



Australian Government

Department of Education, Employment and Workplace Relations

BSZ402A Conduct assessment

Release: 1

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Modification History

Not applicable.

Unit Descriptor

Not applicable.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

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Element

Performance Criteria

- | | |
|--|---|
| 1 Identify and explain the context of assessment | 1.1 The context and purpose of assessment are discussed and confirmed with the person(s) being assessed |
| | 1.2 The relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) are clearly |

- explained to the person being assessed
- 1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed
 - 1.4 Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed
 - 1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure
 - 1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed
- 2 Plan evidence gathering opportunities
- 2.1 Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency
 - 2.2 The need to gather additional evidence which may not occur as part of the workplace or training activities are identified
 - 2.3 Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure
- 3 Organise assessment
- 3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment
 - 3.2 Appropriate personnel are informed of the assessment
 - 3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel

- 4 Gather evidence
 - 4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence
 - 4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools
 - 4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable
 - 4.4 The evidence gathered is documented in accordance with the assessment procedure
- 5 Make the assessment decision
 - 5.1 The evidence is evaluated in terms of: , validity , authenticity , sufficiency , currency , consistent achievement of the specified standard
 - 5.2 The evidence is evaluated according to the dimensions of competency: , task skills , task management skills , contingency management skills , job/role environment skill , transfer and application of knowledge and skills to new contexts
 - 5.3 Guidance is sought, when in doubt, from a more experienced assessor(s)
 - 5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure
- 6 Record assessment results
 - 6.1 Assessment results are recorded accurately in accordance with the specified record keeping requirements
 - 6.2 Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.
- 7 Provide feedback to persons being assessed
 - 7.1 Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed
 - 7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed

- 7.3 The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged
- 8 Report on the conduct of the assessment
- 8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure
- 8.2 Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure
- 8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

Description of the assessment context, including the purpose of assessment,

The relevant competency or other performance standard and assessment procedure used

Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency

Conduct of assessment in accordance with competency requirements

Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements

Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Assessment requires evidence of the following processes to be provided:

How agreement was sought with the person(s) being assessed on the conduct of the assessment

How opportunities to gather evidence were identified as part of workplace or training activities

How evidence was gathered in accordance with the assessment procedure

How evidence gathering activity covered the dimensions of competency

How resources were arranged according to the assessment procedure

How appropriate personnel were consulted

How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable

How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard

How the assessment was conducted to ensure that :

- all arrangements and activities were understood by all parties

- the person was put at ease and the supportive assessment environment was created

- language, literacy and numeracy issues were taken into consideration

How constructive feedback was provided to the person(s) being assessed including instances of not yet competent

How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required skills and knowledge

Knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines

Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context

Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements

Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency

Assessment guidelines of the Training Package Assessment and Workplace Training

Planning of own work including predicting consequences and identifying improvements
Skills in the application of various assessment methods/tools, relevant to workplace context

Language, literacy and numeracy skills required to:

- give clear and precise instructions and information in spoken or written form
- seek confirmation of understanding from the person(s) being assessed
- adjust language to suit target audience
- prepare required documentation using clear and comprehensible language and layout
- ask probing questions and listen strategically to understand responses of the person being assessed

- seek additional information for clarification purposes
- use verbal and non-verbal language to promote a supportive assessment environment
- use language of negotiation and conflict resolution to minimise conflict

Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications:

Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures

Access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel.

Consistency of performance:

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment context:

Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

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Range Statement

Assessment system may be developed by:

the industry
the enterprise
a Registered Training Organisation
a combination of the above.

The assessment system should specify the following:

the purpose of assessment
competencies required of assessors
record keeping procedures and policies
any allowable adjustments to the assessment method which may be made
the appeal/review mechanisms and procedures
the review and evaluation of the assessment process
the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
relevant policies
quality assurance mechanisms
apportionment of costs/fees (if applicable)
marketing/promotion of assessment
verification arrangements
auspicing arrangements, if applicable
partnership arrangements, if applicable.

Specific assessment context may be determined by:

purpose of the assessment, such as
to gain a particular qualification or a licence
to determine employee classification
to identify training needs or progress
to recognise prior learning/current competencies.
location of the assessment, such as
on the job or off the job
combination of both.

Assessment Guidelines of the relevant Training Package or other assessment requirements
features of assessment system.

Characteristics of persons being assessed may include:

language, literacy and numeracy needs
cultural, language and educational background
gender
physical ability
level of confidence, nervousness or anxiety
age
experience in training and assessment
previous experience with the topic.

Appropriate personnel may include:

assessors
person(s) being assessed
employee/union representatives
consultative committees

users of assessment information such as training providers, employers, human resource departments

State/Territory Training/Recognition Authorities

training and assessment coordinators

relevant managers/supervisors/team leaders

technical specialists.

Assessment procedure may include:

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

the industry

the enterprise

the training organisation

a combination of the above.

The assessment procedure should specify the following:

recording procedure

appeal/review mechanism

assessment methods to be used

instructions/materials to be provided to the person(s) being assessed

criteria for making decisions of competent, or not yet competent

number of assessors

assessment tools

evidence required

location of assessment

timing of assessment

assessment group size

allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

Assessment methods may include:

work samples and /or simulations

direct observation of performance, products, practical tasks, projects and simulation exercises

review of logbooks and portfolios

questioning

consideration of third party reports and authenticated prior achievements

written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises

specific instructions to be given in relation to projects and exercises

sets of oral/written/computer based questions to be asked

performance checklists

log books

marking guides

descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:

provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)

use of adaptive technology or special equipment (eg work processor or lifting gear)

design of shorter assessment sessions to allow for fatigue or medication

use of large print version of any papers.

Assessment environment and resources to be considered may include:

time

location

personnel

finances/costs

equipment

materials

OHS requirements

enterprise/industry standard operating procedures.

Recording procedures may include:

forms designed for the specific assessment result (paper or electronic)

checklists for recording observations/process used (paper or electronic)

combination of the above.

Assessment reporting:

Final assessments will record the unit(s) of competency in terms of code, title and endorsement date

Summative assessment reports, where issued, will indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in States/Territories.

Assessment system may be developed by:

the industry

the enterprise

a Registered Training Organisation

a combination of the above.

The assessment system should specify the following:

the purpose of assessment

competencies required of assessors

record keeping procedures and policies

any allowable adjustments to the assessment method which may be made

the appeal/review mechanisms and procedures

the review and evaluation of the assessment process

the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression

relevant policies

quality assurance mechanisms

apportionment of costs/fees (if applicable)

marketing/promotion of assessment

verification arrangements

auspicing arrangements, if applicable

partnership arrangements, if applicable.

Specific assessment context may be determined by:

purpose of the assessment, such as

- to gain a particular qualification or a licence
- to determine employee classification
- to identify training needs or progress
- to recognise prior learning/current competencies.

location of the assessment, such as

- on the job or off the job
- combination of both.

Assessment Guidelines of the relevant Training Package or other assessment requirements
features of assessment system.

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic.

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists.

Assessment procedure may include:

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- the industry
- the enterprise
- the training organisation
- a combination of the above.

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size

allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

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Unit Sector(s)

Not applicable.