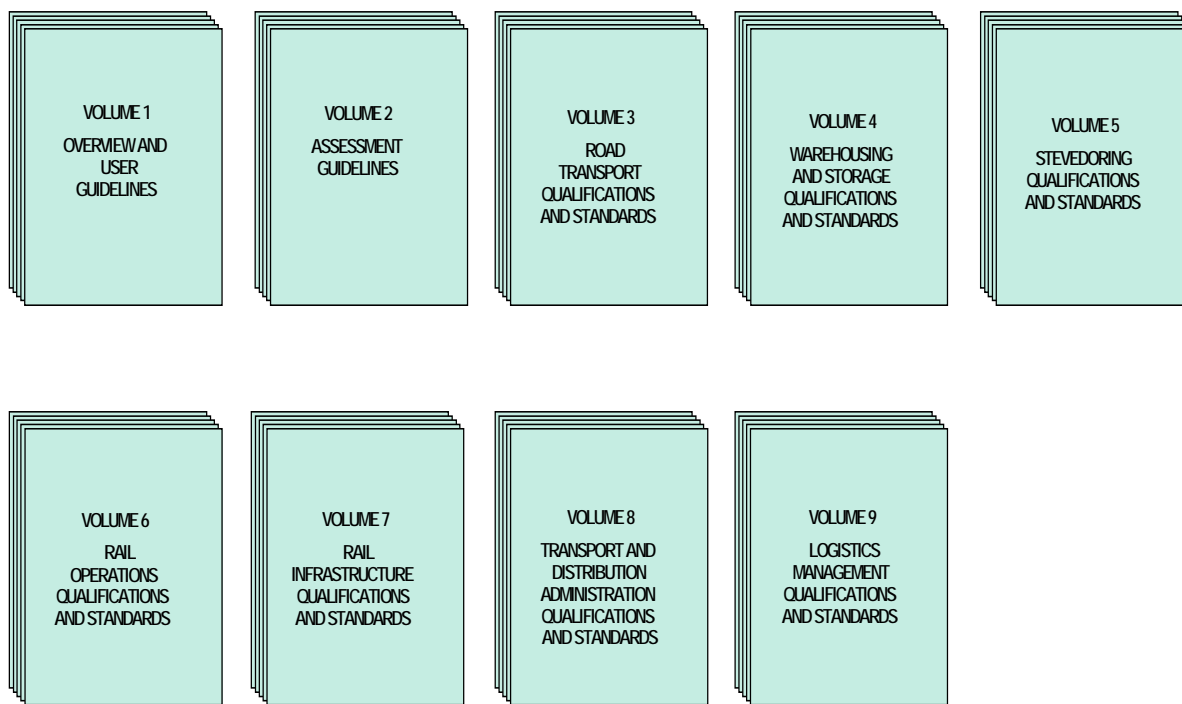


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CONTENTS OF OTHER VOLUMES IN THE ENDORSED COMPONENTS OF THE TRAINING PACKAGE

The Transport and Distribution Training Package (Code TDT02) is organised into nine volumes for the convenience of users. The contents of each volume are summarised below:



VOLUME 1 OVERVIEW AND USER GUIDELINES

- 1.1 What is a Training Package?
 - 1.2 A Guide to the Organisation of the Training and Distribution Training Package
 - 1.3 Scope of the Transport and Distribution Training Package
 - 1.4 The Processes for the Development and Review of the Training Package
 - 1.5 Licensing and Regulatory Considerations
 - 1.6 Summary of the Changes Made as a Result of the Review of the Training Package
 - 1.7 Common Units across Sectors
 - 1.8 Importing of Units from Other Training Packages
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VOLUME 3 ROAD TRANSPORT QUALIFICATIONS AND STANDARDS

- 3.1 Introduction to Road Transport Qualifications and Standards
 - 3.2 Road Transport Qualifications
 - 3.3 Road Transport Standards
 - 3.4 Importing of Units into Road Transport Qualifications
 - 3.5 Road Transport Contextualisation Statement
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- 4.1 Introduction to Warehousing and Storage Qualifications and Standards
- 4.2 Warehousing and Storage Qualifications
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- 5.1 Introduction to Stevedoring Qualifications and Standards
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 - 5.3 Stevedoring Standards
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VOLUME 6 RAIL OPERATIONS QUALIFICATIONS AND STANDARDS

- 6.1 Introduction to Rail Operations Qualifications and Standards
 - 6.2 Rail Operations Qualifications
 - 6.3 Rail Operations Standards
 - 6.4 Importing of Units into Rail Operations Qualifications
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- 6.1 Introduction to Rail Infrastructure Qualifications and Standards
 - 6.2 Rail Infrastructure Qualifications
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- 8.1 Introduction to Transport and Distribution Administration Qualifications and Standards
 - 8.2 Transport and Distribution Administration Qualifications
 - 8.3 Transport and Distribution Administration Standards
 - 8.4 Importing of Units into Transport and Distribution Administration Qualifications
 - 8.5 Transport and Distribution Administration Contextualisation Statement
-

VOLUME 9 LOGISTICS MANAGEMENT QUALIFICATIONS AND STANDARDS

- 9.1 Introduction to Logistics Management Qualifications and Standards
- 9.2 Logistics Management Qualifications
- 9.3 Logistics Management Standards
- 9.4 Importing of Units into Logistics Management Qualifications
- 9.5 Logistics Management Contextualisation Statement

2.1 INTRODUCTION

2.1.1 What are Assessment Guidelines?

These Assessment Guidelines provide the endorsed framework for assessment of the Units of Competency in this Training Package.

They are designed to ensure that assessment activities are consistent with the Australian Quality Training Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair.

Assessments against the Competency Standards in this Training Package must be carried out in accordance with these endorsed guidelines.

The Assessment Guidelines comprise five key sections:

- assessment system overview;
- assessor requirements;
- designing assessment resources;
- conducting assessment;
- further sources.

2.2 ASSESSMENT SYSTEM OVERVIEW

2.2.1 Benchmarks for Assessment

The Competency Standards in this Training Package are benchmarks for assessment and are the basis of the nationally recognised Australian Qualifications Framework (AQF), qualifications, and Statements of Attainment issued by Registered Training Organisations (RTOs).

Assessment within the National Training Framework is defined as the process of collecting evidence and making judgements about whether competency has been achieved. The purpose of assessment is to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the Competency Standards in the Training Package.

When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit(s) of Competency being assessed. In particular, they must ensure that the assessment arrangements:

- cover all elements of the Unit of Competency being assessed;
- address the four dimensions of competency: task skills, task management skills, contingency management skills and job/role environment skills;
- are consistent with the Evidence Guide for each relevant Unit of Competency, as this specifies the context of assessment, the critical aspects of competency, the required underpinning knowledge and skills, and the identification of Key Competencies and their performance level. In some cases there will be reference to having access to real workplace conditions and infrastructure.

2.2.2 Australian Quality Training Framework Assessment Requirements for RTOs

Assessment for national recognition purposes must meet the requirements of the Australian Quality Training Framework (AQTF). Assessment must be conducted by an RTO formally registered under Australian Quality Training Framework Standards for Registered Training Organisations with the specific Competency Standards or Training Package within its scope of registration. The RTO must meet the requirements of the relevant assessment standards in the Australian Quality Training Framework Standards for Registered Training Organisations as set out below.

The RTO's assessments for national recognition, regardless of whether this is through a training and assessment pathway or an assessment-only pathway must:

- comply with the Assessment Guidelines included in nationally endorsed Training Packages;
- lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed Unit(s) of Competency;
- be underpinned by an assessment process that complies with the principles of validity, reliability, fairness and flexibility;
- provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job/role environment skills;
- involve the evaluation of sufficient evidence to enable professional judgements to be made about whether competency has been attained;
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- provide for reassessment on appeal, and
- be equitable for all groups or persons, taking account of cultural and linguistic needs.

Reasonable adjustments are to be made to ensure equity in assessment for people with disabilities. This means that wherever possible, 'reasonable' adjustments are to be made to meet the individual needs of a person with a disability. Adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

The RTO's Recognition of Prior Learning (RPL) process must be accessible to all applicants upon enrolment and must:

- be structured to minimise the time and cost to applicants;
- provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.
- The RTO must ensure that, in developing, adapting or delivering training and assessment products and services:
- methods used to identify learning needs, and methods for designing training and assessment materials are documented;
- language, literacy and numeracy requirements are consistent with the essential requirements for workplace performance specified in the relevant Units of Competency and that they develop the learning capacity of the individual;
- the requirements of the Training Package are met;
- core and elective units, as appropriate, are identified; and
- customisation meets the requirements specified in the Training Package.
- The RTO must document its plans for delivery and assessment of each Training Package qualification and accredited course within its scope of registration. These plans must ensure that:
- the delivery modes and training materials meet the needs of a diverse range of clients;
- assessment plans, including proposed validation processes, are developed in consultation with enterprises/industry, and that they are documented at the point of registration and on application for extension of scope;
- where assessment or training is conducted in the workplace, the RTO negotiates the delivery and assessment plan with the employer and learners, works with the employer to integrate on-the-job and off-the-job training and assessment, and schedules workplace visits to monitor/review the training and assessment;
- where a New Apprenticeship Training Contract is in place or being negotiated, individual Training plans encompassing both off-the-job training and structured on-the-job training are developed, documented, implemented and monitored for each apprentice or trainee.

The RTO must validate its assessment plans by:

- reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards, at least annually; and
- documenting any action taken to improve the quality and consistency of assessment.

The RTO must have access to the staff, facilities, equipment, training and assessment materials necessary to provide the training and/or assessment within its scope of registration, and to accommodate client numbers and client needs (including off-campus and on-line delivery and assessment requirements).

RTOs may operate in partnership with other organizations but in doing this, are still responsible for the quality of their services and service outcomes.

In order to deliver and/or assess Units of Competency or qualifications and issue nationally recognised qualifications under the AQF, RTOs must have those Units of Competency and/or qualifications within their scope of registration.

2.2.3 Mutual Recognition

Under the Australian Quality Training Framework Standards for Registered Training Organisations, every RTO must recognise and accept Statements of Attainment and qualifications issued by any other RTO.

2.2.4 Partnership Arrangements

Under the AQTF, RTOs may enter into partnerships with non-registered organisations, such as schools, industry organisations and enterprises, for delivery and assessment within the RTO's scope of registration.

Where this is done, the RTO must have a formal agreement with the organisation that provides the training and/or assessment under its name. The agreement must specify how all parties will discharge their responsibilities for ensuring the quality of the training and/or assessment conducted on its behalf, including the qualification requirements for delivery and assessment.

The RTO has full responsibility for the quality and outcomes of any training or assessment conducted on its behalf, and it must maintain a register of all such agreements.

2.2.5 Recording Assessment Outcomes

The RTO that issues the AQF Qualification or Statement of Attainment is responsible for recording, storing, retrieval and accessibility of the assessment outcomes specified in Australian Quality Training Framework Standards for Registered Training Organisations.

2.2.6 Reporting Assessment Outcomes

Statements of Attainment and qualifications issued under the AQF must comply with the relevant provisions in the current Australian Qualifications Framework Implementation Handbook.

AQF qualifications must be issued once the full requirements for a qualification, as specified in the Qualifications Framework of the Training Package, have been met. A Statement of Attainment is to be issued where the individual achieves a qualification or is assessed as competent against fewer Units of Competency than are required for a qualification and the individual has completed their study or assessment process. Qualifications and Statements of Attainment issued must comply with the format specified in the current AQF Implementation Handbook.

2.2.7 Quality Assurance Mechanisms

Under the provisions of the AQTF, RTOs involved in the assessment of the Units of Competency and qualifications within this Training Package are required to establish and use quality assurance mechanisms in line with their registration requirements.

It is recommended that RTOs include the following procedures within a quality assurance framework:

- establishment of a standard procedure for the selection of assessors;
- conduct of regular professional development for assessors;
- ongoing recording, monitoring and review of the assessment process, including the assessment plan, assessment outcomes and participant feedback;
- development of a comprehensive bank of resources for participants and assessors including:
 - information about the assessment process;
 - assessment instruments, where appropriate;
 - standardised reporting and recording forms for participants, assessors, trainers and employers;
 - guidelines for assessors on the preparation of the assessment plan, and conduct and review of the assessment process.

2.2.8 Licensing/Registration Requirements

Training and assessment of persons for qualifications in the Transport and Distribution Industries are subject to a range of National and State/Territory regulations, licensing requirements and codes of practice. These are briefly described in Appendix 2 of these guidelines. Persons seeking training and assessment in Transport and Distribution qualifications under the Australian Qualifications Framework (AQF) usually wish to work in a range of regulated operational contexts often extending across State and International borders. To do so, they must not only possess qualifications under the AQF but must also fulfil the certification requirements of the relevant regulatory authorities for the occupation concerned. Assessment of competence must therefore comply with the assessment requirements of the relevant

regulations. Assessment of units may need to be undertaken by a registered training organisation under arrangements approved and audited by the relevant regulatory authority. As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations. Appropriate practical assessment must occur either at a Registered Training Organisation or within a workplace context.

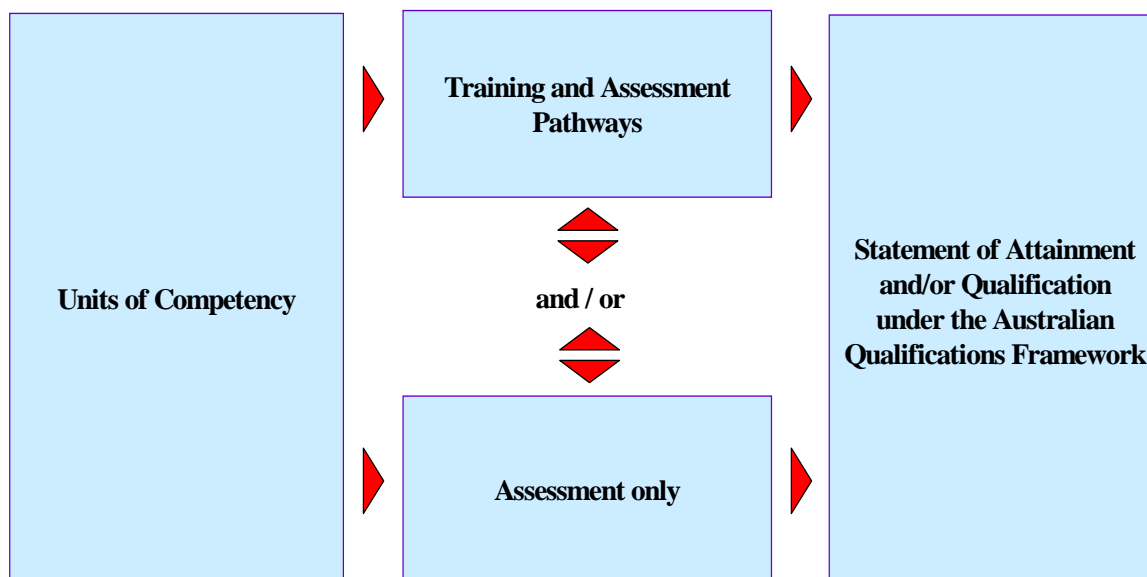
It is therefore important that Registered Training Organisations involved in training and assessment in the Transport and Distribution Industry have due regard not only for the competency requirements for qualifications summarised in this Training Package, but also the certification requirements of the relevant regulatory authorities applicable to the occupational functions concerned. This has been facilitated by extensive referencing of relevant regulatory requirements throughout the standards. In some instances, competency units covering specific regulatory requirements have been developed in consultation with representatives of the regulatory authorities, industry and training providers.

It is important also that training organisations training and assessing persons to work in the Transport and Distribution Industry are not only registered with the relevant State/Territory Vocational Education and Training Recognition Authority but also fulfil requirements set by the relevant regulatory authorities for training organisations preparing persons for certification within the relevant regulations. This may include any requirements for approval and auditing of assessment arrangements.

In order to conduct assessments for statutory licensing or other industry registration requirements, assessors must meet the additional requirements specified by the relevant regulatory authorities. A list of the licensing/regulatory authorities and their contact details is available on the TDT Australia Website: www.tdtaustralia.com. RTOs and other users of the Training Package should consult with the National and/or State/Territory authorities relevant to specific units to obtain the latest information on licensing requirements in the skills area(s) concerned. Licensing and regulatory requirements have been highlighted in the units throughout the Training Package to assist in this process.

2.2.9 Assessment Pathways

This Training Package incorporates a number of assessment pathways that lead to the recognition of competencies and the issuing of a Qualification or Statement of Attainment. These pathways are illustrated in the following diagram.



As indicated above, assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a training and assessment pathway, an assessment only pathway, or a combination of the two. All assessments, by any pathway, must comply with the AQTF assessment requirements for RTOs (see above). Each of these assessment pathways leads to full recognition under the AQF - the critical concern is that the candidate is competent, not how the competency was acquired. Each of the above pathways is detailed below.

Training and Assessment pathways

For most candidates assessment and training are integrated, with assessment evidence being collected progressively and feedback being provided to the candidate. The candidate may undertake a structured program of training and assessment while on the job, while off the job, or in a combination of on-the-job and off-the-job environments.

This pathway is particularly suited to New Apprenticeships, as trainees can be provided with a mix of formal training, structured workplace experience, and formative assessment activities. Through this combination of training and assessment the candidate can acquire and demonstrate the practical skills and knowledge identified in the relevant Competency Standards.

Assessment Only Pathway

In some circumstances an assessment only (skills recognition) pathway will be warranted. The candidate provides current, quality evidence against the relevant Units of Competency, and the outcomes of the assessment process indicate that the candidate is competent and that structured training is not required.

This pathway can operate in both on-the-job and off-the-job environments. It is likely to be most appropriate for students enrolling for qualifications who want recognition for prior learning or current competencies, for existing workers, for individuals with overseas qualifications, for recent migrants with established work histories, for people returning to the workplace, and for people with disabilities or injuries requiring a change in career.

Candidates wishing to take this pathway present evidence that they possess the skills and knowledge identified in the relevant Competency Standards, and then an assessor judges whether the candidate is competent. Summative approaches to assessment may be directed by the candidate (such as in the compilation of portfolios), or by the assessor (such as observation of workplace performance, requiring demonstrations of skills, and carrying out oral and written testing).

Combination of 'Training and Assessment' and 'Assessment Only' Pathways

Where candidates have gained competencies through work and life experience and gaps in their competency are identified, or where they require training in new areas, a combination of approaches may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competence using an 'assessment only pathway'. Once current competence is identified, a structured training and assessment program may be established to ensure that the candidate acquires the required additional competencies. These would be achieved through a 'training and assessment pathway'.

It is important to note that each of these assessment pathways leads to full recognition under the Australian Qualifications Framework. An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

2.2.10 Recognition of Prior Learning and Current Competency

The competencies in this Training Package may be attained in a number of ways:

- formal or informal training and education;
- work experience;
- general life experience, and/or;
- any combination of the above.

All assessment pathways must provide for the recognition of competencies previously attained. Competencies achieved and currently held by individuals can be formally assessed against the Units of Competency and qualifications in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In assessing the competency of individual candidates, assessors must ensure that assessment processes take into account the skills and knowledge that candidates already possess. This can be done by conducting a pre-assessment

where the candidate provides evidence of prior learning. In order for prior learning to be recognised, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed industry or enterprise competency standards. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples.

The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In determining whether a candidate has presented sufficient evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed Competency Standards);
- reliable (shows that the candidate consistently meets the Competency Standards);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the standards)
- sufficient (covers the full range of elements in the relevant Unit of Competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

2.2.11 Assessment of Imported Units

The Transport and Distribution Training Packages allow for the importation of relevant units from other endorsed Training Package. The packaging rules established for the various qualifications frameworks described in the Training Package describe the extent of such options.

However, when such a unit is imported it is the **responsibility of the RTO concerned** to check the Assessment Guidelines of the originating Training Package through the National Training Information Service in case special assessment conditions need to be applied to the imported units. The RTOs also need to check that their scope of registration enables them to assess the imported units concerned. If not, appropriate extension of their scope of registration should be sought, or action should be taken to establish appropriate partnership arrangements with another RTO having the required scope.

2.2.12 Review and Maintenance of the Assessment System

The proponent of this Training Package is responsible for the ongoing monitoring and review of these Assessment Guidelines. This process will be incorporated in the general review and maintenance of this Training Package. Any review will ensure that these Assessment Guidelines:

- continue to meet the requirements of the industry;
- are consistent with the Australian Quality Training Framework Standards for Registered Training Organisations;
- promote confidence in the system and the assessment outcomes on the part of industry, employers, enterprises, unions, employees, trainees, assessors and trainers;
- ensure assessment processes and outcomes are valid, reliable, fair and flexible;
- support RTOs in effectively carrying out their responsibilities.

2.3 ASSESSOR REQUIREMENTS

The guidelines identify the mandatory minimum qualifications for those conducting assessments. They also clarify how more than one person may contribute to the assessment process where all the required competencies are not held by one person.

Assessor Qualifications

There are mandatory requirements that must be met by individual assessors or collectively by the members of an assessment team or panel conducting assessments against this Training Package. Assessors must have the following assessment Units of Competency from the Training Package for Assessment and Workplace Training, or must have demonstrated equivalent competencies:

- BSZ401A Plan Assessment;
- BSZ402A Conduct Assessment;
- BSZ403A Review Assessment, and the relevant vocational competencies, at least to the level being assessed.

In addition to the above, it is recommended that assessors have comprehensive current knowledge of the industry and the job or role against which performance is being assessed. They should also have appropriate interpersonal and communication skills and knowledge of language, literacy and numeracy issues in the context of assessment. These skills, knowledge and attributes may be developed and demonstrated through:

- participation in professional development;
- relevant work experience;
- participation in professional/industry networks;
- recent planning and review of assessment activities;
- participation in assessment validation processes;
- recent assessment and/or workplace training activities.

All assessors who are engaged in assessing against this Training Package must be:

- employed by an RTO, or
- acting under the registration of an RTO (for example, an assessor working in an enterprise that has a partnership arrangement with the RTO).

Options

This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

The options described on the following pages show how the requirement to use qualified assessors can be met.

OPTIONS	ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS (Includes mandated requirements and recommended attributes)
<p>Single assessor</p> <p>An individual assessor conducts the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of competency in the relevant units in the <i>Training Package for Assessment and Workplace Training</i> • be deemed competent and, where possible, hold formal recognition of competency in the specific units of competency in this Training Package, at least to the level being assessed <p>In addition, it is <i>recommended</i> that the assessor is able to:</p> <ul style="list-style-type: none"> • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the necessary interpersonal and communication skills required in the assessment process
<p>Partnership arrangement</p> <p>1. An assessor works with a technical expert to conduct the assessment</p>	<p>Assessor is required to hold formal recognition of competency in the relevant units in the <i>Training Package for Assessment and Workplace Training</i>.</p> <p>In addition, it is <i>recommended</i> that the assessor is able to:</p> <ul style="list-style-type: none"> • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the interpersonal and communication skills required in the assessment process <p>A technical expert is required to be deemed competent and, where possible, hold formal recognition of competency in the specific units of competency from this Training Package, at least to the level being assessed.</p> <p>In addition, it is <i>recommended</i> that the Technical Expert is able to:</p> <ul style="list-style-type: none"> • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • communicate and liaise with the assessor throughout the assessment process

OPTIONS	ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS (Includes mandated requirements and recommended attributes)
<p>Partnership arrangement (continued)</p> <p>2. An assessor works with a workplace supervisor in collecting evidence for valid assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of competency in Assessment and Workplace Training in the relevant units in the Training Package • make the assessment decision • In addition, it is <i>recommended</i> that the assessor is able to: <ul style="list-style-type: none"> • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the interpersonal and communication skills required in the assessment process • communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process <p>A workplace supervisor is required to be deemed competent and, where possible, is to hold formal recognition of competency in the specific units of competency from this Training Package, at least to the level being assessed.</p> <p>In addition, it is <i>recommended</i> that the workplace supervisor is able to:</p> <ul style="list-style-type: none"> • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • communicate and liaise, where appropriate, with the assessor throughout the assessment process • use agreed practices to gather and record evidence for the assessor to use in making a valid judgement on competency
<p>Assessment team/panel</p> <p>A team working together to conduct the assessment</p>	<p>Members of an assessment team or panel that comprises assessment and industry experience and expertise, works together in the collection of evidence and in making judgements about competency. The members of the team <i>must</i> include at least one person who:</p> <ul style="list-style-type: none"> • holds formal recognition of competency in Assessment and Workplace Training in the relevant units in the Training Package • is deemed competent and, where possible, holds formal recognition of competency in the specific units of competency from this Training Package, at least to the level being assessed <p>In addition, it is <i>recommended</i> that members of the team/panel involved in the assessment are able to:</p> <ul style="list-style-type: none"> • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process

2.4 DESIGNING ASSESSMENT RESOURCES

Assessment resources provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, such as those specifically developed to support this Training Package. Alternatively they may develop their own assessment materials to meet the needs of their clients.

If using prepared assessment materials, assessors should ensure that the materials are benchmarked, or mapped, against the current version of the relevant Unit of Competency. This can be done by checking that the materials are listed on the National Training Information Service (<http://www.ntis.gov.au>). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

When developing their own assessment materials, assessors must ensure that:

- the materials are benchmarked against the selected Unit(s) of Competency in this Training Package;
- the materials are validated to ensure that assessors can gather sufficient valid and reliable information to make assessment decisions against the Competency Standards;
- the materials and processes meet the AQTF Assessment Requirements for RTOs in Section 1 of this document.

Key references for assessors engaged in developing assessment materials is the Training Package for Assessment and Workplace Training [BSZ98] and Develop Assessment Tools [BSZ507A]. There is no set format or process for the design, production or development of assessment materials.

2.5 CONDUCTING ASSESSMENTS

The following chart describes the industry-preferred process for conducting assessments against the Competency Standards in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

Step 1 Establish the assessment context

The assessor:

- establishes the context and purpose of the assessment;
- identifies the relevant Competency Standards, assessment guidelines and qualification framework in this Training Package;
- identifies any NTQC noted support materials that have been developed to facilitate the assessment process;
- analyses the competency standards and identifies the evidence requirements;
- identifies potential evidence collection methods.

Step 2 Prepare the candidate

The assessor meets with the candidate to:

- explain the context and purpose of the assessment and the assessment process;
- explain the competency standards to be assessed and the evidence to be collected;
- advise on self-assessment, including processes and criteria;
- outline the assessment procedure, the preparation the candidate should undertake, and answer any questions;
- assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies;
- seek feedback regarding the candidate's understanding of the Competency Standards, evidence requirements and assessment process;
- determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment;
- develop an assessment plan.

Step 3 Plan and prepare the evidence gathering process

The assessor must:

- establish a plan for gathering sufficient quality evidence about the candidate's performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment);
- source or develop assessment materials to assist in the evidence gathering process;
- organise equipment or resources required to support the evidence gathering process;
- coordinate and brief other personnel involved in the evidence gathering process.

Step 4 Collect the evidence and make the assessment decision

The assessor must:

- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;
- collect appropriate evidence and assess this against the elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency;
- evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills, and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency;
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process;
- record details of evidence collected;
- make a judgement about the candidate's competency based on the evidence and the relevant Unit(s) of Competency.

Step 5 Provide feedback on the assessment

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- clear and constructive feedback on the assessment decision;
- information on ways of overcoming any identified gaps in competency revealed by the assessment;
- the opportunity to discuss the assessment process and outcome;
- information on reassessment and the appeals process.

Step 6 Record and report the result

The assessor must:

- record the assessment outcome according to the policies and procedures of the RTO;
- maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO;
- maintain the confidentiality of the assessment outcome;
- organise the issuing of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.

Step 7 Review the assessment process

On completion of the assessment process, the assessor must:

- review the assessment process;
- report on the positive and negative features of the assessment to those responsible for the assessment procedures;
- if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.

Step 8 Participate in the reassessment and appeals process

The assessor must:

- provide feedback and counsel the candidate, if required, regarding the assessment outcome or process, including guidance on further options;
- provide the candidate with information on the reassessment and appeals process;
- report any disputed assessment decision to the appropriate personnel in the RTO;
- participate in the reassessment or appeal according to the policies and procedures of the RTO.

2.6 FURTHER SOURCES

The following list of resources and organisations is provided to assist assessors in planning, designing, conducting and reviewing assessments against this Training Package.

2.6.1 General Resources

The key resource Training Package for Assessment and Workplace Training is available from:

Business Services Training Australia

Suite 11c - Level 3
Como Centre
299 Toorak Road
SOUTH YARRA, VIC 3141
Telephone: (03) 9824 0866
Fax: (03) 9824 0877
Website: <http://www.nawtb.com.au>
E-mail: assessors@nawtb.com.au

Australian Training products Ltd

Level 25
150 Lonsdale Street
MELBOURNE, VIC 3000
PO Box 5347BB
MEBOURNE VIC 3001
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Website: <http://www.atpl.net.au>
E mail: sales@atpl.net.au

2.6.2 Specific Assessment Resources

Assessment instrument design

Australian National Training Authority, Assessment Guides, 2001, Guide No.1, Training Package assessment materials kit

Hagar, p., Athanasou, J. and Gonczi, A., 1994, Assessment Technical Manual, Australian Government publishing Service, Canberra.

VETASSESS and Western Australian Department of Training and Employment, 2000, Designing Tests - Guidelines for designing knowledge based tests for Training Packages.

Vocational Education and Assessment Centre, 1997, Designing Workplace Assessment Tools, A self-directed learning program, NSW TAFE.

Manufacturing Learning Australia, 2000, Assessment solutions, Australian Training products, Melbourne.

TDT Australia:

Assessment Kits
Bulk Store Operator
Cold Store Operator
Courier Driver
Dangerous Goods Tanker Driver
Furniture Removalist
General Freight Driver
General Warehouse Storeperson
Mobile Crane Driver
Cash in Transit Driver
Bus/Coach Driver
Food Transport Driver
Freight Forwarder

Assessment Kits cont.

Log Truck Driver
Logistics
Record Storage Operator
Customer Service on Train
Customer Service on Stations
Guard
Locomotive Driver
Rail Operator
Track Worker
Train Controller

Transport & Distribution Assessment Record Book

Certificate 1 – 11 Road Transport & Folder
Certificate 111 Road Transport
Certificate IV Road Transport

Certificate 1 – 11 Warehousing & Folder
Certificate 111 Warehousing
Certificate IV Warehousing

Learner and Trainer Guides

Warehousing Learners Guides
Warehousing Trainers Guides

Road Transport Learners Guides
Road Transport Trainers Guides

New Apprenticeship Kits (Road Transport) & (Warehousing

Certificate 11 (including AQF 1)
Certificate 111
Certificate IV

Assessor training

- Australian National Training Authority, Assessment Guides, 2001, Guide No.4, Kit to support assessor training
- Green, M., Moritz, R., Moyle, K. and Vale, K., 1997, Key competencies professional development Package, Department for Education and Children's Services, South Australia.
- Australian Committee on Training Curriculum (ACTRAC), 1994, Assessor training program - learning materials, Australian Training products, Melbourne.
- Australian Training Products Ltd, Assessment and Workplace Training, Training Package - Toolbox.
- Victorian TAFE Association, 2000, The professional development CD: A learning tool, VTA, Melbourne.
- Australian National Training Authority, A Guide for Professional Development.
- Australian National Training Authority, Facilitator Packs for Certificate IV in Assessment and Workplace Training.
- Australian National Training Authority, Facilitator's Pack for Train Small Groups and Assessment.
- Australian National Training Authority, Facilitator's Pack for Certificate IV (BSZ405A - BSZ408A).
- Australian National Training Authority, Learners Packs for Certificate IV in Assessment and Workplace Training.
- Australian National Training Authority, Learner's Pack for Assessment (BSZ401A - BSZ403A).
- Australian National Training Authority, Learner's Pack for Certificate IV (BSZ401A - BSZ408A).
- Australian National Training Authority, Learner's Pack for Assessment with Assessment Competency Standards.
- Australian National Training Authority, Learner's Pack for Certificate IV with Certificate IV Competency Standards.
- Australian National Training Authority and also the National Assessors and Workplace Trainers Body.

Conducting assessments

Australian National Training Authority, Assessment Guides, 2001, Guide No.2, Assessing competencies in higher qualifications

Australian National Training Authority, Assessment Guides, 2001, Guide No.5, Candidate's Kit: Guide to assessment in New Apprenticeships

Bloch, B. and Thomson, P., 1994, Working towards best practice in assessment: A case study approach to some issues concerning competency-based assessment in the vocational education and training sector, NCVER, Adelaide.

Docking, R., 1991, An A-Z of assessment myths and assessment in the workplace, Competence assessment briefing series, No. 4, Employment Department, Perth, Western Australia.

Hawke, Geof, 1996, Integrating assessment of learning outcomes, Assessment Centre for Vocational Education, Sydney.

Hawke, Geof, 1995, Work-based learning: advice from literature, Assessment Centre for Vocational Education, Sydney.

National Assessors and Workplace Trainers Body, Putting it into practice [Training Package implementation Guide].

Parsloe, E., 1992, Coaching, mentoring and assessing: A practical guide to developing competence, Kogan Page, London.

Rumsey, David, 1993, "Practical issues in workplace assessment" in National Assessment Research Forum: A forum for research into competency-based assessment. [VEETAC Competency Based Training Working party Assessment Steering Group], NSW TAFE Commission, Sydney.

Rumsey, David, 1994, Assessment practical guide, Australian Government Publishing Service, Canberra.

Evidence gathering methods

Australian National Training Authority, 1998, A new assessment tool, ANTA, Melbourne.

Goncz, A. (ed.), 1992, Developing a competent workforce: adult learning strategies for vocational education and training, TAFE National Centre for Research and Development, Adelaide.

Kearney, Paul, 1992, Collaborative assessment techniques, Artemis, Tasmania.

National Assessors and Workplace Trainers Body, The evidence resource kit - containing language, literacy and numeracy video and CD ROM -

National Assessors and Workplace Trainers Body, The evidence workbooks

Assessment system design

National Centre for Vocational Education and Research, 1996, Integrating assessment: removing the on the job/off the job gap, Conference papers from 4-6 June, Western Australian Department of Training.

OTFE, 1998, Demonstrating best practice in VET project - assessment systems and processes, Victoria.

Toop, L., Gibb, J and Worsnop, P., Assessment system designs, Australian Government Publishing Service, Canberra.

Wilson, P., 1993, Integrating workplace and training system assessments, Testing Times Conference, NCVER, Sydney.

Managing assessment systems

Australian National Training Authority, Assessment Guides, 2001, Guide No.6, Assessment approaches for small workplaces

Australian National Training Authority, Assessment Guides, 2001, Guide No.7, Assessment using partnership arrangements

Australian National Training Authority, Assessment Guides, 2001, Guide No.8, Strategies for ensuring consistency in assessment

Australian National Training Authority, Assessment Guides, 2001, Guide No.9, Networking for assessors

Australian National Training Authority, Assessment Guides, 2001, Guide No.10, Quality assurance guide for assessment

Western Australia Department of Training and VETASSESS, 1998, Kit for Skills Recognition Organisations, WADTE, Perth.

Field, I., 1995, Managing organisational learning, Longman, Melbourne.

Recognition of Current Competency/ Recognition of Prior Learning

Australian National Training Authority, Assessment Guides, 2001, Guide No.3, Recognition resource

Recognition and Assessment Centre, 1994, New place: Same Skills. A guide for people from non-English speaking backgrounds, Office of Multicultural Affairs, DEET.

Recognition and Assessment Centre, A Flexible Approach to Recognition Practices: RPL as a Framework, Melbourne.

Recognition and Assessment Centre, PO Box 299, Somerton, Vic 3062, Telephone (03) 9254 3000.

APPENDIX 1

REGULATORY REQUIREMENTS APPLICABLE TO THE TRANSPORT AND DISTRIBUTION INDUSTRY AND THEIR IMPLICATIONS FOR ASSESSMENT WITHIN THE TRAINING PACKAGE

The Transport and Distribution Industry is tightly regulated by a range of International, National and State/Territory Conventions, Codes and Legislation. These regulations, license arrangements and codes of practice pertain to many different aspects of operations including safety, health, hygiene, security, anti-discrimination, equal employment opportunity, quarantine, customs and immigration. Examples of regulations relevant to various standards in the Training Package include but are not limited to:

- relevant State/Territory roads and traffic authority driving regulations and license/permit requirements including mass and loading regulations and State/Territory oversize/mass pilot/escort permit requirement
- fatigue management regulations and codes of practice
- relevant State/Territory road rules
- relevant Australian regulations relating to the handling of dangerous goods and hazardous substances
- Australian, international and State/Territory regulations and codes of practice for the handling, storage and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA's 'Dangerous Goods by Air' regulations
 - Australian and International Explosives Codes
- relevant State/Territory marine authority/port authority regulations
- quarantine regulations administered by the Australian Quarantine and Inspection Service (AQIS)
- customs regulations (export/import/bond requirements)
- State/Territory rail industry safeworking codes and regulations
- Code of Practice for the Defined Interstate Rail Network
- Australian Wiring Rules and licencing requirements administered by electricity authorities
- relevant State/Territory OHS legislation
- relevant State/Territory environmental protection legislation
- relevant State/Territory water use regulations

Persons employed in the Transport and Distribution Industry need to fulfil competency and training requirements as detailed in the regulations relevant to their occupation. Persons assessed as complying with these requirements are usually provided with some form of certification by the respective authorities. These are certificates required by the relevant State/Territory or Australian legislation or international code or convention before a person can be allowed to work in the occupation covered under the legislation. These certificates should not be confused with National educational qualifications that are issued by Registered Training Organisations. While in the Transport and Distribution Industry, there is a close relationship between the regulatory certificates and the National VET qualifications, they are issued by different organisations under different legislative authority.

Reforms to regulatory requirements

It should be noted that regulatory requirements are usually subject to ongoing review and improvement. There are also many national initiatives to improve consistency and cooperative arrangements across State / Territory regulatory requirements. Given the dynamic nature of these reforms and improvements, it is important that Registered Training Organisations access and interpret current regulatory requirements from the relevant regulatory authorities and adjust their training and assessment resources and processes to suitably incorporate and accommodate any pertinent changes to regulatory requirements.