

Training Package for Assessment and Workplace Training - BSZ98

- Assessment Guidelines
- Qualifications Framework
- Assessment and Workplace Training Competency Standards

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BSZ98 Foreword

I am delighted to present the Training Package for Assessment and Workplace Training. This represents a new and exciting stage in the development of these skills in the Australian workforce.

The first version of the competency standards for assessment and workplace training was endorsed in February 1993, followed by a second version in 1995. This new Training Package brings together outcomes from extensive industry led consultation and the latest research available.

We believe that it represents a significant evolution in the provision of quality assessment and on the job training. A career path has now been established from Train Small Groups into the Certificate IV in Assessment and Workplace Training. The new Diploma in Training and Assessment Systems addresses the needs of those responsible for managing the training and assessment systems in organisations.

Few people would dispute the importance of these skills to our national economic and industrial wellbeing. Assessment and workplace training are integral functions, not only to skill development and recognition, but also to recruitment, to performance management, to supervision and team leadership. There are few enterprises that can afford to ignore these products.

The National Assessors and Workplace Trainers Body would like to thank all those who have contributed to the development of the package including industry representatives, consultants and the staff from Registered Training Organisations.

Brian Kerwood
Chair
National Assessors and Workplace Trainers Body
November, 1998

COMPLETE TRAINING PACKAGE
COMPETENCY STANDARDS and CODES
BSZ401A PLAN ASSESSMENT
BSZ402A CONDUCT ASSESSMENT
BSZ403A REVIEW ASSESSMENT
BSZ404A TRAIN SMALL GROUPS
BSZ405A PLAN AND PROMOTE A TRAINING PROGRAM
BSZ406A PLAN A SERIES OF TRAINING SESSIONS
BSZ407A DELIVER TRAINING SESSIONS
BSZ408A REVIEW TRAINING
BSZ501A ANALYSE COMPETENCY REQUIREMENTS
BSZ502A DESIGN AND ESTABLISH THE TRAINING SYSTEM
BSZ503A DESIGN AND ESTABLISH THE ASSESSMENT SYSTEM
BSZ504A MANAGE THE TRAINING AND ASSESSMENT SYSTEM
BSZ505A EVALUATE THE TRAINING AND ASSESSMENT SYSTEM
BSZ506A DEVELOP ASSESSMENT PROCEDURES
BSZ507A DEVELOP ASSESSMENT TOOLS
BSZ508A DESIGN TRAINING COURSES
QUALIFICATIONS
BSZ40198 CERTIFICATE IV IN ASSESSMENT AND WORKPLACE TRAINING
BSZ50198 DIPLOMA IN TRAINING AND ASSESSMENT SYSTEMS

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WHAT IS THE TRAINING PACKAGE FOR ASSESSMENT AND WORKPLACE TRAINING?

Training Packages provide the basic building blocks for vocational education and training programs. They bring together, through one industry managed process, the previously disconnected approaches to standards, programs, qualifications and learning resources, creating a comprehensive toolkit for learning and assessment leading to nationally recognised qualifications.

In a nutshell...

Registered training organisations...

- base training, assessment and qualifications on what's in the Training Package, if awarding an AQF qualification,
- can adapt what's in each package to suit their client's needs, instead of being bound by curricula,
- can use the strategies and resources in Training Packages for people with insufficient language, literacy and numeracy competency.

Enterprises...

- appreciate that Training Packages are developed by industry and enterprises,
- can customise what's in the package to meet their particular needs, or develop their own package,
- can have recognised all the informal training that happens already,
- can do training and assessment on the job, if they want to.

Individuals...

- can be assessed for their existing competencies, before doing any training,
- can get training and qualifications that meet their exact needs, rather than having to be one of the group,
- can learn in a variety of situations that best suit them and their employer.

The Training Package for Assessment and Workplace Training is based upon extensive consultation with industry in all Australian States and territories. It has been produced by the National Assessors and Workplace Trainers Body which is a project group of Business Services Training Australia, Ltd with the support of the Australian National Training Authority (ANTA).

BUSINESS SERVICES TRAINING AUSTRALIA LTD.

Business Services Training Australia Ltd. is one of 24 national industry training bodies (ITABs). These organisations:

- Provide advice on the training needs of industry
- Advise on and develop Training Packages
- Market nationally recognised training to Australian industry.

In these roles Business Services Training Australia Ltd, under the leadership of its Board of Directors (representing Australian peak employer and employee organisations) operates across a wide spectrum of Australian business services including management, administration, assessment and workplace training and small business. Project groups within the BSTA oversee its role in these areas. The National Assessors and Workplace

Trainers Body is the project group for assessment and workplace training and has produced this training package.

INTRODUCTION

THE NATIONAL ASSESSORS AND WORKPLACE TRAINING BODY

The National Assessors and Workplace Trainers Body (NAWTB) grew out of the Competency Standards Body (CSB) for Assessors and Workplace Trainers.

It has the responsibility of developing the Training Package for Assessment and Workplace Training and providing advice regarding implementation and policy. It also provides an up to date list of Registered Training Organisations and regular advice and information to its network of users through the newsletter and the web page:

www.nawtb.com.au

If you would like to be on the data base of users or get further information, please contact the NAWTB:

National Assessors and Workplace Trainers Body

8 Soudan Lane

Paddington, NSW, 2021

Phone: 02 9360 7322 Fax: 02 9360 5688

Additional details about Business Services Training Australia other ITABs and Training Packages can be found

through the ANTA homepage and the National Training Information Services (NTIS)

website: www.anta.gov.au,

www.ntis.gov.au

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ASSESSMENT GUIDELINES

1. Assessment System Overview

BACKGROUND

Assessment of competency has always been an important function in successful organisations. Assessment provides information on the capability of individuals and organisations to achieve their work and business plans. In an educational context it provides information on the extent to which a learner has achieved the required outcomes of a training program.

The purpose of the Assessment and Workplace Training Competency Standards is to improve the way any organisation conducts assessments and/or training, irrespective of context.

The Assessment and Workplace Training Competency Standards are designed to be incorporated into industry or enterprise competency standards. Each industry or enterprise will determine how to incorporate the Standards based on their specific needs.

BENCHMARKS FOR ASSESSMENT

The Assessment and Workplace Training Competency Standards form the benchmark for assessment of assessors and workplace trainers across all industries, enterprises and training organisations. The Standards have been designed for flexible application, to meet the differing needs of individuals, enterprises, training organisations and industries. The Standards have comprehensive Evidence Guides to ensure valid, reliable, fair and flexible assessments against the units of competency.

ROLE OF REGISTERED TRAINING ORGANISATIONS

For national recognition purposes assessments against the Assessment and Workplace Training Competency Standards must be undertaken by, or auspiced through, a Registered Training Organisation (RTO). An RTO 'registered' to deliver training and/or assess as part of a qualification in the Training Package for Assessment and Workplace Training will be responsible for:

- ensuring the validity, reliability, fairness and flexibility of the assessments conducted against the Assessment and Workplace Training Competency Standards;
- establishing and maintaining accurate and confidential records of assessment results;
- issuing either the relevant Statement of Attainment, Certificate IV or Diploma qualifications on successful demonstration of competency against the Standards;
- auspicing any assessments which are undertaken by an enterprise or industry which has a partnership arrangement with the RTO.

For example:

An enterprise may have a partnership arrangement with an RTO which includes some assessment being done on the job. Any assessments undertaken by the enterprise assessors are auspiced by the training organisation 'registered' to train and/or assess.

This training organisation also issues qualifications as defined in the Training Package for Assessment and Workplace Training.

ASSESSMENT PATHWAYS

All assessments for the purposes of a qualification must be undertaken by, or auspiced through, a Registered Training Organisation, however, there are several ways that an individual can gain access to formal qualifications in workplace training and/or assessment:

- Assessment by a Registered Training Organisation registered to deliver training, conduct assessments and issue qualifications as part of the Training Package for Assessment and Workplace Training.
- Assessment of current competencies (recognition of prior learning) by a Registered Training Organisation registered to provide assessment services and issue qualifications.
- Assessment by an assessor in the workplace under the auspices of a Registered Training Organisation.

The issuing of a qualification within the Training Package for Assessment and Workplace Training is based on attainment of the prescribed competency units outlined in the Assessment and Workplace Training Competency Standards. A Statement of Attainment recognises the partial achievement of a qualification and will list the competency units attained.

2. Assessor Qualifications and Training

Assessment against the Assessment and Workplace Training Competency Standards will be carried out in accordance with these guidelines and against the Assessment and Workplace Training Competency Standards. These guidelines include the necessary competencies for individuals conducting assessments.

ASSESSOR COMPETENCIES

Persons conducting assessments against the Assessment and Workplace Training Competency Standards must:

- Hold formal recognition of competence in each unit for which they wish to conduct assessments.
- Hold formal recognition of competence to at least Certificate IV in Assessment and Workplace Training to conduct assessments for the:
 - Certificate IV in Assessment and Workplace Training.
- Hold formal recognition of competence to at least the Diploma of Training and Assessment Systems to conduct assessments for the:
 - Diploma of Training and Assessment Systems.
- Demonstrate current knowledge and skill in assessing against the Assessment and Workplace Training

Competency Standards as applied in a range of contexts. This could be met through a combination of evidence including:

- relevant work history
- *attendance at professional development activities focusing on best practice in assessment and/or workplace training*
- colleague/peer support and participation in professional networks
- recent assessment and/or workplace training activities
- participation in moderation, validation processes
- *knowledge of language, literacy and numeracy issues in the context of assessment and workplace training.*
- Have current knowledge of the industry, the workplace and job/role of the person being assessed against the

Assessment and Workplace Training Competency Standards. This would include:

- *familiarity with the industry/enterprise competency standards to be used by the candidate as a basis of assessments and/or training*
- *an understanding, where applicable, of the training and/or assessment system in which the candidate operates*
- knowledge of the requisite assessor qualifications for the industry or enterprise.

USING QUALIFIED ASSESSORS

Assessment for the purposes of national qualifications must be undertaken, or auspiced through, a Registered Training Organisation. It is the responsibility of the RTO to ensure that a quality assessment process is in place. The RTO may conduct the assessments or

the RTO may work in partnership with another organisation, enterprise or industry which may conduct assessments. In this case the RTO auspices or, in other words, quality assures or validates these assessments.

3. Guidelines for Designing Assessment Resources

INTERPRETING THE ASSESSMENT AND WORKPLACE TRAINING COMPETENCY STANDARDS

The Assessment and Workplace Training Competency Standards are the benchmark for assessment and training in all settings across Australia. Distinctive features of these Competency Standards are:

- The Standards are “cross-industry” in nature. Assessment and training occurs in most, if not all, industry and workplace settings. Cross-industry standards are based on competencies common to a range of industries and workplaces.
- The Standards have “guideline application”. These competency standards should be incorporated in other industry or enterprise competency standards. The outcomes should be the same as in the cross-industry standards.
- The Standards apply to people carrying out assessment and training regardless of the setting. This means they apply just as much to staff in vocational education and training institutions as to people training and assessing in the workplace.

The Range of Variables and Evidence Guides of the respective units need to be considered in making assessment decisions against the units in the Assessment and Workplace Training Competency Standards. These Assessment Guidelines need to be read in conjunction with the Standards. Each unit of competency has the following components, which provide guidance on suitable assessment and training activities and outcomes:

Unit of competency This refers to a general area of competency (skills and knowledge described in the title of the unit). Each unit contains elements, performance criteria, a range of variables and an evidence guide.

Elements of competency Describes the outcomes that contribute to a unit.

Performance criteria Specifies the required level of performance and guides the assessor in judging a candidate’s skills and knowledge.

Range of variables Identifies the range of contexts and conditions to which the performance criteria apply. It places the unit of competency in the context in which performance should be demonstrated (e.g. typical facilities and equipment).

Evidence guide Outlines the evidence required to demonstrate competency in the unit, including critical aspects of evidence to be collected, required and underpinning knowledge, skills and consistency of performance.

Key competencies Shows how the key competency levels are related to the elements and units of competency.

QUALIFICATIONS REQUIRED FOR DESIGNING ASSESSMENT RESOURCES

Persons responsible for designing and developing assessment tools and procedures must demonstrate that they hold the competencies contained in units BSZ506A Develop Assessment Tools and BSZ507A Develop Assessment Procedures.

To assess other persons wishing to attain competency against the units of competency BSZ506A Develop Assessment Tools and BSZ507A Develop Assessment Procedures in the Diploma of Training and Assessment Systems, individuals must demonstrate their competency against these units prior to conducting such assessments.

DESIGNING ASSESSMENT RESOURCES

The following factors need to be taken into account when developing resources to assess against the Assessment and Workplace Training Competency Standards:

1. Interpreting the Evidence Guide

The critical aspects of evidence in the Evidence Guides of the Standards have been divided into products and processes:

- Product refers to an outcome – something made, service delivered or performance observed.
 - Process is the way a product is achieved.
- There are also required knowledge and skills, consistency of performance and context of assessment requirements detailed in the Evidence Guides of the Standards.

2. The requirement for workplace application

Implicit in the Assessment and Workplace Training Competency Standards is the notion that a person is competent to train or to conduct assessments once the requisite skills, knowledge and application can be demonstrated.

Some of the units of competency specify workplace application. Attainment of these units cannot be achieved unless the requisite workplace application can be demonstrated and verified by a Registered Training Organisation. In these instances the assessment resources must incorporate the workplace application.

3. Integrated Assessment

To ensure assessment is not narrowly based on tasks but embraces all aspects of workplace performance an integrated, holistic approach to assessment is recommended.

The assessment procedure should be designed to assess an entire unit of competency, or a combination of units, to ensure that all the dimensions of competency are satisfied.

This approach seeks to combine knowledge, understanding, problem solving, technical skills and applications into the assessment process.

Examples of how this might be done are shown below.

COMPONENT EXAMPLE OF POSSIBLE EVIDENCE

Task skills Performance of assessment and training competencies as (*performing at an acceptable*) observed and interpreted against the performance criteria.

level of skill)

Task Management Skills Demonstration of how a number inter-related assessment (*managing a number of different* and training competencies are managed. *tasks within the job)*

Contingency Management Skills Demonstration of appropriate personal management and other (*responding and reacting appropriately* adjustments to training and/or assessment procedures when *to unexpected problems, changes in* the group, materials and/or candidates are non-routine *routine and breakdowns)* or not as expected.

Job/Role Environment Skills Demonstration of how assessment and training competencies (*fulfilling the responsibilities and* are incorporated into workplace responsibilities and realities.

expectations of the workplace)

Transfer Skills Demonstration of assessment and training competencies in (*transferring skills and knowledge* unfamiliar contexts that have not been used in the *to new situations and contexts)* learning or specific workplace application.

4. Methods of Assessing

There are a variety of assessment methods and tools that can be used to assess persons against the Assessment and Workplace Training Competency Standards. The use of one method for assessments against the Assessment and Workplace Training Competency Standards is insufficient on its own. It is important to use not only multiple sources of evidence such as training participants/person being assessed, peers, and products, but also a variety of assessment methods.

The following factors should be considered in developing procedures and selecting methods to assess competency against the Assessment and Workplace Training Competency Standards. These include:

Purpose

The purpose of the assessment. Process

The individuals who will collect the evidence of competency or administer the assessment tools, including the candidate trainer/assessor, their training participant(s)/person being assessed(s), managers, supervisors, peers, mentors or other providers, and clients. The appropriateness of the method(s) to the context, the assessor and the person(s) being assessed. Language, literacy and numeracy (LL&N) issues need to be taken into account when designing assessment methods and tools. The LL&N requirements in the assessment process should mirror the language, literacy and numeracy requirements of the competency being assessed. Language, literacy and numeracy skills should be assessed within the context of person's job/role function.

Resources

Resources available for the assessment (eg. tools, people, time, equipment, rooms, materials).

Interpretation

The performance criteria to be covered by the unit of competency, the range of variables and evidence guide associated with those criteria.

Communication with appropriate personnel

The individuals who will use the assessment information, including the individuals being assessed, managers, supervisors, mentors or other providers and clients.

Issues to be considered

Technical issues including reliability, accuracy, relevance to job responsibilities or program goals, flexibility, fairness and objectivity, validity, and comparability across contexts and assessors. Will the method gather valid, authentic, current and sufficient evidence to make a judgement of competency? Legal and ethical issues including authenticity, appeals procedures, compliance with workplace agreements, confidentiality of information and materials, and protection against misuse of the assessment information or procedures associated with the assessment.

Appropriateness of assessment methods and tools according to characteristics of the person(s) being assessed (whether a workplace trainer and/or an assessor). The method chosen must take into account the language, literacy and numeracy skills of the persons being assessed and the assessor.

5. Minimising the cost of assessment in the workplace

All assessments against the Assessment and Workplace Training Competency Standards should be cost effective. There are a number of ways the costs for conducting assessments can be minimised. For example:

- gather evidence of workplace performance on the job
- ensure practicality of assessment procedure
- ensure that the assessment procedure is only as complex as defined by the purpose and context of the assessment
- develop assessment procedures that encourage the persons to be assessed to actively participate in gathering evidence of their own competencies
- use an integrated, holistic assessment process which is designed to assess a number of competencies, as well as the key dimensions of competency
- use standardised assessment tools that do not have developmental costs associated with the assessment
- use a combination of indirect and supplementary forms of evidence, as opposed to exclusive reliance on direct observation of competency
- establish partnership arrangements with other registered training organisations, enterprises and/or individuals
- use an assessment process that is relevant not only to the competency requirements of the Assessment and Workplace Training Competency Standards but also to workplace objectives (eg: use of actual workplace events which meet organisation training/skills needs).

4. Guidelines for Conducting Assessments

NATIONAL ASSESSMENT PRINCIPLES

State, Territory and Commonwealth Ministers, responsible for vocational education and training, have endorsed a set of National Assessment Principles. The principles provide the basis for the ongoing development of assessment systems and practices in vocational education and training.

The Principles are summarised below:

Principle 1 Endorsed industry/enterprise standards form the basis of qualifications in the vocational education and training sector, where they exist.

Principle 2 Endorsed industry/enterprise standards are the benchmarks for assessment, where they exist.

Principle 3 Assessment conducted for the purposes of a national recognition should lead to a part or full qualification under the Australian Qualifications Framework.

Principle 4 Assessment should be undertaken by or quality endorsed by a Registered Training Organisation.

Principle 5 Assessment for national recognition purposes shall be conducted within a quality assurance framework.

Principle 6 Responsibility for assessment resides with the body that issues the qualification under the Australian Qualifications Framework.

Principle 7 Assessment process shall be valid, reliable, flexible and fair.

Principle 8 Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.

Principle 9 Assessment reporting systems should indicate the units of competence that the individual has attained.

Principle 10 Assessment should incorporate ongoing monitoring and review processes.

Principle 11 Assessment processes shall provide for the recognition of current competencies regardless of where these have been acquired.

TECHNICAL PRINCIPLES FOR ASSESSMENT

The Assessment and Workplace Training Competency Standards are critical to the implementation of the National Assessment Principles, particularly Principle Seven. This principle is elaborated below. Competency based assessment is the process of collecting evidence and making judgements on whether or not competency has been achieved.

All assessment systems and registered training organisations are required to demonstrate compliance with the four technical principles of assessment:

- validity
- reliability
- flexibility
- fairness

These technical principles of assessment must be addressed in the conduct of an assessment, in the development of assessment tools, and in the design, establishment and management of the assessment system. The technical assessment principles are

elaborated below in the application of the Assessment and Workplace Training Competency Standards.

VALIDITY

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

The principles of assessment therefore must take into account several factors when applied to the Assessment and Workplace Training Competency Standards:

- Assessment against the units of competency contained in the Assessment and Workplace Training

Competency Standards must cover the broad range of skills and knowledge.

- Assessment of the competencies in the Standards should integrate knowledge and skill with their practical application.
- Judgement made about competency against any of the units must be based on sufficient evidence.

Evidence should be gathered on a number of occasions and in a range of contexts and using different assessment methods.

The validity of assessments can be enhanced when some or all of the factors below are applied:

- the assessment focuses on the appropriate areas of competence and skills
- a sufficient range of the performance of the person being assessed is sampled
- the assessment tasks resemble those encountered in the workplace
- evidence of performance is obtained after the assessment to support predictive validity
- evidence is gathered of transfer to new situations other than that used for assessment
- the assessment procedure documents the links to workplace performance
- multiple approaches to assessment are used
- the assessor can demonstrate how evidence of competency discriminates between unlike competencies and reinforces like competencies.

RELIABILITY

Reliability refers to the consistency of the interpretation of evidence and the assessment outcome. To make reliable assessments assessors must be competent in terms of their own assessor competencies, have the relevant technical competencies or have access to a subject matter expert who can advise the assessor on the relevant vocational competencies at least to the level being assessed.

Some or all of the following can enhance evidence of reliability:

- The criteria for the judgement of competence must be stated clearly and adhered to
- Assessment practices in the assessment and training of persons with assessment responsibilities needs to be monitored and reviewed to ensure consistency of judgement

- As a minimum requirement people assessing against the Assessment and Workplace Training Competency

Standards must meet the qualifications for assessors as outlined in these Assessment Guidelines.

Applying the following practices enhances reliability:

- comparing the results of two or more assessors (moderation)
- collecting evidence via a number of different assessment methods
- collecting evidence across different locations and times
- providing clear and careful instructions when an employee is requested to monitor his/her own or other's behaviour (documentation)
- specifying clearly competencies to be attained (documentation)
- detailing clearly items on self/peer/supervisor assessment (documentation)
- taking care in the construction of assessment tools (systematic procedures)
- reviewing the training of assessors (systematic procedures).

Evidence of consistency can be obtained by assessing on multiple occasions, using a number of methods of evidence gathering and in a range of contexts.

FLEXIBILITY

Flexibility in assessment allows for assessment either on or off the job and at mutually convenient times and situations.

- Assessment procedures should cover both on and off-the-job components of the Assessment and Workplace Training Competency Standards.
- There should be a process for people to seek recognition of their current competency in one or more of the units of competency in the Assessment and Workplace Training Competency Standards without having to participate in a training program.

To be flexible assessments should:

- cover both on and off-the-job components of training where applicable
- provide for the recognition of competencies no matter how, where or when they have been acquired
- draw on a range of methods and be appropriate to the context, task and person
- be made accessible to the person(s) being assessed so that they can proceed readily from one competency standard to another.

Flexibility applies to the process – not the standard. Adjusting the standard beyond 'reasonable adjustment' can affect the validity of the assessment.

FAIRNESS

A fair assessment will not disadvantage any person and will take into account the characteristics of the person being assessed. To maintain fairness:

- Reasonable adjustments are made to assessment procedures depending on the characteristics of the person being assessed.

- Assessment procedures and the evidence (whether product or process) must be made clear.
- A consultative approach to assessment of competency against one or all of the units in the Standards is recommended.
- Persons being assessed against the Assessment and Workplace Training Competency Standards must have the opportunity for a review and an appeal of assessment decisions.

To be fair, an assessment should:

- help the person being assessed understand clearly what is expected and what form the assessment will take
- ensure that the assessment procedure supports the identification of training needs
- be equitable to all groups of people being assessed (make reasonable adjustments to the methods used for collecting evidence depending on the characteristics of the person(s) being assessed)
- have criteria for judging performance that are made clear to all those seeking assessment
- involve a participatory approach to assessment that is agreed to by the assessor and the person being assessed
- provide opportunities that allow the person(s) being assessed to challenge assessments and with provision for reassessment.

Conflict of interest sometimes arises for assessors. Under these circumstances, the conflict should always be declared.

Potential forms of conflict of interest in the assessment process and/or outcome may include:

- A pre-established, personal relationship between the assessor and the person being assessed
- Financial implications for the assessor
- Employment opportunities for the assessor
- Power opportunities for the assessor

Referrals for opinions can help to establish fair practice. Referrals may be to other internal assessor(s) or to an external assessor(s).

The referrals may involve informal verbal consideration, a formalised written document, or a combination of the two.

Care must be taken to ensure assessment practices do not perpetrate possible workplace discriminatory practices. As well assessors must not use the assessment to coerce personal or professional favours or to gain economic advantage from the person(s) being assessed or potential client groups.

Personal or interpersonal factors (biases) not related to the assessment decision or process may include the

characteristics of the person being assessed and/or the assessor. For example, race, gender, language background, religious

background, political affiliation, sexual orientation, physical disabilities, physical appearances, marital status, age, skin colour, social class and/or ethnic background.

Fairness applies to the assessment process – not the standard. Adjusting the standard beyond what is ‘reasonable adjustment’ can affect the validity of the assessment.

CODE OF PRACTICE FOR ASSESSORS

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

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

Workplace Training Competency Standards.

- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

COLLECTING EVIDENCE OF COMPETENCY

- Assessment of competency should involve demonstration of competence in all dimensions of competency (task skills, task management skills, contingency management skills, job role/environment skills and transferability). Evidence should involve a range of evidence types, which demonstrate that the assessment and training aligns with relevant units in the Assessment and Workplace Training Competency Standards.

- In assessing against the Assessment and Workplace Training Competency Standards, at least one form of direct evidence should be considered to make a judgement on the practical performance component of the competencies, for example, observation of actual workplace activities.
- Supplementary and indirect forms of evidence should be used as well as direct evidence to:
 - extend on direct forms of evidence, for example, a range of situations, with different types of persons being assessed, or in conflict situations
 - ensure transferability of competencies to new situations and contexts
 - assess underpinning or required knowledge and understanding
 - provide information on possible performance in rarely occurring but critical situations, for example, crash, breakdown, industrial conflict
- Third party reports are used only to verify and support evidence obtained using other methods, unless the third party is a qualified assessor and is familiar with the Assessment and Workplace Training Competency Standards.
- Self-assessment against the competency standards can make the person being assessed aware of the standards they are expected to achieve, prepare them for formal assessment and/or contribute towards final assessment particularly as part of a recognition of current competencies.

RULES OF EVIDENCE

Evidence of competence must be:

- Valid
- Sufficient
- Current
- Authentic

Valid Evidence

Evidence of competence must cover the broad range of knowledge, skills and the application of such knowledge and skills specified in the Assessment and Workplace Training Competency Standards. When assessing against the Assessment and Workplace Training Competency Standards, assessors need to ensure that the evidence collected focuses on the appropriate knowledge and skills specified in the Performance Criteria and Evidence Guides.

Sufficient Evidence

This relates to the amount of evidence. Assessors must collect enough evidence to satisfy that the person being assessed is competent across all elements according to the performance criteria, taking into account the Range of Variables. To ensure enough evidence of competence is collected, it may be necessary or desirable to use a supplementary source of evidence such as oral or written questioning, case studies or third party reports.

Current Evidence

An assessor needs to determine the recency of the evidence of competence. The focus is on whether the person being assessed has current competencies in assessment and/or training. The issue of currency of evidence is of particular concern when assessing for the purposes of recognition of current competencies.

Authentic Evidence

Evidence needs to be checked for authenticity – that is, it actually relates to the performance of the person being assessed, and not that of another person. To determine authenticity, validation of the evidence by a third party may be necessary.

RECOGNITION OF CURRENT COMPETENCIES/RECOGNITION OF PRIOR LEARNING

Recognition of Current Competencies (RCC) or Recognition of Prior Learning (RPL) is an example of the different purposes

of assessment. They are a means of recognising competencies, through previous informal and formal learning, or through work and life experience.

Assessments for RCC/RPL purposes rely on the same process for conducting assessments as other forms of assessment,

but there is a greater reliance on indirect or supplementary forms of evidence for example, portfolio of evidence of previous

achievements, qualifications and references from people who are familiar with the person(s) being assessed. The assessor

must be guided by the Assessment and Workplace Training Competency Standards. In the case of RCC/RPL assessments,

it is important that the assessor builds in the assessment verification procedures to ensure that the evidence collected and presented is authentic and current.

QUALIFICATIONS

FRAMEWORK

1. Australian Qualifications Framework

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. The AQF aims to provide consistency of qualifications across Australia. Qualifications and statements of attainment issued by registered training organisations (RTOs) have national recognition irrespective of whether the training and/or assessment has taken place on or off the job.

2. Assessment and Workplace Training Qualifications Framework

There are two (2) qualifications in Assessment and Workplace Training:

- Certificate IV in Assessment and Workplace Training
- Diploma of Training and Assessment Systems

CERTIFICATE IV IN ASSESSMENT AND WORKPLACE TRAINING BSZ40198

There are eight (8) units of competency which make up a Certificate IV in Assessment and Workplace Training.

- BSZ401A Plan Assessment
- BSZ402A Conduct Assessment
- BSZ403A Review Assessment
- BSZ404A Train Small Groups
- BSZ405A Plan and Promote a Training Program
- BSZ406A Plan a Series of Training Sessions
- BSZ407A Deliver Training Sessions
- BSZ408A Review Training

Certificate IV applies to people for whom training is a large part of their job, or a full job function within a

structured assessment and training system. These people have considerable responsibility for training program development

and delivery as well as assessment of training participants or employees.

These units of competency are not limited to being packaged as the Certificate IV in Assessment and Workplace Training. The assessment competencies, in particular, are to be used by industries and enterprises in ways which best meet their identified needs.

DIPLOMA OF TRAINING AND ASSESSMENT SYSTEMS BSZ50198

Specialist assessment and training competencies are required by people responsible for designing, implementing, managing

and evaluating assessment and training systems. They may also be responsible for conducting competency needs

analysis, establishing training systems, developing assessment tools and procedures. The units of competency emphasise

system level operation and management. Some of these individuals may have a background in assessment and training and have undertaken the Certificate IV in Assessment and Workplace Training. Others may have moved into a position of

responsibility for these areas without a practitioner background. The packaging for the Diploma of Training and Assessment Systems allows for flexible entry and exit points.

To qualify at least four (4) units must be chosen from the following group:

- BSZ501A Analyse Competency Requirements
- BSZ502A Design and Establish the Training System
- BSZ503A Design and Establish the Assessment System
- BSZ504A Manage the Training and Assessment System
- BSZ505A Evaluate the Training and Assessment System
- BSZ506A Develop Assessment Procedures
- BSZ507A Develop Assessment Tools
- BSZ508A Design Training Courses

PLUS an additional six (6) units from this Training Package,

PLUS an additional minimum of three (3) units relevant to the implementation of assessment and workplace training from other Training Packages. For example, these may include financial management, project management or human resource management competencies appropriate to a Diploma level qualification.

A NOTE ABOUT STATEMENTS OF ATTAINMENT

Workplace Trainer

This unit may stand alone or be incorporated in other qualifications.

- Unit BSZ404A Train Small Groups

This unit is relevant to people who provide on-the-job structured training on a one-to-one or small group basis (3 to 5 persons).

Assessor Requirements

Attainment of these units, together with any industry or enterprise specifications, is the minimum requirement for people who are conducting assessments for the purpose of a qualification under the Australian Qualification Framework.

The three (3) assessment units are:

- Unit BSZ401A Plan Assessment
- Unit BSZ402A Conduct Assessment
- Unit BSZ403A Review Assessment

A Statement of Attainment is issued for achievement of each of these units.

Summary of Qualifications

WHAT YOU WILL BE DOING THE COMPETENCY UNITS THE
QUALIFICATIONS

YOU NEED YOU WILL RECEIVE

Planning, conducting and reviewing BSZ401A Plan Assessment Statements of
Attainment

assessments leading to a qualification. BSZ402A Conduct Assessment for each unit
Attainment of these 3 units together BSZ403A Review Assessment

with any industry or enterprise requirement is a minimum for an RTO issuing a qualification or statement of attainment.

Preparing, delivering and reviewing BSZ404A Train Small Groups Statement of Attainment training sessions on a one-to-one or small group basis in the workplace.

Working within an assessment and BSZ401A Plan Assessment Certificate IV in training system including planning, Assessment and Workplace conducting, modifying and reviewing

BSZ402A Conduct Assessment Training – BSZ40198

training programs as well as conducting assessments. BSZ403A Review Assessment OR BSZ404A Train Small Groups

BSZ405A Plan and Promote a Training Program

Working within an assessment and training system including analysing BSZ406A Plan Sessions of Training competency needs, developing assessment tools and procedures for an enterprise BSZ407A Deliver Training Sessions or industry.

BSZ408A Review Training

WHAT YOU WILL BE DOING THE COMPETENCY UNITS THE QUALIFICATIONS

YOU NEED YOU WILL RECEIVE

Designing, establishing and managing *At least four (4) units from*; Diploma of Training and

assessment and training systems. Expertise Assessment Systems –

is required in analysing competency needs BSZ501A Analyse Competency BSZ50198 and evaluating all aspects of the training Requirements

and/or assessment system. Students will

specialise in developing assessment tools BSZ502A Design and Establish and procedures and designing courses. the Training System

BSZ503A Design and Establish the Assessment System

BSZ504A Manage the Training and Assessment System

BSZ505A Evaluate the Training and Assessment System

BSZ506A Develop Assessment Procedures

BSZ507A Develop Assessment Tools

BSZ508A Design Training Courses

PLUS an additional six (6) units from

this Training Package,

PLUS an additional minimum of three (3) units relevant to assessment and workplace training from other Training Packages and appropriate to a Diploma level qualification.

4. Qualifications and Pathways

PACKAGING THE ASSESSMENT AND WORKPLACE TRAINING COMPETENCY STANDARDS

Packaging relates to the way in which units of competency can be grouped together for a qualification. A qualification can be issued when all the competencies in the package are achieved.

The Assessment and Workplace Training Competency Standards have been packaged into two qualifications.

Statements of Attainment are awarded for each individual unit of competency.

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There are three ways to attain one of these qualifications or statements:

- assessment and training on the job,
- a combination of on and off-the-job assessment and training,
- recognition of current competencies/recognition of prior learning.

Assessment must be conducted against the Assessment and Workplace Training Competency Standards.

PACKAGING AND CUSTOMISATION GUIDELINES

All assessments must be recorded and reported using appropriate unit codes and qualification titles. All individual competency units and combinations of units in this Training Package can be achieved and recognised by a Statement of Attainment, or a qualification if packaged as one of the identified qualifications described in this Training Package.

The units of competency from this Training Package can be incorporated into other industry or enterprise Training Packages. Where a unit is contextualised, but the outcome remains the same, the original coding of the Assessment and Workplace Training unit should be retained.

Where there is an identified industry need and no national qualifications exist to meet that need it is possible to propose a course for accreditation provided the course complies with:

- the National Accreditation Principles that are contained in the Australian Recognition Framework; and
- the information provided on customisation in the Australian Qualification Framework Implementation

Handbook.

Such a course may combine units from this Training Package with one or more endorsed competency standards drawn from other industry or enterprise Training Packages, or sets of endorsed standards, provided the new course does not duplicate any qualification in the source Training Package.

Customisation is designed to convey the enterprise or industry specific requirements without changing the skill level. The

process involves no major changes to the standards. Enterprise specific information is merely added to the national standards. By doing this the integrity of the national standards is maintained and the customised standard is still equivalent to the national standard. For queries in relation to customisation and requests for statements of equivalence, contact the National Assessors and Workplace Trainers Body.

5. Recognition of Qualifications

The Workplace Trainer Competency Standards (current from August 1994 to July 1999) and the Competency Standards for Assessment (current from September 1995 to August 2000) were reviewed as part of the development of the Training Package for Assessment and Workplace Training.

The Assessment and Workplace Training Competency Standards are now the benchmark for assessments. The quality of the Evidence Guides in the Standards has been enhanced to ensure consistency of assessment outcomes. Any organisation seeking registration to deliver training, conduct assessments and issue qualifications or statements of attainment against the Assessment and Workplace Training Competency Standards will need to comply with the details of the Standards and the Assessment Guidelines.

There is equivalence between the Certificate IV in Workplace Trainer Category 2 and the Certificate IV in Assessment and Workplace Training. Assessments conducted as part of the Certificate IV in Assessment and Workplace Training will be against the units of competency. Curriculum and other resource documentation support any strategies used to develop and assess competency against the Standards. Persons holding a Certificate IV in Workplace Trainer Category 2 are encouraged to participate in professional development activities aimed at ensuring their competencies are current to the Certificate IV in Assessment and Workplace Training. The Australian Recognition Framework (ARF) is the basis for the recognition of vocational education and training. All training organisations seeking registration to deliver training, conduct assessments and issue qualifications contained in any training package must have personnel which meet the conditions outlined in the assessment guidelines of the relevant training package.

Assessment guidelines state, among other things, that a person who is conducting assessments for a national qualification is expected to meet the three (3) assessor units of competency (Plan Assessment, Conduct Assessment and Review Assessment). These units are broadly equivalent to the Assessment Standard (Conduct assessment in accordance with an established assessment procedure) and the Extension Unit (Plan and review assessment) previously contained within the Competency Standards for Assessment. The new units however have more explicit assessment requirements to ensure consistent assessment outcomes. The three units (Plan Assessment, Conduct Assessment and Review Assessment) are the benchmark for the assessment of persons who will be conducting assessments which lead to national qualifications. The units should be read in conjunction with the Assessment Guidelines of the Training Packages for Assessment and Workplace Training.

Detailed below is a guide for recognising units of competency from Workplace Trainer Competency Standards and the Competency Standards for Assessment as part of the implementation of the Training Package for Assessment and Workplace Training.

WORKPLACE TRAINER COMPETENCY STANDARDS ASSESSMENT AND
WORKPLACE COMPETENCY STANDARDS FOR ASSESSMENT TRAINING
COMPETENCY STANDARDS

Category 1 Units: BSZ404A Train Small
Groups

- Prepare for Training
- Deliver Training
- Review Training

Category 2 units: BSZ401A Plan Assessment

- Prepare for Training BSZ402A Conduct Assessment
- Deliver Training BSZ403A Review Assessment
- Conduct Assessment BSZ405A Plan and Promote a

Training Program

- Review and Promote Training
BSZ406A Plan a Series of Training Sessions
BSZ407A Deliver Training Sessions
BSZ408A Review Training Assessment Standard: BSZ401A Plan Assessment
(Conduct assessment in accordance with an established BSZ402A Conduct
Assessment procedure)
BSZ403A Review Assessment Extension Unit:

(Plan and review assessment)

Specialist Units: BSZ503A Design and Establish the Assessment System

Design the Assessment System

Establish the Assessment System

NEW UNITS

The following units are new units within the Assessment and Workplace Training
Competency Standards:

- BSZ501A Analyse Competency Requirements • BSZ506A Develop Assessment
Procedures
- BSZ502A Design and Establish the Training System • BSZ507A Develop
Assessment Tools
- BSZ504A Manage the Training and Assessment System • BSZ508A Design Training
Courses
- BSZ505A Evaluate the Training and Assessment System

1. Assessment System Overview

Background

Assessment of competency has always been an important function in successful organisations. Assessment provides information on the capability of individuals and organisations to achieve their work and business plans. In an educational context it provides information on the extent to which a learner has achieved the required outcomes of a training program.

The purpose of the Assessment and Workplace Training Competency Standards is to improve the way any organisation conducts assessments and/or training, irrespective of context.

The Assessment and Workplace Training Competency Standards are designed to be incorporated into industry or enterprise competency standards. Each industry or enterprise will determine how to incorporate the Standards based on their specific needs.

Benchmarks for Assessment

The Assessment and Workplace Training Competency Standards form the benchmark for assessment of assessors and workplace trainers across all industries, enterprises and training organisations. The Standards have been designed for flexible application, to meet the differing needs of individuals, enterprises, training organisations and industries. The Standards have comprehensive Evidence Guides to ensure valid, reliable, fair and flexible assessments against the units of competency.

Role of Registered Training Organisations

For national recognition purposes assessments against the Assessment and Workplace Training Competency Standards must be undertaken by, or auspiced through, a Registered Training Organisation (RTO).

An RTO 'registered' to deliver training and/or assess as part of a qualification in the Training Package for Assessment and Workplace Training will be responsible for:

- ensuring the validity, reliability, fairness and flexibility of the assessments conducted against the Assessment and Workplace Training Competency Standards;
- establishing and maintaining accurate and confidential records of assessment results;
- issuing either the relevant Statement of Attainment, Certificate IV or Diploma qualifications on successful demonstration of competency against the Standards;
- auspicing any assessments which are undertaken by an enterprise or industry which has a partnership arrangement with the RTO.

For example:

An enterprise may have a partnership arrangement with an RTO which includes some assessment being done on the job. Any assessments undertaken by the enterprise assessors are auspiced by the training organisation 'registered' to train and/or assess. This training organisation also issues qualifications as defined in the Training Package for Assessment and Workplace Training.

Assessment Pathways

All assessments for the purposes of a qualification must be undertaken by, or auspiced through, a Registered Training Organisation, however, there are several ways that an individual can gain access to formal qualifications in workplace training and/or assessment:

- Assessment by a Registered Training Organisation registered to deliver training, conduct assessments and issue qualifications as part of the Training Package for Assessment and Workplace Training.
- Assessment of current competencies (recognition of prior learning) by a Registered Training Organisation registered to provide assessment services and issue qualifications.
- Assessment by an assessor in the workplace under the auspices of a Registered Training Organisation.

The issuing of a qualification within the Training Package for Assessment and Workplace Training is based on attainment of the prescribed competency units outlined in the Assessment and Workplace Training Competency Standards. A Statement of Attainment recognises the partial achievement of a qualification and will list the competency units attained.

2. Assessor Qualifications and Training

Assessment against the Assessment and Workplace Training Competency Standards will be carried out in accordance with these guidelines and against the Assessment and Workplace Training Competency Standards. These guidelines include the necessary competencies for individuals conducting assessments.

Assessor Competencies

Persons conducting assessments against the Assessment and Workplace Training Competency Standards must:

- Hold formal recognition of competence in each unit for which they wish to conduct assessments.
- Hold formal recognition of competence to at least Certificate IV in Assessment and Workplace Training to conduct assessments for the:

- Certificate IV in Assessment and Workplace Training.
- Hold formal recognition of competence to at least the Diploma of Training and Assessment Systems to conduct assessments for the:
 - Diploma of Training and Assessment Systems.
 - Demonstrate current knowledge and skill in assessing against the Assessment and Workplace Training Competency Standards as applied in a range of contexts. This could be met through a combination of evidence including:
 - relevant work history
 - attendance at professional development activities focusing on best practice in assessment and/or workplace training
 - colleague/peer support and participation in professional networks
 - recent assessment and/or workplace training activities
 - participation in moderation, validation processes
 - knowledge of language, literacy and numeracy issues in the context of assessment and workplace training.
 - Have current knowledge of the industry, the workplace and job/role of the person being assessed against the Assessment and Workplace Training Competency Standards. This would include:
 - familiarity with the industry/enterprise competency standards to be used by the candidate as a basis of assessments and/or training
 - an understanding, where applicable, of the training and/or assessment system in which the candidate operates
 - knowledge of the requisite assessor qualifications for the industry or enterprise.

Using Qualified Assessors

Assessment for the purposes of national qualifications must be undertaken, or auspiced through, a Registered Training Organisation. It is the responsibility of the RTO to ensure that a quality assessment process is in place.

The RTO may conduct the assessments or the RTO may work in partnership with another organisation, enterprise or industry which may conduct assessments. In this case the RTO auspices or, in other words, quality assures or validates these assessments.

3. Guidelines for Designing Assessment Resources

Interpreting the Assessment and Workplace Training Competency Standards

The Assessment and Workplace Training Competency Standards are the benchmark for assessment and training in all settings across Australia. Distinctive features of these Competency Standards are:

- The Standards are “cross-industry” in nature. Assessment and training occurs in most, if not all, industry and workplace settings. Cross-industry standards are based on competencies common to a range of industries and workplaces.
- The Standards have “guideline application”. These competency standards should be incorporated in other industry or enterprise competency standards. The outcomes should be the same as in the cross-industry standards.
- The Standards apply to people carrying out assessment and training regardless of the setting. This means they apply just as much to staff in vocational education and training institutions as to people training and assessing in the workplace.

The Range of Variables and Evidence Guides of the respective units need to be considered in making assessment decisions against the units in the Assessment and Workplace Training Competency Standards. These Assessment Guidelines need to be read in conjunction with the Standards.

Each unit of competency has the following components, which provide guidance on suitable assessment and training activities and outcomes:

Unit of competency This refers to a general area of competency (skills and knowledge described in the title of the unit). Each unit contains elements, performance criteria, a range of variables and an evidence guide.

Elements of competency Describes the outcomes that contribute to a unit.

Performance criteria Specifies the required level of performance and guides the assessor in judging a candidate’s skills and knowledge.

Range of variables Identifies the range of contexts and conditions to which the performance criteria apply. It places the unit of competency in the context in which performance should be demonstrated (e.g. typical facilities and equipment).

Evidence guide Outlines the evidence required to demonstrate competency in the unit, including critical aspects of evidence to be collected, required and underpinning knowledge, skills and consistency of performance.

Key competencies Shows how the key competency levels are related to the elements and units of competency.

Qualifications Required for Designing Assessment Resources

Persons responsible for designing and developing assessment tools and procedures must demonstrate that they hold the competencies contained in units BSZ506A Develop Assessment Tools and BSZ507A Develop Assessment Procedures.

To assess other persons wishing to attain competency against the units of competency BSZ506A Develop Assessment Tools and BSZ507A Develop Assessment Procedures in the Diploma of Training and Assessment Systems, individuals must demonstrate their competency against these units prior to conducting such assessments.

Designing Assessment Resources

The following factors need to be taken into account when developing resources to assess against the Assessment and Workplace Training Competency Standards:

1. Interpreting the Evidence Guide

The critical aspects of evidence in the Evidence Guides of the Standards have been divided into products and processes:

- Product refers to an outcome – something made, service delivered or performance observed.
- Process is the way a product is achieved.

There are also required knowledge and skills, consistency of performance and context of assessment requirements detailed in the Evidence Guides of the Standards.

2. The requirement for workplace application

Implicit in the Assessment and Workplace Training Competency Standards is the notion that a person is competent to train or to conduct assessments once the requisite skills, knowledge and application can be demonstrated.

Some of the units of competency specify workplace application. Attainment of these units cannot be achieved unless the requisite workplace application can be demonstrated and verified by a Registered Training Organisation. In these instances the assessment resources must incorporate the workplace application.

3. Integrated Assessment

To ensure assessment is not narrowly based on tasks but embraces all aspects of workplace performance an integrated, holistic approach to assessment is recommended.

The assessment procedure should be designed to assess an entire unit of competency, or a combination of units, to ensure that all the dimensions of competency are satisfied.

This approach seeks to combine knowledge, understanding, problem solving, technical skills and applications into the assessment process.

Examples of how this might be done are shown below.

| Component | Example of possible evidence |
|--|---|
| Task skills (performing at an acceptable level of skill) | Performance of assessment and training competencies as observed and interpreted against the performance criteria. |
| Task Management Skills (managing a number of different tasks within the job) | Demonstration of how a number inter-related assessment and training competencies are managed. |
| Contingency Management Skills (responding and reacting appropriately to unexpected problems, changes in routine and breakdowns) | Demonstration of appropriate personal management and other adjustments to training and/or assessment procedures when the group, materials and/or candidates are non-routine or not as expected. |
| Job/Role Environment Skills (fulfilling the responsibilities and expectations of the workplace) | Demonstration of how assessment and training competencies are incorporated into workplace responsibilities and realities. |
| Transfer Skills (transferring skills and knowledge to new situations and contexts) | Demonstration of assessment and training competencies in unfamiliar contexts that have not been used in learning or specific workplace application. |

4. Methods of Assessing

There are a variety of assessment methods and tools that can be used to assess persons against the Assessment and Workplace Training Competency Standards. The use of one method for assessments against the Assessment and Workplace Training Competency Standards is insufficient on its own. It is important to use not only multiple sources of evidence such as training participants/person being assessed, peers, and products, but also a variety of assessment methods.

The following factors should be considered in developing procedures and selecting methods to assess competency against the Assessment and Workplace Training Competency Standards. These include:

Purpose
The purpose of the assessment.

Process

The individuals who will collect the evidence of competency or administer the assessment tools, including the candidate trainer/assessor, their training participant(s)/person being assessed(s), managers, supervisors, peers, mentors or other providers, and clients. The appropriateness of the method(s) to the context, the assessor and the person(s) being assessed.

Language, literacy and numeracy (LL&N) issues need to be taken into account when designing assessment methods and tools. The LL&N requirements in the assessment process should mirror the language, literacy and numeracy requirements of the competency being assessed. Language, literacy and numeracy skills should be assessed within the context of person's job/role function.

Resources

Resources available for the assessment (eg. tools, people, time, equipment, rooms, materials).

Interpretation

The performance criteria to be covered by the unit of competency, the range of variables and evidence guide associated with those criteria.

Communication with appropriate personnel

The individuals who will use the assessment information, including the individuals being assessed, managers, supervisors, mentors or other providers and clients.

Issues to be considered

Technical issues including reliability, accuracy, relevance to job responsibilities or program goals, flexibility, fairness and objectivity, validity, and comparability across contexts and assessors. Will the method gather valid, authentic, current and sufficient evidence to make a judgement of competency?

Legal and ethical issues including authenticity, appeals procedures, compliance with workplace agreements, confidentiality of information and materials, and protection against misuse of the assessment information or procedures associated with the assessment.

Appropriateness of assessment methods and tools according to characteristics of the person(s) being assessed (whether a workplace trainer and/or an assessor). The method chosen must take into account the language, literacy and numeracy skills of the persons being assessed and the assessor.

5. Minimising the cost of assessment in the workplace

All assessments against the Assessment and Workplace Training Competency Standards should be cost effective. There are a number of ways the costs for conducting assessments can be minimised. For example:

- gather evidence of workplace performance on the job
- ensure practicality of assessment procedure
- ensure that the assessment procedure is only as complex as defined by the purpose and context of the assessment
- develop assessment procedures that encourage the persons to be assessed to actively participate in gathering evidence of their own competencies
- use an integrated, holistic assessment process which is designed to assess a number of competencies, as well as the key dimensions of competency
- use standardised assessment tools that do not have developmental costs associated with the assessment
- use a combination of indirect and supplementary forms of evidence, as opposed to exclusive reliance on direct observation of competency
- establish partnership arrangements with other registered training organisations, enterprises and/or individuals
- use an assessment process that is relevant not only to the competency requirements of the Assessment and Workplace Training Competency Standards but also to workplace objectives (eg: use of actual workplace events which meet organisation training/skills needs).

4. Guidelines for Conducting Assessments

National Assessment Principles

State, Territory and Commonwealth Ministers, responsible for vocational education and training, have endorsed a set of National Assessment Principles. The principles provide the basis for the ongoing development of assessment systems and practices in vocational education and training. The Principles are summarised below:

Principle 1 Endorsed industry/enterprise standards form the basis of qualifications in the vocational education and training sector, where they exist.

Principle 2 Endorsed industry/enterprise standards are the benchmarks for assessment, where they exist.

Principle 3 Assessment conducted for the purposes of a national recognition should lead to a part or full qualification under the Australian Qualifications Framework.

Principle 4 Assessment should be undertaken by or quality endorsed by a Registered Training Organisation.

Principle 5 Assessment for national recognition purposes shall be conducted within a quality assurance framework.

Principle 6 Responsibility for assessment resides with the body that issues the qualification under the Australian Qualifications Framework.

Principle 7 Assessment process shall be valid, reliable, flexible and fair.

Principle 8 Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.

Principle 9 Assessment reporting systems should indicate the units of competence that the individual has attained.

Principle 10 Assessment should incorporate ongoing monitoring and review processes.

Principle 11 Assessment processes shall provide for the recognition of current competencies regardless of where these have been acquired.

Technical Principles for Assessment

The Assessment and Workplace Training Competency Standards are critical to the implementation of the National Assessment Principles, particularly Principle Seven. This principle is elaborated below.

Competency based assessment is the process of collecting evidence and making judgements on whether or not competency has been achieved.

All assessment systems and registered training organisations are required to demonstrate compliance with the four technical principles of assessment:

- validity
- reliability
- flexibility
- fairness

These technical principles of assessment must be addressed in the conduct of an assessment, in the development of assessment tools, and in the design, establishment and management of the assessment system.

The technical assessment principles are elaborated below in the application of the Assessment and Workplace Training Competency Standards.

Validity

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

The principles of assessment therefore must take into account several factors when applied to the Assessment and Workplace Training Competency Standards:

- Assessment against the units of competency contained in the Assessment and Workplace Training Competency Standards must cover the broad range of skills and knowledge.

- Assessment of the competencies in the Standards should integrate knowledge and skill with their practical application.
- Judgement made about competency against any of the units must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts and using different assessment methods.

The validity of assessments can be enhanced when some or all of the factors below are applied:

- the assessment focuses on the appropriate areas of competence and skills
- a sufficient range of the performance of the person being assessed is sampled
- the assessment tasks resemble those encountered in the workplace
- evidence of performance is obtained after the assessment to support predictive validity
- evidence is gathered of transfer to new situations other than that used for assessment
- the assessment procedure documents the links to workplace performance
- multiple approaches to assessment are used
- the assessor can demonstrate how evidence of competency discriminates between unlike competencies and reinforces like competencies.

Reliability

Reliability refers to the consistency of the interpretation of evidence and the assessment outcome. To make reliable assessments assessors must be competent in terms of their own assessor competencies, have the relevant technical competencies or have access to a subject matter expert who can advise the assessor on the relevant vocational competencies at least to the level being assessed.

Some or all of the following can enhance evidence of reliability:

- The criteria for the judgement of competence must be stated clearly and adhered to
- Assessment practices in the assessment and training of persons with assessment responsibilities needs to be monitored and reviewed to ensure consistency of judgement
- As a minimum requirement people assessing against the Assessment and Workplace Training Competency Standards must meet the qualifications for assessors as outlined in these Assessment Guidelines.

Applying the following practices enhances reliability:

- comparing the results of two or more assessors (moderation)
- collecting evidence via a number of different assessment methods
- collecting evidence across different locations and times

- providing clear and careful instructions when an employee is requested to monitor his/her own or other's behaviour (documentation)
 - specifying clearly competencies to be attained (documentation)
 - detailing clearly items on self/peer/supervisor assessment (documentation)
 - taking care in the construction of assessment tools (systematic procedures)
 - reviewing the training of assessors (systematic procedures).
- Evidence of consistency can be obtained by assessing on multiple occasions, using a number of methods of evidence gathering and in a range of contexts.

Flexibility

Flexibility in assessment allows for assessment either on or off the job and at mutually convenient times and situations.

- Assessment procedures should cover both on and off-the-job components of the Assessment and Workplace Training Competency Standards.
- There should be a process for people to seek recognition of their current competency in one or more of the units of competency in the Assessment and Workplace Training Competency Standards without having to participate in a training program.

To be flexible assessments should:

- cover both on and off-the-job components of training where applicable
- provide for the recognition of competencies no matter how, where or when they have been acquired
- draw on a range of methods and be appropriate to the context, task and person
- be made accessible to the person(s) being assessed so that they can proceed readily from one competency standard to another.

Flexibility applies to the process – not the standard. Adjusting the standard beyond 'reasonable adjustment' can affect the validity of the assessment.

Fairness

A fair assessment will not disadvantage any person and will take into account the characteristics of the person being assessed. To maintain fairness:

- Reasonable adjustments are made to assessment procedures depending on the characteristics of the person being assessed.
- Assessment procedures and the evidence (whether product or process) must be made clear.
- A consultative approach to assessment of competency against one or all of the units in the Standards is recommended.

- Persons being assessed against the Assessment and Workplace Training Competency Standards must have the opportunity for a review and an appeal of assessment decisions.

To be fair, an assessment should:

- help the person being assessed understand clearly what is expected and what form the assessment will take
- ensure that the assessment procedure supports the identification of training needs
- be equitable to all groups of people being assessed (make reasonable adjustments to the methods used for collecting evidence depending on the characteristics of the person(s) being assessed)
- have criteria for judging performance that are made clear to all those seeking assessment
- involve a participatory approach to assessment that is agreed to by the assessor and the person being assessed
- provide opportunities that allow the person(s) being assessed to challenge assessments and with provision for reassessment.

Conflict of interest sometimes arises for assessors. Under these circumstances, the conflict should always be declared. Potential forms of conflict of interest in the assessment process and/or outcome may include:

- A pre-established, personal relationship between the assessor and the person being assessed
- Financial implications for the assessor
- Employment opportunities for the assessor
- Power opportunities for the assessor

Referrals for opinions can help to establish fair practice. Referrals may be to other internal assessor(s) or to an external assessor(s).

The referrals may involve informal verbal consideration, a formalised written document, or a combination of the two.

Care must be taken to ensure assessment practices do not perpetrate possible workplace discriminatory practices. As well assessors must not use the assessment to coerce personal or professional favours or to gain economic advantage from the person(s) being assessed or potential client groups.

Personal or interpersonal factors (biases) not related to the assessment decision or process may include the characteristics of the person being assessed and/or the assessor. For example, race, gender, language background, religious background, political affiliation, sexual orientation, physical disabilities, physical appearances, marital status, age, skin colour, social class and/or ethnic background.

Fairness applies to the assessment process – not the standard. Adjusting the standard beyond what is ‘reasonable adjustment’ can affect the validity of the assessment.

Code of Practice for Assessors

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

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of the assessment outcomes.
- The rights of the candidate are protected during and after the assessment.
- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes.
- The candidate is made aware of rights and processes of appeal.
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation.
- The candidate is informed of all assessment reporting processes prior to the assessment.
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment.
- Confidentiality is maintained regarding assessment results.
- Results are only released with the written permission of the candidate(s).

- The assessment results are used consistently with the purposes explained to the candidate.
- Self-assessments are periodically conducted to ensure current competencies against the Assessment and Workplace Training Competency Standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Collecting evidence of competency

- Assessment of competency should involve demonstration of competence in all dimensions of competency (task skills, task management skills, contingency management skills, job role/environment skills and transferability). Evidence should involve a range of evidence types, which demonstrate that the assessment and training aligns with relevant units in the Assessment and Workplace Training Competency Standards.
- In assessing against the Assessment and Workplace Training Competency Standards, at least one form of direct evidence should be considered to make a judgement on the practical performance component of the competencies, for example, observation of actual workplace activities.
- Supplementary and indirect forms of evidence should be used as well as direct evidence to:
 - extend on direct forms of evidence, for example, a range of situations, with different types of persons being assessed, or in conflict situations
 - ensure transferability of competencies to new situations and contexts
 - assess underpinning or required knowledge and understanding
 - provide information on possible performance in rarely occurring but critical situations, for example, crash, breakdown, industrial conflict
- Third party reports are used only to verify and support evidence obtained using other methods, unless the third party is a qualified assessor and is familiar with the Assessment and Workplace Training Competency Standards.
- Self-assessment against the competency standards can make the person being assessed aware of the standards they are expected to achieve, prepare them for formal assessment and/or contribute towards final assessment particularly as part of a recognition of current competencies.

Rules of Evidence

Evidence of competence must be:

- Valid
- Sufficient
- Current
- Authentic

Valid Evidence

Evidence of competence must cover the broad range of knowledge, skills and the application of such knowledge and skills specified in the Assessment and Workplace Training Competency Standards. When assessing against the Assessment and Workplace Training Competency Standards, assessors need to ensure that the evidence collected focuses on the appropriate knowledge and skills specified in the Performance Criteria and Evidence Guides.

Sufficient Evidence

This relates to the amount of evidence. Assessors must collect enough evidence to satisfy that the person being assessed is competent across all elements according to the performance criteria, taking into account the Range of Variables. To ensure enough evidence of competence is collected, it may be necessary or desirable to use a supplementary source of evidence such as oral or written questioning, case studies or third party reports.

Current Evidence

An assessor needs to determine the recency of the evidence of competence. The focus is on whether the person being assessed has current competencies in assessment and/or training. The issue of currency of evidence is of particular concern when assessing for the purposes of recognition of current competencies.

Authentic Evidence

Evidence needs to be checked for authenticity – that is, it actually relates to the performance of the person being assessed, and not that of another person. To determine authenticity, validation of the evidence by a third party may be necessary.

Recognition of current competencies / recognition of prior learning

Recognition of current competencies (RCC) or Recognition of Prior Learning (RPL) is an example of the different purposes of assessment. They are a means of recognizing competencies, through previous informal and formal learning, or work and life experience.

Assessments for RCC/RPL purposes rely on the same process for conducting assessments as other forms of assessment, but there is a greater reliance on indirect or supplementary forms of evidence, for example, portfolio of evidence of previous achievements, qualifications and references from people who are familiar with the person(s) being assessed. The assessor must be guided by the Assessment & Workplace Training Competency Standards. In the case of RCC/RPL assessments, it is important that the assessor builds in the assessment verification procedures to ensure that the evidence collected and presented is authentic and current.

Training Package for Assessment and Workplace Training

Assessment and Workplace Training Competency Standards

Introduction to the Assessment and Workplace Training Competency Standards

The Assessment and Workplace Training Competency Standards are the benchmark for assessment and training in all settings across Australia. Distinctive features of the Assessment and Workplace Training Competency Standards are:

- **The Standards are “cross-industry” in nature.** Assessment and Training occurs in most, if not all, industry and workplace settings. Cross-industry standards are based on competencies common to a range of industries and workplaces.
- **The Standards have “guideline application”.** These competency standards should be incorporated in other industry or enterprise competency standards. The outcomes should be the same as in the cross-industry standards.
- **The Standards apply to people carrying out assessment and training regardless of the setting.** This means they apply just as much to staff in vocational education and training institutions as to people training and assessing in the workplace.

The Range of Variables and Evidence Guides of the respective Units need to be considered in making assessment decisions against the Units in the Assessment and Workplace Training Competency Standards. These Assessment Guidelines need to be read in conjunction with the Standards.

Each unit of competency has the following components, which provide guidance on suitable assessment and training activities and outcomes:

UNIT **BSZ401A**
UNIT TITLE **Plan Assessment**

DESCRIPTOR This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

| Element | Performance Criteria |
|--|--|
| <p>1. Establish evidence required for a specific context</p> | <p>1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context</p> <p>1.2 Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required</p> <p>1.3 Specified evidence requirements: – assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current</p> <p>1.4 Sufficient evidence is specified to show consistent achievement of the specified standards</p> <p>1.5 The cost of gathering the required evidence is established</p> |
| <p>2. Establish suitable assessment method(s)</p> | <p>2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required</p> <p>2.2 Opportunities to consolidate evidence gathering activities are identified</p> <p>2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed</p> |
| <p>3. Develop assessment tools appropriate to a specific assessment context</p> | <p>3.1 An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context</p> <p>3.2 The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context</p> <p>3.3 Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed</p> <p>3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur</p> |

| Element | Performance Criteria |
|---|--|
| <p>4. Trial assessment procedure</p> | <p>4.1 Assessment methods and tools are trialed with an appropriate sample of people to be assessed</p> <p>4.2 Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration</p> <p>4.3 Appropriate adjustments are made to improve the assessment method and tools in light of the trial</p> <p>4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable</p> |

RANGE OF VARIABLES

Assessment system may be developed by:

- the industry through the endorsed component of Training Packages Assessment Guidelines
- 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 recognise prior learning/current competencies
 - to identify training needs or progress.
- location of the assessment such as:
 - on the job or off the job
 - combination of both.
- Assessment Guidelines of Training Package or other assessment requirements

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 many 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.

Appropriate procedure:

- 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 being assessed.

Assessment methods may include:

- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books/or and portfolios of evidence
- 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 the production of projects and exercises
- sets of verbal/written/computer based questions to be asked
- performance checklists
- log books
- descriptions of competent performance.

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

Assessment environment and resources to be considered include:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.

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 word processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Documentation in relation to:
 - specific assessment context, including the purpose of assessment
 - features of the assessment system
 - characteristics of the person being assessed
 - evidence of competency required
 - plan of opportunities for gathering the evidence required
 - assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- An assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
- An assessment procedure for the specific context.

Assessment requires evidence of the following processes to be provided:

- How the context of assessment was specified
- How the characteristics of the person(s) being assessed were identified
- Why a particular assessment method was selected
- How the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment tool was developed for the specified context
- How the assessment tool was validated and ratified by appropriate personnel.

Interdependent assessment of units

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

Required knowledge and skills

- Knowledge of 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

Plan assessment

- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Knowledge of the Assessment Guidelines of the Training Package Assessment and Workplace Training
- Skills in the application of various assessment methods, relevant to workplace context
- Planning of own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
 - read and interpret relevant information to plan assessment
 - give clear and precise information / instructions in spoken or written form
 - adjust spoken and written language to suit target audience
 - write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
 - prepare required documentation using clear and comprehensible language and layout
 - calculate and estimate costs
- 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, any relevant workplace equipment, information and appropriate personnel.

Consistency in 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.

Context for assessment

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

| KEY COMPETENCIES | | | | | | |
|--|---------------------------------------|----------------------------------|-----------------------------------|--|-------------------|-------------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 2 | 2 |

UNIT

BSZ402A

UNIT TITLE

CONDUCT ASSESSMENT

DESCRIPTOR

This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.

| Element | Performance Criteria |
|---|---|
| <p>1. Identify and explain the context of assessment</p> | <p>1.1 The context and purpose of assessment are discussed and confirmed with the person(s) being assessed</p> <p>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</p> <p>1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed</p> <p>1.4 Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed</p> <p>1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure</p> <p>1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed</p> |
| <p>2. Plan evidence gathering opportunities</p> | <p>2.1 Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency</p> <p>2.2 The need to gather additional evidence which may not occur as part of the workplace or training activities are identified</p> <p>2.3 Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure</p> |

| Element | Performance Criteria |
|---|---|
| <p>3. Organise assessment</p> | <p>3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment</p> <p>3.2 Appropriate personnel are informed of the assessment</p> <p>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</p> |
| <p>4. Gather evidence</p> | <p>4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence</p> <p>4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools</p> <p>4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable</p> <p>4.4 The evidence gathered is documented in accordance with the assessment procedure</p> |
| <p>5. Make the assessment decision</p> | <p>5.1 The evidence is evaluated in terms of:</p> <ul style="list-style-type: none"> – validity – authenticity – sufficiency – currency – consistent achievement of the specified standard <p>5.2 The evidence is evaluated according to the dimensions of competency:</p> <ul style="list-style-type: none"> – task skills – task management skills – contingency management skills – job/role environment skill – transfer and application of knowledge and skills to new contexts <p>5.3 Guidance is sought, when in doubt, from a more experienced assessor(s)</p> <p>5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure</p> |

| Element | Performance Criteria |
|---|--|
| <p>6. Record assessment results</p> | <p>6.1 Assessment results are recorded accurately in accordance with the specified record keeping requirements</p> <p>6.2 Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.</p> |
| <p>7. Provide feedback to persons being assessed</p> | <p>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</p> <p>7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed</p> <p>7.3 The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged</p> |
| <p>8. Report on the conduct of the assessment</p> | <p>8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure</p> <p>8.2 Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure</p> <p>8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel</p> |

RANGE OF VARIABLES

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 log books 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.

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

Conduct assessment

- 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.

| KEY COMPETENCIES | | | | | |
|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2 | 2 | 2 | 2 | 2 | 3 |

UNIT **BSZ403A**
UNIT TITLE **REVIEW ASSESSMENT**

DESCRIPTOR This unit covers requirements to review assessment procedures in a specific context.

| Element | Performance Criteria |
|--|--|
| 1. Review the assessment procedure(s) | <p>1.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria</p> <p>1.2 The review process established by the enterprise, industry or registered training organisation is followed</p> <p>1.3 The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation</p> <p>1.4 Review activities are documented, findings are substantiated and the review approach evaluated.</p> |
| 2. Check consistency of assessment decision | <p>2.1 Evidence from a range of assessments is checked for consistency across the dimensions of competency</p> <p>2.2 Evidence is checked against the key competencies</p> <p>2.3 Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon</p> |
| 3. Report review findings | <p>3.1 Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes</p> <p>3.2 Records are evaluated to determine whether the needs of appropriate personnel have been met</p> <p>3.3 Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed</p> |

RANGE OF VARIABLES

Assessment system may be developed by:

- the industry
- the enterprise
- the 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 for the person being assessed who have special needs
 - 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
 - auspicings 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 Training Package or other assessment requirements
- features of assessment system.

Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure

- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability.

Characteristics of persons being assessed may include:

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

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/supervisor/team leaders
- technical specialists.

Assessment procedure:

- 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 characteristics of person(s) being assessed.

Assessment methods may include a combination of:

- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books 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 relations to the production 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

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

Interdependent assessment of units:

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

Required knowledge and skills

- Knowledge of the review process established by the industry, enterprise or training organisation
- Knowledge of evaluation methodologies relevant to the assessment context
- 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
- Knowledge of relevant organisational policies and procedures of the workplace and/or job roll
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- Skills in the application of various assessment methods/tools in a relevant workplace context
- Planning own work including predicting consequences and identifying improvements

Review assessment

- Language, literacy and numeracy skills required to:
 - read and interpret review procedures
 - participate in discussions and listen strategically to evaluate information critically
 - gather, select and organise findings from a number of sources
 - document findings in summary form, graphs or tables
 - present findings in a short report to relevant personnel
 - make recommendations based on findings
 - determine cost effectiveness
- 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, assessment procedures and assessment review mechanisms.
- Access to assessment decisions, relevant workplace equipment, appropriate personnel.

Consistency in 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.

Context for assessment

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

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 2 | 3 | 3 | 3 | 3 | 3 |

UNIT **BSZ404A**

UNIT TITLE **Train Small Groups**

DESCRIPTOR This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

| Element | Performance Criteria |
|---|---|
| 1. Prepare for training | <p>1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel</p> <p>1.2 Training objectives are matched to identified competency development needs</p> <p>1.3 Training approaches are planned and documented</p> |
| 2. Deliver training | <p>2.1 Training is conducted in a safe and accessible environment</p> <p>2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources</p> <p>2.3 Strategies and techniques are employed which facilitate the learning process</p> <p>2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)</p> <p>2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)</p> |
| 3. Provide opportunities for practices | <p>3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency</p> <p>3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</p> |

| Element | Performance Criteria |
|----------------------------------|--|
| <p>4. Review training</p> | <p>4.1 Participants are encouraged to self evaluate performance and identify areas for improvement</p> <p>4.2 Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</p> <p>4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives</p> <p>4.4 Training details are recorded according to enterprise and legislative requirements</p> <p>4.5 Results of evaluation are used to guide further training</p> |

RANGE OF VARIABLES

Relevant information to identify training needs includes:

- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures.

Appropriate personnel may include:

- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

Training delivery methods and opportunities for practice may include:

- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching

- job rotation
- a combination of the above.

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents.

Characteristics of training participant may include information in relation to:

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

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons).

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs.

Strategies and techniques may include:

- active listening
- targeted questioning
- points of clarification
- group discussions.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of the specific training need and required competency outcomes
- Outline of the training approach and steps to be followed
- Description of training participant(s) and delivery method(s) to be used
- Specific resources required
- Outline of the evidence to be collected for monitoring training participant progress
- Trainer's self assessment of training delivery
- Participant evaluation of training delivery
- Evaluation of review comments against plan of training
- Records/documentation for monitoring progress of training participant(s).

Evidence may be collected using proformas or template

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements
- How participant(s) were informed of:
 - intended training outcomes
 - competencies to be achieved
 - on and/or off the job practice opportunities
 - benefits of practices
 - learning activities and tasks
 - assessment tasks and requirements
- How constructive feedback was provided to training participant about progress toward competency to be acquired
- How training participant readiness for assessment was determined and confirmed
- How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form

Interdependent assessment of units

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

Required knowledge and skills:

- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (eg OHS and EEO) and any relevant legislative or regulatory requirements
- Correct use of equipment, and any other processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:
 - conduct discussions and ask probing questions to review the training
 - gather information (in spoken or written form) for review purposes
 - make verbal recommendations for delivery of future training
 - adjust language to suit target audience (training participant/appropriate personnel)
 - complete records on training
 - provide verbal feedback & report on training outcomes
 - follow and model examples of written texts
 - promote training in verbal or written form
- Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

Resource implications

Access to records system for training, information, and training participants and supervisory staff (where appropriate).

Consistency in 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.

Context for assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

| Key Competencies | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 2 | 2 | 2 | 2 | 2 | 2 |

Plan and promote a training program

UNIT

BSZ405A

UNIT TITLE

PLAN AND PROMOTE A TRAINING PROGRAM

DESCRIPTOR

This unit covers the requirement for persons to plan a training program. This involves the identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.

| Element | Performance Criteria |
|---|---|
| <p>1. Identify the competency needs</p> | <p>1.1 The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client</p> <p>1.2 Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel</p> <p>1.3 Gaps between the required competencies and current competencies of the target group are determined</p> <p>1.4 Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods</p> |
| <p>2. Document training program requirements</p> | <p>2.1 Training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance</p> <p>2.2 Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies</p> <p>2.3 Available training programs and resources are customised to meet specific client needs, where required</p> <p>2.4 Appropriate grouping of activities is identified to support formative and summative assessments</p> <p>2.5 Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy and specified in documentation</p> <p>2.6 Methods of supporting and guiding participants within the target group are identified and specified</p> |

Plan and promote a training program

| | |
|--------------------------------------|---|
| 3. Identify program resources | 3.1 Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants' characteristics are allocated 3.2 Safe and accessible training environment are identified and arranged to support the development of competencies 3.3 Arrangements are made with personnel required to support the training program 3.4 A register of training resources is maintained and held in an accessible form |
| 4. Promote training | 4.1 Advice on the development of the training program is provided to appropriate personnel 4.2 Information on planned training events is made widely available, utilising a variety of methods 4.3 Promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel |

RANGE OF VARIABLES

Training program:

- A collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group may include:
 - employee groups (eg particular classification or work area, female employees)
 - groups or individuals with special training and/or recognition needs.

Training may be:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi-site operation.

Clients may include:

- a department/division
- a work area
- an enterprise or organisation.

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Plan and promote a training program

Information on the required competencies may be collected from:

- industry/enterprise competency standards
- licensing requirements
- standard operating procedures
- job descriptions
- discussions with client group
- enterprise skills audit reports
- industry skills audit reports
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports.

Training program may be based on:

- national industry training packages
- enterprise training packages
- agreed curriculum
- international standards.

Target group competencies may be identified by:

- matching enterprise/client needs to available national industry training packages
- reports on assessment of competencies
- enterprise training and assessment record keeping system
- self, peer or supervisor reports.

Appropriate personnel may include:

- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical and subject experts including, language, literacy, numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
State/Territory Training/Recognition Authorities
- assessment / training partners
- trainers/teachers and assessors.

Training program delivery may involve:

- enterprise workplace based delivery
- training provider based delivery
- community based delivery
- school based delivery
- international programs
- combination of the above.

Characteristics of participants may include:

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

Variables for achieving competency may include:

- characteristics of training participants
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods may include:

- face to face
- distance learning
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion)
- mentoring
- active learning
- coaching.

Training support may include:

- technical experts (including particular subject and language and literacy specialists)
- equipment
- team leaders/supervisors/managers/employers
- enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators.

Training materials may include:

- non-endorsed components of a training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation
- specific language, literacy and numeracy support material.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of client, target group and appropriate personnel
- Analysis of training needs of target group
- Documentation on consultations with appropriate personnel throughout the program development phase
- Outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals
- Documentation on training resources and any other requirements for the training program.

Assessment requires evidence of the following processes to be provided:

- How client, target group and appropriate personnel were identified
- How required competencies were determined to meet the client needs
- Why there is a need for training as opposed to other non-training alternatives
- How the need for training was verified with appropriate personnel
- How appropriate personnel approved training program resources
- How language, literacy and numeracy issues were taken into consideration in the planning process.

Interdependent assessment of units:

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

Required knowledge and skills

- Understanding Assessment and Workplace Training Competency Standards and Assessment Guidelines
 - Relevant competency standards, including industry or enterprise standards of performance
 - Relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)
 - Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements(eg OHS and anti-discrimination regulations)
 - Competency in unit(s) of competency relevant to the training program
 - Understanding of the principles of adult learning and competency based training as applied to the target group and client
-
- Identification and correct use of equipment, processes and procedures relevant to competencies

Plan and promote a training program

- Knowledge of methods of training needs analysis and planning
- Sources of assistance for participants requiring language or other particular training support
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
 - Collect, summarise and interpret relevant information to plan a program
 - Communicate in spoken and written form with a range of people in the specified training context
 - Adjust spoken and written language to suit audience
 - Prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
 - Calculate and estimate costs, time and length of training programs
- Awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- Communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

Resource implications

Access to target group, potential opportunities to identify training needs of a target group, relevant competencies or other standards of performance and resources.

Consistency in performance may include

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

Context for assessment

Assessment may occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 2 | 3 | 3 |

UNIT

BSZ406A

UNIT TITLE

PLAN A SERIES OF TRAINING SESSIONS

DESCRIPTOR

This unit covers the requirement for persons who implement a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.

| Element | Performance Criteria |
|--|---|
| <p>1. Identify training requirements</p> | <p>1.1 Current competencies of the target group are identified</p> <p>1.2 Relevant training package documentation or approved training course documentation is obtained where applicable</p> <p>1.3 Qualification requirements, competencies and/or other performance standards to be attained are interpreted</p> <p>1.4 Training requirements are identified from the gap between the required competencies and the current competencies of the target group</p> <p>1.5 Training requirements are confirmed with appropriate personnel</p> |
| <p>2. Develop outlines of training sessions</p> | <p>2.1 The training program goals, outcomes, performance and underpinning knowledge requirements are identified</p> <p>2.2 The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed</p> <p>2.3 A range of training delivery methods are identified which are appropriate for:</p> <ul style="list-style-type: none"> – the competencies to be achieved – training program’s goals – characteristics of training participants – language, literacy and numeracy skill level of training participants – availability of equipment and resources – Industry/enterprise contexts and requirements <p>2.4 Training session outlines are mapped against required competencies and deficiencies are identified and addressed</p> |

Plan a series of training sessions

| | |
|---|--|
| | <p>2.5 Special requirements for resources, particular practice requirements and training experiences are documented</p> <p>2.6 Methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified</p> |
| <p>3. Develop training materials</p> | <p>3.1 Available materials to support the training program are checked for relevance and appropriateness in terms of the language, style, characteristics of training participants and copyright</p> <p>3.2 Existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery setting</p> <p>3.3 Instructions for use of learning materials and any required equipment are provided</p> <p>3.4 Copyright laws are observed</p> <p>3.5 Training resource costs are identified and approvals are obtained from appropriate personnel</p> <p>3.6 Documentation, resources and materials developed or used are clear and comprehensible</p> |
| <p>4. Develop training sessions</p> | <p>4.1 Training session plans are developed to meet the goals of the training program</p> <p>4.2 Training session plans specify session planned outcomes</p> <p>4.3 Opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice</p> <p>4.4 Session plans identify delivery methods which are appropriate for:</p> <ul style="list-style-type: none"> – the competency to be achieved – training program's goals – training participants' characteristics – language, literacy and numeracy skill level of training participants – learning resources and facilities to be used – equipment and consumable resources available – industry/enterprise/workplace contexts and requirements – each outlined training session <p>4.5 Training sessions are designed to measure participant progress towards the program goals</p> <p>4.6 Sequence and timing of the training sessions are documented</p> |

Plan a series of training sessions

| Element | Performance Criteria |
|-----------------------------|--|
| 5. Arrange resources | <p>5.1 Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel</p> <p>5.2 Appropriate training locations are identified and arranged</p> <p>5.3 Arrangements are made with (any) additional personnel required to support the training program</p> <p>5.4 The training environment arranged is safe, accessible and suitable for the acquisition of the identified competencies</p> <p>5.5 Learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form</p> |

RANGE OF VARIABLES

Training program may include:

- A collection of training activities to meet competency requirements and target group and client needs. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:
 - employee groups (eg particular classification or work area, female employees)
 - groups or individuals with special training and/or recognition needs.

Training may be conducted:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi site operation
- in a work environment.

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical /subject experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- language, literacy, numeracy specialists
- assessment/training partners.

Training programs may be based on:

- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs.

Target group competencies may be identified by:

- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports.

Training sessions may involve:

- theory
- demonstration
- combination of the two.

Training programs may involve:

- enterprise based delivery
- provider based delivery
 - fee for service
 - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above.

Characteristics of participants include:

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

Plan a series of training sessions

Variables for achieving competency include:

- characteristics of training participants
- resources (time, location , space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods include:

- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio or video conferencing, computer assisted, discussion).

Materials may include:

- non-endorsed components of an industry training package
- work books
- language, literacy and numeracy support/integrated training materials
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Training support may include:

- technical and subject experts
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators.

Practice opportunities may include:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in an external training room
- work/field placements
- job rotation
- or a combination of the above.

Plan a series of training sessions

Training activities and tasks may include:

- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring
- computer based learning
- role plays
- interviews
- discussion groups
- surveys
- action learning
- on the job learning
- off the job learning
- practical placements.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of target group, characteristics of training participants and appropriate personnel
- Outline of training program requirements to deliver training sessions, including any variables to meet to meet the characteristics of training participants
- Training session plans
- Samples of training materials
- Documentation of resources, assessment procedures and support needed in training delivery.

Assessment requires evidence of the following processes to be provided:

- How appropriate personnel were consulted
- How consultation took place with appropriate how the session plans meet competency requirements and characteristics of training participants
- How the training was made accessible and effective for all training participants
- How training materials and resources were selected
- How training materials were prepared
- Why training methods of delivery were selected
- How/why training delivery was modified
- How language, literacy and numeracy issues were taken into consideration in the planning process.

Plan a series of training sessions

Interdependent assessment of units

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

Required knowledge and skills

- Assessment and Workplace Training Competency Standards
- Relevant competency standards, including industry or enterprise standards of performance
- Relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements
- Competency in unit(s) of competency relevant to the training program
- Principles of adult learning and competency based training
- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Appropriate methods of analysis and planning
- Sources of assistance for participants requiring language or other particular training support
- Planning own work, including predicting consequences and identifying improvements
- Language, literacy and numeracy skills to:
 - collect, summarise and interpret relevant information to plan a series of programs
 - communicate in spoken and written form with a range of people in specified training context
 - adjust spoken and written language to suit audience
 - prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
 - calculate and estimate costs, time and length of training sessions
- Awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training
- Application of cultural understanding in the context of training and assessment

Resource implications

Access to target group, competency training program including relevant standards and resources.

Consistency in performance may include

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

Context for assessment

Assessment may occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 2 | 3 | 3 |

Plan a series of training sessions

UNIT

BSZ407A

UNIT TITLE

DELIVER TRAINING SESSIONS

DESCRIPTOR

This unit covers the requirements for a person to deliver training sessions as part of a training program.

| Element | Performance Criteria |
|--|---|
| <p>1. Prepare training participants</p> | <p>1.1 Training program goals and training session outcomes are explained to, and discussed with, training participants</p> <p>1.2 The training program workplace applications, training activities and tasks are explained and confirmed with the training participants</p> <p>1.3 Needs of training participants for competency acquisition are identified</p> <p>1.4 The series of training sessions for the training program are explained to training participants</p> <p>1.5 Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants</p> <p>1.6 Language is adjusted to suit the training participants and strategies / techniques (eg paraphrasing and questioning) are employed to confirm understanding</p> |
| <p>2. Present training session</p> | <p>2.1 Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies</p> <p>2.2 Presentation of training and design of learning activities emphasise and reinforce the components of competency</p> <ul style="list-style-type: none"> - task skills - task management skills - contingency management skills - job/role environment skills - transfer and application of skills and knowledge to new contexts <p>2.3 Presentation and training delivery methods provide variety, encourage participation and reinforce competencies</p> <p>2.4 Spoken language and communication strategies / techniques are used strategically to encourage participation and to achieve the outcomes of training sessions</p> <p>2.5 Training sessions are reviewed and modified as necessary to meet training participants' needs</p> |

Deliver training sessions

| Element | Performance Criteria |
|---|---|
| 3. Facilitate individual and group learning | <p>3.1 The requirements for the effective participation in the learning process is explained</p> <p>3.2 Timely information and advice is given to training participants during training sessions</p> <p>3.3 Training presentations are enhanced with the use of appropriate training resources</p> <p>3.4 Clear and accurate information is presented in a sequence to foster competency development</p> <p>3.5 Language is adjusted to suit training participants</p> <p>3.6 Training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages</p> <p>3.7 Training equipment and materials are used in a way that enhances learning</p> <p>3.8 Supplementary information is provided to enhance and clarify understanding as required by individuals or the group</p> <p>3.9 Key points are summarised at appropriate times to reinforce learning</p> <p>3.10 Individual learning and group dynamics are monitored and managed to achieve program goals</p> <p>3.11 Language, literacy and numeracy issues are taken into account to facilitate learning by training participants</p> |
| 4. Provide opportunities for practice and feedback | <p>4.1 Process, rationale and benefits of practice of competency are discussed with training participants</p> <p>4.2 Practice opportunities are provided to match:</p> <ul style="list-style-type: none"> – specific competencies to be achieved – context of the training program – specific outcomes of the training session <p>4.3 Training participants' readiness for assessment is monitored and discussed with participants</p> <p>4.4 Constructive feedback and reinforcement are provided through further training and/or practice opportunities</p> |

| Element | Performance Criteria |
|--|---|
| <p>5. Review delivery of training session</p> | <p>5.1 Training participants review of training delivery is sought</p> <p>5.2 The delivery of training session is discussed with appropriate personnel at appropriate times</p> <p>5.3 Trainer self assesses training delivery against program goals, session plans and Assessment and Workplace Training Competency Standards</p> <p>5.4 The reactions of relevant personnel to the delivery are sought and discussed at appropriate times</p> <p>5.5 Adjustments to delivery, presentation and training are considered and incorporated</p> |

RANGE OF VARIABLES

Training Program:

- A collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group include:
 - employee groups (eg particular classification or work area, female employees)
 - groups or individuals with special training and or recognition needs.

Appropriate personnel:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities.

Training program may be based on:

- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs.

Training programs may involve:

- enterprise based delivery
- provider based delivery
 - fee for service
 - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above.

Target group's competencies may be identified by:

- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports.

Training sessions may involve:

- theory
- demonstration
- combination of the two.

Characteristics of participants:

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

Training delivery methods may include:

- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion).

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Practice opportunities may be:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above.

Training activities and tasks may include:

- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
- assignments
- laboratory work
- shadowing, coaching, mentoring
- computer based learning
- role plays
- interviews
- discussion groups
- surveys
- action learning
- on the job learning
- off the job learning
- practical placements.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources

Deliver training sessions

- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

Assessment requires evidence of the following processes to be provided:

- How training participants were informed of the:
 - program's goals
 - competencies to be achieved
 - training session outcomes,
 - on and/or off the job practice opportunities
 - benefits of practice
 - training activities and tasks
 - assessment tasks and requirements
- How the delivery of the training was conducted to ensure that :
 - training participants were involved in the sessions
 - language, literacy and numeracy issues were taken into consideration
- Why particular resource materials were selected
- How the characteristics of training participants were identified and addressed
- How readiness for assessment was determined and confirmed with training participants
- How constructive feedback was provided to the target group about their progress toward the program's goals
- How the group operated in terms of processes and dynamics
- How feedback from target group was received and program adjusted.

Interdependent assessment of units

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

Required knowledge and skills

- Knowledge of Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Relevant competency standards including industry or enterprise standards
- Relationships of competencies to industrial agreements, classification systems and the Australian Qualifications Framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements (eg OHS and anti-discrimination regulations)
- Competency in unit(s) of competency relevant to the training program
- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Understanding of the principles of adult learning and competency based training as applied to target group
- Design and / or customisation of effective learning resources
- Requirements for compliance with copyright law for resources used in training
- Skills in facilitating group and individual learning in specific contexts
- Knowledge of training delivery methods / strategies
- Skills in the design of activities and tasks to facilitate learning in specific contexts
- Sources of assistance for participants requiring language or other particular training support

Deliver training sessions

- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy required skills to :
 - present information in a clear, logical and coherent manner
 - present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
 - adjust spoken and written language to suit audience
 - employ interaction strategies and techniques (eg probing questioning, active listening & constructive feedback) to encourage participation
 - prepare learning resources and materials using language and layout features to suit intended audience
- Awareness of language, literacy and numeracy (LL&N) issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- Communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

Resource implications

Access to training program, training session plans, requisite training locations, materials and target groups for training.

Consistency in performance

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

Context for assessment

Assessment should occur in on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 2 | 3 | 3 | 2 | 2 |

UNIT **BSZ408A**
UNIT TITLE **REVIEW TRAINING**

DESCRIPTOR This unit covers the requirements of persons to record training data and review training.

| Element | Performance Criteria |
|--------------------------------|--|
| 1. Record training data | <p>1.1 Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored</p> <p>1.2 Training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents</p> |
| 2. Evaluate training | <p>2.1 Training is evaluated against identified needs and goals of the training program</p> <p>2.2 Feedback on the training program is sought from training participants and appropriate personnel</p> <p>2.3 Training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions</p> <p>2.4 Trainer's performance is reviewed against:</p> <ul style="list-style-type: none"> – program goals – the Assessment and Workplace Training Competency Standards – training participants' comments – training participants' competency attainment <p>2.5 Results of the evaluation are used to improve current and future training</p> <p>2.6 Suggestions are made for improving any aspect of the recording procedure</p> |
| 3. Report on training | <p>3.1 Reports on outcomes of the training sessions are developed and distributed to appropriate personnel</p> |

RANGE OF VARIABLES

Training program:

- A collection of training activities to develop competencies. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:
 - employee groups (eg particular classification or work area, female employees)
 - groups or individuals with special training and or recognition needs.

Training may be:

- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being developed and/or assessed
- in a single site or a multi site operation
- a combination of the above.

Clients may include:

- a department/division
- a work area
- an enterprise or organisation.

Client needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Characteristics of participants may include:

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

Training system may be developed by:

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

Reports on training may be:

- on a proforma or template
- written
- verbal
- combination of the above.

Training evaluation may include:

- affective (eg. satisfaction with the program)
- cognitive (eg. knowledge or skill gain)
- performance or behaviour (eg. absenteeism from work, productivity)

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts (eg language and literacy coordinators)
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- state/territory training/recognition authorities.

Record systems may be:

- paper based
- computer based systems using magnetic or optical storage
- combination of both paper and computer based systems.

Training session may involve:

- theory
- demonstration
- or a combination of the two.

Training programs may involve:

- enterprise based delivery
- provider based delivery:
 - fee for service
 - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above.

Variables for achieving competency may include:

- participant characteristics
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods:

- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion).

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Training support may come from:

- technical and subject experts (including particular subject and language and literacy specialists)
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators.

Practice opportunities may be:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Evaluation reports in accordance with performance criteria (trainer, trainees and appropriate personnel)
- Training and assessment records
- Reports on the outcomes of the training sessions and training program
- Plans for current and future training programs and activities
- Promotional materials/reports
- Costs incurred.

Assessment requires evidence of the following processes to be provided:

- How and why evaluation methods were selected
- How evaluation information was gathered and acted upon
- How the report on training sessions/programs was made to appropriate personnel
- How records are maintained, kept confidential and secured.

Interdependent assessment of units

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

Required knowledge and skills:

- Assessment and Workplace Training Competency Standards
- Relevant competency standards, including industry or enterprise standards of performance
- Legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context.
- Policies and procedures relating to the organisation's training system including those requirements for recording and maintaining confidential, secure and accurate records
- Evaluation and review methodologies including those that produce qualitative and quantitative data
- Establishment of criteria to evaluate training programs
- Adaptation and use of training record systems for formative and summative assessment
- Planning own work including predicting consequences and identifying improvements

- Language, literacy and numeracy skills such as those required to :
 - collect, organise and analyse data
 - prepare reports, questionnaires and promotional material
 - present qualitative and quantitative data in a clear and coherent manner
 - use probing questioning and active listening techniques to seek feedback on training
 - adjust spoken and written language to suit audience
- Awareness of language, literacy and numeracy issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- Application of cultural understanding in the context of training and assessment.

Resource implications:

Access to training record systems, programs, and appropriate personnel.
 Opportunities to discuss training outcomes with appropriate personnel. Access to unit(s) of competency to be assessed, relevant training programs and materials and resources for the development of training arrangements.

Consistency in performance may include:

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

Context for assessment

Assessment should occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

UNIT

BSZ501A

UNIT TITLE

ANALYSE COMPETENCY REQUIREMENTS

DESCRIPTOR

This unit applies to persons required to research and document competency requirements. It covers that including identification and review of relevant sources of information, and development of an implementation plan.

| Element | Performance Criteria |
|---|---|
| <p>1. Identify client competency needs</p> | <p>1.1 The client and stakeholders are consulted to identify and document client competency needs</p> <p>1.2 Competency needs are defined using information collected from stakeholders</p> <p>1.3 The needs are grouped according to type, priority and possible solutions</p> |
| <p>2. Undertake needs analysis</p> | <p>2.1 A plan is developed for the needs analysis outlining:</p> <ul style="list-style-type: none"> – outcomes – resources – timelines – personnel and responsibilities – target group(s) – sources of information <p>2.2 Sources of information in relation to competency needs and the scope of the competencies are identified</p> <p>2.3 Data gathering methods are adapted/ developed for efficient, reliable and valid information collection</p> <p>2.4 Any requirements of qualifications or assessment or training recognition bodies are identified</p> <p>2.5 Information is collected, organised and analysed to identify competency components</p> <p>2.6 Groupings of competencies are established to suit the requirements for competency development of the target group(s)</p> |

Analyse competency requirements

| | |
|--|--|
| <p>3. Confirm findings of research</p> | <p>3.1 Consultations with stakeholders are conducted to verify research accuracy, useability within the intended context(s) and validity for the target group(s)</p> <p>3.2 Priorities for implementation of competency development are determined in terms of business goals, individual and organisational effectiveness, resource implications, cost benefit and lead time requirements</p> <p>3.4 Identified priorities and competencies are documented and validated by stakeholders</p> |
| <p>4. Document competency requirements</p> | <p>4.1 Competency requirements are documented in a manner appropriate to client needs</p> <p>4.2 Combinations of competencies are identified to match the required:</p> <ul style="list-style-type: none"> - business goals of the client organisation - job roles - skills related career paths - classifications - position descriptions - training programs - appraisal requirements - licensing or accreditation conditions <p>4.3 Implementation plan is developed including:</p> <ul style="list-style-type: none"> - marketing and promotion - resource allocation - timelines |
| <p>5. Validate competencies and implementation plan</p> | <p>5.1 Stakeholders are involved in the validation of documented competencies and implementation plan and established processes are used to approve documentation</p> <p>5.2 Adjustments to documentation are made as required</p> <p>5.3 Documentation is approved through established processes</p> <p>5.4 Any changes in related procedures, policies and processes are endorsed by stakeholders for implementation</p> |

RANGE OF VARIABLES

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- regulation or licensing requirements.

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Competency needs may include:

- adaptation of industry competency standards to meet business goals
- design or review of training program(s)
- identification of productivity and other improvements
- access and equity considerations
- human resources considerations (eg. classification structure).

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

Data gathering methods may include:

- survey methods
- interviews
- delphi procedures
- nominal group techniques
- concept mapping
- focus groups
- job and task analysis
- analysis of assessment and/or training records.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Documented client competency needs
- Competency needs analysis plan
- Report of research into competency needs
- Classification of need according to type, priority and possible solution
- Documented competencies
- Implementation plan.

Assessment requires evidence of the following processes to be provided:

- How the client and stakeholders were consulted to identify competency requirements
- How the needs analysis and competencies proposed will contribute to organisational effectiveness
- Why particular data gathering method(s) was used
- How the data gathering methods and any other instrument(s) used were checked for validity, reliability, cost-effectiveness, administration ease, acceptability and appropriateness
- How the implementation plan was developed.

Interdependent assessment of units:

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

Required knowledge and skills:

- Any relevant competency standards, assessment guidelines and Australian Qualifications Framework (AQF)
- Relationship of the competencies, any industrial agreements and skill based classification systems with organisation effectiveness
- Understanding of data gathering and needs analysis theory and methodology
- Language and literacy skills required to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Planning of own work including predicting consequences and identifying improvements
- Compliance with requirements for copyright and other regulatory requirements
- Communication skills appropriate to the culture of the workplace.

Analyse competency requirements

Resource implications

Access to relevant clients, stakeholders and sources of information required in needs analysis.

Consistency in 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.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

Design and establish the training system

UNIT **BSZ502A**

UNIT TITLE **DESIGN AND ESTABLISH THE TRAINING SYSTEM**

DESCRIPTOR This unit covers the requirements for a person to design and establish a training system.

| Element | Performance Criteria |
|--|--|
| 1. Determine boundaries of the training | <p>1.1 Services are determined and established through consultation with the client and stakeholders and a training policy documented</p> <p>1.2 Stakeholder relationships are maintained through a range of communication mechanisms and the establishment of a service support structure</p> <p>1.3 The financial, physical and human resources available to support the system are identified within agreed quality assurance procedures</p> |
| 2. Determine training system features | <p>2.1 The key operational features and constraints of the training system are determined in consultation with stakeholders:</p> <p>2.2 The key operational features of the system are verified with appropriate personnel and clients and the agreed features of the system are documented</p> |
| 3. Match needs with resources | <p>3.1 The expertise and roles of internal and external individuals and organisations/partners are identified</p> <p>3.2 A budget, detailing development costs, implementation and maintenance costs of the proposed system, is developed, including partner organisations, if applicable</p> |
| 4. Design and develop a training records system | <p>5.1 The record keeping system is designed to allow easy tracking of training participants progress as well as other agreed features</p> <p>5.2 The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, easy to administer and update</p> <p>5.3 The record keeping system is developed to allow for appropriate quality assurance requirements and verified for compliance with accepted enterprise/ industry procedures for record keeping and legislative requirements</p> |

Design and establish the training system

| | |
|--|--|
| | <p>5.4 The record keeping system is designed and verified to allow for fair and consistent responses to grievances</p> <p>5.5 The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met</p> |
| <p>5. Establish procedures for the review of training</p> | <p>6.1 Review procedures are developed and documented in consultation with stakeholders</p> |
| <p>6. Select and provide for training of system users</p> | <p>7.1 The required mix of personnel and competencies to implement the training system are identified</p> <p>7.2 Appropriate training strategies are identified modified or developed for trainers and other personnel involved in the training system to acquire competencies</p> <p>7.3 The training programs selected or developed for assessors and trainers are verified to meet the Assessment and Workplace Training Competency Standards and other relevant competency standards</p> |
| <p>7. Establish quality assurance procedures</p> | <p>8.1 A quality assurance team or committee is established in consultation with appropriate personnel</p> <p>8.2 Quality assurance procedures, including verification processes are developed in consultation with appropriate personnel</p> <p>8.2 The verification processes involves a representative sample of training activities and makes effective use of resources</p> <p>8.3 The quality assurance procedures are trialed for fairness, efficiency and effectiveness</p> <p>8.4 The quality assurance procedures are documented and distributed to trainers and other appropriate personnel</p> <p>8.5 Procedures are established to determine the level of compliance with the training system</p> |

RANGE OF VARIABLES

Clients' needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements.

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Partners may include:

- public/private/community training providers
- schools
- universities
- enterprises
- industry organisations
- international organisations
- government agencies
- community organisations
- individuals including technical experts, training and/or assessment specialists.

Key operational features may include:

- the purpose of the training and the relevant competency outcomes of the training
- competencies and certification required of trainers
- record keeping system requirements, procedures and policies
- training context requirements and procedures to match identified competencies
- characteristics of training participants
- any allowable adjustments to the training methods for training participants
- access and equity considerations
- relevant commonwealth/state or territory legislative and regulatory requirements

Design and establish the training system

- arrangements for recognition of competencies
- partnership arrangements
- location of training
- the review and evaluation process including quality assurance procedures
- allocation of costs/fees (if applicable)
- marketing/promotion of system.

Operational constraints may include:

- time available
- relative cost implications
- budgetary constraints
- geographical and resource constraints
- availability of stakeholders and other personnel.

Purpose of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

Characteristics of participants may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience with topic
- learning styles
- work/family commitments
- reasons for undertaking training.

Record system may be:

- paper based system, such as forms or checklists
- computer-based system using magnetic or optical storage
- or a combination of both paper and computer-based system.

NB-statutory and government regulations for maintaining records may vary.

Quality assurance procedures may include:

- conduct of regular internal and external reviews (person(s) being trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies

Design and establish the training system

- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system.

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

Policy may include:

- purposes of training
- industrial relations issues
- what and who is to be trained
- timing of training
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of trainers
- allowable adjustments to training /assessment to suit characteristics of training participants
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing arrangements
- qualifications.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Training policy
- Description of the client and stakeholders
- Documentation on the features of the training system
- Report on sources of information researched to determine training system

- Summary of available financial, physical and human resources

Design and establish the training system

- Analysis of possible constraints for training implementation
- Report of the design, development, maintenance and security of the record keeping system
- Documented review procedures for training system
- Description of selection criteria and training programs for trainers and other personnel involved in the training system
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided:

- How stakeholders were consulted and agreement was reached on operational features and quality assurance procedures
- How the following criteria were incorporated in the training system:
 - fairness, equity and accessibility of the training system
 - security and access requirements of the record keeping system
 - selection criteria for training personnel
 - selection and training of training personnel
 - feasibility, cost effectiveness and practicability of training system
 - review procedures, currency of records
 - currency of records
- How and why information needed in the development of the training system was sourced
- How the resources needed were researched and availability confirmed
- How the features of the training system, implementation plan and quality assurance procedures were verified.

Interdependent assessment of units

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

Required knowledge and skills:

- Language and literacy skills to comprehend sources of information and to prepare required documentation
- Familiarity with relevant industry/enterprise competency or performance standards
- Analysis of competencies to determine appropriate training system requirements
- Knowledge of quality assurance methodology
- Knowledge of record keeping systems, particularly those related to training
- Knowledge of compliance requirements for copyright and other regulatory requirements
- Knowledge of client work systems and equipment.
- Identification and correct use of equipment, processes and procedures:
- Knowledge of review/evaluation methodology, particularly as it relates to training
- Planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace.

Resource implications

Access to clients, sources of information and resources for the development of a training system.

Consistency in 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.

Design and establish the training system

Context for assessment

Assessment may occur on the job or simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

Design and establish the assessment system

UNIT BSZ503A

UNIT TITLE DESIGN AND ESTABLISH THE ASSESSMENT SYSTEM

DESCRIPTOR This unit covers the requirements for a person to design and establish an assessment system.

| Element | Performance Criteria |
|---|---|
| <p>1. Determine client needs</p> | <p>1.1 The needs of the client are identified</p> <p>1.2 Client services are determined and established to stakeholders' satisfaction</p> <p>1.3 Stakeholder relationships are maintained through a range of communication mechanisms</p> <p>1.4 A service support structure is established and made known to clients</p> |
| <p>2. Determine assessment boundaries</p> | <p>2.1 The purpose(s) of the assessment system is established through consultation with the client and other stakeholders</p> <p>2.2 A policy document is developed in consultation with stakeholders and clients</p> <p>2.3 The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures are identified</p> <p>2.4 The system is verified to take into account the realities and constraints of particular contexts</p> |
| <p>3. Establish assessment system features</p> | <p>3.1 The key operational features of the system are determined in consultation with stakeholders</p> <p>3.2 The key operational features of the system are verified for fairness, equity and access with appropriate personnel and agreed features documented</p> |
| <p>4. Match needs with resources</p> | <p>4.1 Applicable competency standards or other performance standards are identified</p> <p>4.2 The expertise and roles of internal and external individuals and organisations/partners are identified</p> <p>4.3 A budget, detailing development costs, implementation and maintenance costs of the proposed assessment system, is developed in consultation with appropriate personnel, including partner organisations, if applicable</p> |

Design and establish the assessment system

| | |
|---|--|
| <p>5. Design and develop record system</p> | <p>5.1 A record keeping system is designed which is secure, confidential and easy to administer, yet allows the storage of complex or detailed information</p> <p>5.2 The record keeping system is designed to allow easy tracking of persons' progress towards the attainment of qualifications, units of competency or of learning outcomes</p> <p>5.3 The record keeping system is verified to allow for appropriate certification requirements, where relevant</p> <p>5.4 Adherence to legislative requirements and procedures are established which enable the record keeping system to be updated with ease when required</p> <p>5.5 The record keeping system is verified for consistency with accepted enterprise / industry procedures for record keeping and</p> |
| <p>6. Establish procedures for the review of assessment</p> | <p>6.1 Review procedures are designed consultation with stakeholders and verified to allow for fair and consistent responses to grievances</p> <p>6.2 Review procedures are designed to ensure that relevant legislative and regulatory requirements are met</p> |
| <p>7. Select and provide for training and support of assessors</p> | <p>7.1 Selection criteria for assessors is established in consultation with appropriate personnel</p> <p>7.2 Appropriate training strategies or programs for assessors to acquire or update competencies are identified, modified or developed</p> <p>7.3 Training programs selected or developed for assessors are verified to meet the Assessment and Workplace Training Competency Standards and other required competencies</p> |

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| 8. Establish quality assurance procedures | <p>8.1 A quality assurance team or committee is established in consultation with system stakeholders</p> <p>8.2 Quality assurance procedures, including verification processes are developed in consultation with system stakeholders</p> <p>8.3 The verification processes involve a representative sample of assessment activities and make effective use of resources</p> <p>8.4 The quality assurance procedures are trialed for fairness, efficiency and effectiveness</p> <p>8.5 The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel</p> <p>8.6 Procedures are established to determine the level of compliance with the assessment system</p> |
|--|--|

RANGE OF VARIABLES

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Design and establish the assessment system

Key operational features may include:

- the purpose of the assessment(s)
- competencies and certification required of assessors
- record keeping procedures and policies
- evidence requirements and procedures
- selected/appropriate assessment methods
- characteristics of persons being assessed
- any allowable adjustments to the assessment methods to meet characteristics of persons being assessed
- access and equity considerations
- the appeal mechanisms and procedures
- the review and evaluation process
- the link with qualifications/awards, employee classification, remuneration and progression
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for the issuing of qualifications or statements of attainment and for recognising and recording current competencies
- partnership arrangements
- location of assessment
- quality assurance procedures
- allocation of costs/fees (if applicable)
- marketing/promotion of system.

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employees' competency for the purpose of career advancement
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

Operational constraints may include:

- time available
- relative cost
- availability of stakeholders and other personnel
- budgetary constraints
- geographical and resource constraints.

Design and establish the assessment system

Quality assurance procedures may include may include:

- conduct of regular internal and external reviews (persons being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system.

Sources of information may include:

- industry/enterprise competency standards,
- training packages
- curriculum and other training program information
- licensing requirements
- job descriptions
- discussions with client group
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- standard operating procedures
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports.

Policy may include:

- purposes of assessment
- human resource management issues
- what and who is to be assessed
- timing of assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation.

Design and establish the assessment system

Characteristics of persons being assessed may include:

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

Record system may include:

- paper-based system, such as forms on checklists
- computer-based system using magnetic or optical storage
- combination of both paper and computer-based system.

NB- statutory and government regulations for maintaining records may vary

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided:

- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

Interdependent assessment of units

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

Design and establish the assessment system

Required knowledge and skills

- Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Knowledge of relevant industry/enterprise competency or performance standards
- Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Knowledge of record keeping systems particularly related to assessment
- Knowledge of quality assurance methodology
- Knowledge of compliance with requirements for copyright and other regulatory requirements
- Knowledge of client work systems and equipment
- Identification and correct use of equipment, processes and procedures
- Knowledge of review/evaluation methodology, particularly as it relates to assessment.

Resource implications

Access to relevant clients, stakeholders and sources of information required to address required skills and knowledge and to design and establish an assessment system.

Consistency in 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.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

Manage the training and assessment system

UNIT BSZ504A

UNIT TITLE MANAGE THE TRAINING AND ASSESSMENT SYSTEM

DESCRIPTOR This unit covers the requirements for persons responsible for managing a training and assessment system. The unit applies equally to those operating in assessment only or training and assessment contexts.

| Element | Performance Criteria |
|--|--|
| <p>1. Communicate the system</p> | <p>1.1 System features and procedures are documented and circulated to appropriate personnel</p> <p>1.2 Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and assessment system</p> <p>1.3 Recognised products and services are accurately presented to prospective clients</p> <p>1.4 The contribution of training and assessment to organisational goals is reported</p> |
| <p>2. Support trainers and/or assessors</p> | <p>2.1 Checks are made to ensure assessors and/or trainers meet the relevant competency standards and system requirements</p> <p>2.2 The training needs of trainers and/or assessors arising from their roles are identified</p> <p>2.3 Procedures are developed for trainers and/or assessors to update competency, and to review and reflect on their work</p> <p>2.4 Trainers and/or assessors are provided with accurate advice and ongoing support in their roles</p> <p>2.5 Procedures to facilitate networking amongst trainers and assessors are established</p> |
| <p>Manage the record keeping system</p> | <p>3.1 Records are maintained for currency and adherence to government regulatory and organisational requirements</p> <p>3.2 The record keeping system is maintained to ensure confidentiality and security of information</p> <p>3.3 The record keeping system is reviewed and updated to meet changing technology and system requirements</p> |

Manage the training and assessment system

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| <p>4. Maintain quality assurance procedures</p> | <p>4.1 The quality assurance procedures are monitored against requirements, non conformities are noted and appropriate action is taken</p> <p>4.2 Internal audits of the training and assessment system are undertaken, non-conformities are noted and corrective action implemented</p> <p>4.3 Information from the quality assurance process is used to:</p> <ul style="list-style-type: none"> - enable appropriate planning, resourcing and recording arrangements - identify any special requirements of persons being trained or assessed - assess the training and development for trainers and assessors <p>4.4 Validity, reliability, fairness and accuracy of the implementation of the training and assessment system is checked and reports developed</p> |
| <p>5. Maintain records for audits</p> | <p>5.1 Verification records are accurate and the frequency and purpose of audits are identified</p> <p>5.2 Accurate reports on audits and advisory activities are made available</p> <p>5.3 Reports describe accurately whether the organisation meets the required criteria</p> <p>5.4 Concerns regarding the design and implementation of training and/or assessment and the interpretation of standards are clearly and promptly reported to the auditing body</p> <p>5.5 Clear recommendations for improvements to training and assessment practices, training and assessment system and infrastructure requirements are developed</p> <p>5.6 Identified good practice is reported clearly and accurately</p> |

RANGE OF VARIABLES

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees

Manage the training and assessment system

- relevant industry training advisory bodies
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities.

Purposes of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

Purpose of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

System may be developed by:

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

Policies may include:

- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments
- links with human resource functions
- evidence types
- assessment methods
- record keeping requirements
- recognition of current competencies/recognition of prior learning
- development costs and resources
- evaluation.

Operational constraints may include:

- time available for the development of competencies
- relative cost of information gathering strategies
- availability of stakeholders for review and feedback.

Manage the training and assessment system

Quality assurance procedures may include:

- conduct of regular internal and external reviews (person(s) being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

The auditing body may be State/Territory Training/Recognition Authority.

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Records which are current and meet legislative, industry/enterprise requirements
- A record keeping system which maintains confidentiality, is secure and effectively uses appropriate technology
- Documentation used to inform all appropriate personnel about the training and assessment system
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance
- Documentation on the implementation of quality assurance procedures, including
 - moderation and monitoring of training and assessment decisions
 - an appeal procedure for assessment decisions
 - conduct of regular internal or external reviews and evaluation
 - sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy
 - modifications of the system based on evaluations and reviews
 - referral of any recommended changes/modifications to the system.

Manage the training and assessment system

Assessment requires evidence of the following processes to be provided:

- How opportunities are provided for trainers and assessors to practice and maintain current competency
- How the security and confidentiality of records are maintained
- How support is given to the implementation of quality assurance procedures
- How networking is achieved amongst trainers and assessors
- How the quality assurance procedures are implemented
- Why particular procedures were chosen for internal/external review of the training and assessment system
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review
- How the record keeping system is maintained including how it meets legislative and organisational requirements
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.

Interdependent assessment of units

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

Required knowledge and skills

- Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Knowledge of relevant industry/enterprise competency or performance standards
- Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Knowledge of quality assurance methodology
- Knowledge of compliance with requirements for copyright and other regulatory requirements
- Knowledge and application of audit procedures as they relate to training and assessment systems
- Focus of operation of work systems and equipment
- Identification and correct use of equipment, processes and procedures
- Planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace.

Resource implications

Access to a training and assessment system and relevant information and resources on management and review procedures.

Consistency in 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.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

Manage the training and assessment system

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

UNIT

BSZ505A

UNIT TITLE

EVALUATE THE TRAINING AND ASSESSMENT SYSTEM

DESCRIPTOR

This unit covers the requirements for a person to evaluate an external or internal training and assessment system.

| Element | Performance Criteria |
|---|--|
| <p>1. Plan a system evaluation</p> | <p>1.1 The purpose and role of the evaluation is identified and confirmed with client and stakeholders</p> <p>1.2 The system is defined in terms of location, purpose, and personnel</p> <p>1.3 The needs of the stakeholders of the system are identified and prioritised</p> <p>1.4 The necessary resources for the evaluation are identified, obtained or developed</p> <p>1.5 The evaluation plan is agreed to by stakeholders including:</p> <ul style="list-style-type: none"> - responsibility of appropriate personnel for conducting and participating in evaluations - evaluation criteria - responsibilities for implementation of the evaluation plans - means of protection of participants - agreement for data collection, storage and retrieval - procedures for editing and disseminating reports - agreement of the financing the evaluation <p>1.6 The evidence required for making decisions of system improvement is established</p> <p>1.7 Evidence gathering instruments, procedures are sources of information are identified, developed and validated for reliability and validity</p> <p>1.8 Cost effective methods utilising an appropriate evaluation model are linked to the purpose of the evaluation</p> |
| <p>2. Conduct the evaluation</p> | <p>2.1 Evidence is collected in accordance with agreed evaluation procedures</p> <p>2.2 The evidence is interpreted at the individual and aggregate levels and strengths and weaknesses of the system are identified</p> |

Evaluate the training and assessment system

| | |
|---|--|
| Report on evaluation findings | <p>3.1 The differing communication needs of the stakeholders are identified</p> <p>3.2 A range of report formats on the evaluation are prepared to meet the differing needs of stakeholders</p> |
| 4. Develop intervention strategies | <p>4.1 Key components of the changes required are identified, constraints determined and resources required for implementation determined</p> <p>4.2 A review process for monitoring and evaluating both the change and its effect is determined</p> |

RANGE OF VARIABLES

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements.

Purposes of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

Purposes of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

System may be developed by:

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

Evaluate the training and assessment system

Policies may include:

- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments
- links with human resource functions
- evidence types
- assessment methods
- record keeping requirements
- recognition of current competencies/recognition of prior learning
- development costs and resources
- evaluation.

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/supervisors
- managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Operational constraints may include:

- time, resources and locations available
- cost of evidence gathering strategies
- availability of stakeholders for review and feedback
- government, organisational, industry requirements and procedures.

Evaluation methodology and report may include:

Selection of appropriate evaluation models including:

- Stake model
- Stufflebeam (CIPP) model
- Scriven model
- Ethnographic model
- Action research model
- The Portrayal approach.

Types of evidence to be collected may include:

- affective (eg satisfaction with the program)
- cognitive (eg. knowledge or skill gain)
- performance or behaviour (eg. quality of work, productivity).

Evaluate the training and assessment system

Resources may include:

- human personnel required to carry out the evaluation
- physical resources (equipment, materials/documents, facilities, assessment tools)
- financial amounts
- in-kind services
- space, location.

Report Formats may include:

- written reports
- oral presentations
- audio visual reports.

Evidence gathering instruments and procedures may include:

- survey instruments (delphi, questionnaires, diaries, logs, attitude scales, diagnostics)
- interview schedules and records
- observations.

Validating the data gathering process may include:

- detailing what is to be measured
- assessing the capacity of the instrument to collect sufficient, valid, reliable and current information
- detailing how the instrument or procedure is administered, scored and interpreted in the particular evaluation
- presenting both qualitative and quantitative evidence that justifies the use of the particular instrument or procedure
- defending the validity of the use and interpretation of the information provided by the instrument or procedure.

Summarising quantitative information may involve:

- charts
- tables
- reports
- videos
- oral presentations
- development of visual presentations including computer generated visuals and overhead transparencies.

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers

Evaluate the training and assessment system

- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of client and stakeholders
- Evaluation plan
- List and review of information relevant to evaluation
- Description of evaluation method selected
- Evidence gathering instruments and procedures
- Evaluation report, including any proposed changes.

Assessment requires evidence of the following processes to be provided:

- How client, stakeholders were identified
- Why the evaluation of the system was proposed
- How the evaluation plan was developed and confirmed with client and stakeholders
- Why particular evaluation model and evidence gathering instruments were selected
- How the evaluation was conducted
- How the evaluation report was drafted and confirmed with client and stakeholders
- How any changes to the system are to be implemented.

Interdependent assessment of units

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

Required knowledge and skills

- Knowledge of program evaluation models
- Skills in applying evaluation models
- Skills in validating evaluation procedures
- Planning own work including predicting consequences and identifying improvements
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret information relevant with the unit and communicate with client, stakeholders and others.
- Application of cultural understanding in the workplace
- Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements.

Evaluate the training and assessment system

Resource implications

Access to clients, stakeholders, information and resources needed to address the required skills and knowledge and to conduct an evaluation of a training and assessment system.

Consistency in 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.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

UNIT

BSZ506A

UNIT TITLE

DEVELOP ASSESSMENT PROCEDURES

DESCRIPTOR

This unit covers the requirements for developing an assessment procedure for a target group, including determining evidence requirements and selecting appropriate assessment methods to be used by assessors.

| Element | Performance Criteria |
|--|--|
| <p>1. Establish evidence requirements</p> | <p>1.1 The purpose of the assessment and the target group to be assessed is identified and confirmed with stakeholders</p> <p>1.2 The type of evidence required to infer competency is established and the process of interpreting and recording the evidence is established and documented</p> <p>1.3 Evidence requirements are specified to assure coverage of the key components of competency</p> <p>1.4 Evidence requirements are specified to assure:</p> <ul style="list-style-type: none"> - validity - currency - authenticity - sufficiency <p>1.5 Where additional levels of competence are used, criteria for making judgements for different levels of competency are defined</p> <p>1.6 Links to existing relevant assessment system(s) are defined, including:</p> <ul style="list-style-type: none"> - recording and reporting requirements - appropriate personnel and requirements for receiving information about the assessment - appeal process - quality assurance mechanisms <p>1.7 Any additional review mechanisms are identified and documented</p> <p>1.8 The reporting formats for the assessment process and recording of outcomes are designed</p> <p>1.9 The development, implementation and review costs of the assessment procedure are estimated</p> |

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| 2. Identify assessment methods | <p>2.1 The context and location of assessments are described and specified</p> <p>2.2 The facilities and physical resources needed to conduct assessments are identified and documented</p> <p>2.3 A range of assessment methods for gathering evidence in relation to the competencies to be assessed are evaluated for:</p> <ul style="list-style-type: none"> – type and amount of evidence required – validity – reliability – fairness – cost effectiveness – administration ease – the characteristics of the target group <p>2.4 The number of assessors and any required supports to implement the assessment process is determined</p> <p>2.5 The instructions for the persons being assessed are drafted</p> <p>2.6 The assessment method(s) to be used are selected and allowable adjustments are proposed to cater for characteristics of persons being assessed</p> <p>2.7 The required evidence of competency to be demonstrated or supplied by the persons being assessed</p> <p>2.8 The instructions for interpreting the evidence and making a decision of competence are documented</p> <p>2.9 Descriptions of likely performances are established and verified with appropriate personnel</p> <p>2.10 Other related competencies are identified for inferring full or partial competence from the evidence gathered</p> <p>2.11 The rules for verifying assessment decisions are determined</p> <p>2.12 Any limits, variations or restrictions on the assessment tools are specified</p> |
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Develop assessment procedures

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| <p>3. Identify potential available assessment tools</p> | <p>3.1 Available assessment tools appropriate to evidence required to infer competency are identified and evaluated in relation to applicability for the:</p> <ul style="list-style-type: none"> – characteristics of persons being assessed – assessment contexts – assessors <p>3.2 A panel of specialists is convened to critique tools for:</p> <ul style="list-style-type: none"> – reliability – validity – fairness – relevance to the workplace context – content accuracy – ease of use – cost effectiveness – appropriateness of language – avoidance of bias <p>3.3 Adjustments to the tools and methods are made to ensure applicability to the context, competencies and characteristics of persons being assessed</p> |
| <p>4. Trial the assessment methods and tools</p> | <p>4.1 The tools and assessment method are trialed with a sample from the target group</p> <p>4.2 Allowable adjustments to the assessment method and tools are drafted</p> <p>4.3 Assessors (if required) are trained to administer the assessment tools in a consistent manner</p> <p>4.4 The assessments tools and methods are administered to the target sample</p> <p>4.5 Responses from the target sample and the assessors are compiled and analysed</p> <p>4.6 The appropriateness of the assessment method and the ease of use and language level of the assessment tools are determined</p> <p>4.7 Improvements and changes to the assessment tools are made where necessary</p> |

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| 5. Document assessment procedures | <p>5.1 Any influences that may affect (bias) the assessment decision are identified and documented</p> <p>5.2 Any allowable adjustments to the assessment methods and tools to meet the characteristics of persons being assessed are documented</p> <p>5.3 The criteria for making decisions of competent or not yet competent are reviewed, and if necessary, adjusted</p> <p>5.4 The assessment procedure(s) and administration instructions are documented</p> |
|--|--|

RANGE OF VARIABLES

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical/subjects experts including language, literacy and numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- a trade
- community sector
- government organisation.

Purpose of assessment:

- diagnosing performance;
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level;
- awarding a qualification;
- providing a statement of attainment;
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies.

Evidence for assessment:

Type of evidence may include:

- indirect
- direct
- supplementary
- combination of the above.

Evidence might be interpreted using a range of reference frames. These include:

- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance.

Characteristics of persons being assessed:

- language, literacy and numeracy levels
- cultural and language background
- educational background or general knowledge
- physical ability
- work organisation or roster
- age
- gender
- experience in assessment
- level of confidence, nervousness or anxiety
- previous experience with topic.

Appropriateness of evidence types may include:

- cost effectiveness
- practicability
- flexibility
- communication skills of person(s) being assessed
- assessment experience and characteristics of persons being assessed.

Assessment methods may include combinations of:

- direct observation of performance or product
- practical tasks
- projects written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements.

Allowable adjustment to assessment methods/tools may include:

- provision of support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of special equipment (eg word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers.

Specialist panel may include:

- technical specialists
- language, literacy and numeracy specialists
- assessment specialists
- management and enterprise representatives
- industry representatives
- union/employee representatives
- potential and past candidates.

Operational constraints may include:

- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the technical area to be assessed
- availability of persons being assessed because of matters such as work organisation
- geographical location of persons being assessed.

Record systems may include:

- paper based systems
- computer-based systems using magnetic or optical storage
- combination of both paper and computer based systems.

NB: statutory and legislative requirements for maintaining records may vary in States/territories

Assessment system:

The assessment system may be developed (and endorsed) by:

- the industry
- the enterprise
- the 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
- 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
- auspicings arrangements, if applicable
- partnership arrangements, if applicable.

Assessment procedure should include:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to assessment methods and tools.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- A description of the stakeholders, target group, the purpose of assessment
- A description of the competencies to be assessed, and evidence required to infer competency
- Documentation on steps taken to develop the assessment procedures, including the trialing of assessment methods and tools in accordance with performance criteria
- Documented assessment procedures.

Develop assessment procedures

Assessment requires evidence of the following processes to be provided:

- How the target group and stakeholders were determined and consulted
- Why particular assessment methods and tools were selected
- How assessment methods and tools were trialed
- How other persons were involved in the development of the assessment procedure including:
 - the panels of specialists that reviewed the materials - their roles and responsibilities
 - the characteristics of the candidates that piloted the tasks and provided feedback in detail
 - the characteristics of the trial sample.

Interdependent assessment of units

This unit of competency must be assessed in conjunction with unit BSZ507A.

Required knowledge and skills:

- Knowledge of relevant industry/enterprise training packages, competency or other performance standards
- Knowledge of assessment methods, their purposes and uses
- Skills in applying assessment methods and tools to elicit evidence, in a relevant context, from target group
- Knowledge in the development and modification of assessment tools for a defined group of competencies, assessment contexts and to meet the characteristics of persons being assessed
- Language and literacy skills to comprehend sources of information and to prepare required documentation
- Knowledge of compliance requirements for copyright and other regulatory requirements
- Identification and correct use of equipment, processes and procedures
- Planning own work including predicting consequences and identifying improvements.

Resource implications

Access to target group, stakeholders, competencies or other standards of performance, information and resources needed to address required knowledge and skills and for the development assessment procedures.

Consistency in 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.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

UNIT

BSZ507A

UNIT TITLE

DEVELOP ASSESSMENT TOOLS

DESCRIPTOR

This assessment unit covers the requirements for selecting, developing, validating and documenting new assessment tools to be used by assessors.

| Element | Performance Criteria |
|---|--|
| <p>1. Identify the context for the assessment tool</p> | <p>1.1 The purpose of the assessment, the target group and the competency or other standard of performance to be assessed is identified</p> <p>1.2 Evidence required to infer competency is identified</p> <p>1.3 Assessment methods are evaluated to establish requirements of assessment tools, particularly:</p> <ul style="list-style-type: none"> - resources and requirements for the assessment tools - assessment location and context - administration ease - the characteristics of the target group <p>1.4 Requirements of the assessment system in relation to the assessment tools are identified:</p> <ul style="list-style-type: none"> - storage and security of documentation - appropriate personnel and differing needs for receiving information about the assessment tools - evaluation and review process - quality assurance mechanisms <p>1.5 Development, implementation and review plans costs of the assessment tools development are estimated</p> <p>1.6 A plan for the development of the assessment tools is prepared</p> |
| <p>1. Draft assessment tools in accordance with plan</p> | <p>2.1 Assessment tools are designed to assess the relevant competencies using appropriate:</p> <ul style="list-style-type: none"> - format - language, numeracy requirements - visual representation and where appropriate sound - question and activity types - media - sequence of activities - choice in activities <p>2.2 Assessment tools require the person being assessed to demonstrate the components of competency</p> |

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| | <p>2.3 The assessment tools are checked for the following characteristics:</p> <ul style="list-style-type: none"> - reliability - validity - fairness - relevance to the workplace context - content accuracy - ease of use - cost effectiveness - avoidance of bias - testing the required scope of the competencies <p>2.4 Adjustments to the tools and procedures are made as required</p> |
| <p>3. Develop instructions for assessment tools</p> | <p>3.1 The instructions for the persons to be assessed are drafted</p> <p>3.2 The instructions for administering each assessment tool are drafted to include the resources needed to conduct the assessment and the context for the use of the tools</p> <p>3.3 Evidence of competency to be demonstrated is documented and incorporated in the assessment tools</p> <p>3.4 Allowable adjustments identified in the assessment procedures are noted and included in the instructions</p> <p>3.5 The rules for verifying assessment decisions are identified and any limits, variations or restrictions on the assessment tools are specified</p> |
| <p>4. Pilot the assessment tools</p> | <p>4.1 The tools are piloted with a small sample selected across the range of the target group</p> <p>4.1 Feed back from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools, particularly in relation to:</p> <ul style="list-style-type: none"> - ease of use - language and other literacy/numeracy requirements in terms of the relevant competencies - appropriateness for the assessment context and competencies - costs/time effectiveness for candidates and assessors <p>4.3 Improvements and changes to the assessment tools are made where necessary</p> |

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| <p>5. Validate assessment tools</p> | <p>5.1 An adequate sample of the target group to be assessed is selected</p> <p>5.2 Assessors are trained (if required), to administer the assessment tools in a consistent manner</p> <p>5.3 The assessment tools are administered to the target sample responses compiled and analysed assessment tools are modified according to the findings</p> <p>5.4 Any influences that may affect (bias) the assessment decision are identified and documented</p> |
| <p>6. Finalise assessment tools</p> | <p>6.1 Validated and appropriately amended tools are incorporated in assessment procedure(s)</p> <p>6.2 Documentation in paper and/or electronic form is filed in appropriate secure, accessible locations</p> |

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- a trade
- a community organisation
- a government organisation.

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification
- providing a statement of attainment
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies.

Evidence for assessment may include:

Type of evidence may include:

- direct
- indirect
- supplementary
- combination of the above.

Evidence might be interpreted using a range of reference frames including:

- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance.

Appropriateness of evidence types includes:

- cost effectiveness
- practicability
- communication skills of person(s) being assessed
- assessment experience and special needs of person(s) being assessed.

Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts.

Assessment system may include:

The assessment system may be developed (and endorsed) by:

- the industry
- the enterprise
- the 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 are to be made for the person being assessed who have special needs
- 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.

Allowable adjustment to assessment tools include:

- provision of support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of special equipment (eg word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers.

Assessment methods may include:

- direct observation of performance or product
- practical tasks
- projects
- written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements.

Operational constraints may include:

- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the vocational area to be assessed
- availability of person(s) being assessed because of matters such as rosters, shift work
- geographical location of person(s) being assessed

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed
- A report on the piloting of the assessment tools including any changes proposed and made.

Assessment requires evidence of the following processes to be provided:

- How the target group was identified
- How the plan for the development of the assessment tools was prepared
- How the assessment tools meet the components of competency for the target group
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

Interdependent assessment of units

This unit of competency must be assessed in conjunction with BSZ506A.

Required knowledge and skills

- Knowledge of relevant training packages, competency or other standards of performance
- Knowledge of different methodology for developing assessment tools
- Skills in applying evaluation methodology particularly in relation to trialing assessment tools
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel.
- Skills in planning own work including predicting consequences and identifying improvements
- Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements
- Communication skills appropriate to the culture of the workplace.

Resource implications

Access to a target group, information and resources to meet the required skills and knowledge to development of assessment tools.

Consistency in 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.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|--|---------------------------------------|----------------------------------|-----------------------------------|--|-------------------|-------------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |

UNIT

BSZ508A

UNIT TITLE

DESIGN TRAINING COURSES

DESCRIPTOR

This unit covers the requirements and responsibilities for designing training courses as part of a training system to meet client identified outcomes and where appropriate, receive formal recognition

| Element | Performance Criteria |
|--|--|
| <p>1. Determine the need for a course</p> | <p>1.1 Stakeholders are identified and consulted to establish training aims and requirements</p> <p>1.2 Course proposal is outlined in terms of stakeholders aims</p> <p>1.3 Relevant endorsed training packages and curriculum are sourced and assessed for relevance to course proposal</p> <p>1.4 Any licensing/regulatory or government policies relevant to the course proposal are identified</p> <p>1.5 Potential employment markets and career opportunities for training participants are recorded and documented</p> <p>1.6 Results of monitoring activities for related courses are sourced and analysed, where appropriate</p> |
| <p>2. Identify the learner profile</p> | <p>2.1 Potential learners are identified</p> <p>2.2 Profiles of learners on entry to the course are developed and learner profiles are examined to determine language and literacy requirements</p> |
| <p>3. Develop course structure</p> | <p>3.1 Core and elective units/modules are identified</p> <p>3.2 The relationship between units of competence/modules and course outcomes is documented</p> <p>3.3 Entry and exit points are identified and documented</p> <p>3.4 Prerequisites for the course and for specific units/modules within the course are identified and documented</p> |

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| <p>4. Determine the training and assessment requirements</p> | <p>4.1 The professional development and competency requirements of trainers and assessors are identified in consultation with appropriate personnel</p> <p>4.2 The trainer and assessor requirements are checked for consistency with industry/training package assessment guidelines, where appropriate</p> <p>4.3 Essential learning resources, materials, facilities, equipment and human resources are identified</p> |
| <p>5. Define the training content</p> | <p>5.1 The competencies to be acquired by learners are clearly specified</p> <p>5.2 Entry level competencies are identified and documented</p> <p>5.3 Requirements for on the job training or assessment are identified and documented</p> <p>5.4 Appropriate evidence and assessment methods are identified and documented</p> |
| <p>6. Develop course monitoring arrangements</p> | <p>6.1 Mechanisms for ongoing course monitoring are negotiated, agreed and documented in consultation with appropriate personnel</p> <p>6.2 Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise competency standards and learner needs are defined and documented</p> |
| <p>7. Identify career/educational pathways</p> | <p>7.1 Course entry and exit points are linked to occupational and educational opportunities</p> <p>7.2 Articulation points with higher or related qualifications are identified, negotiated with course owners and documented</p> |

RANGE OF VARIABLES

Stakeholders and relevant parties may include

- professional associations
- employer associations
- union/employee associations
- secondary, TAFE/VET and higher education sector representatives
- potential learners
- trainers/teachers
- regulatory authorities
- partner organisations
- enterprise(s)/organisation(s)
- industry training advisory bodies
- industry sector
- government bodies
- community sector.

Licensing, regulatory and government policies may include

- qualifications framework and regulations for issuing statements of attainment, qualifications
- relevant equal employment opportunity and anti-discrimination legislation, regulations and policies
- relevant licensing or accreditation arrangements
- relevant policies or agreement(s) on any of the following:
 - purposes of training and assessment
 - human resource management issues
 - what and who is to be trained/ assessed
 - timing of training/ assessments
 - links with other human resources functions
 - appeal/review mechanisms
 - criteria for making decisions of competent, or not yet competent
 - number of assessors
 - allowable adjustments to the assessment procedure
 - record keeping requirements
 - recognition of prior learning/recognition of current competencies
 - development costs and resources
 - evaluation
 - licensing.

A training course proposal may include

- stakeholder(s) aims and objectives
- course outcomes
- identified learners
- career and educational pathways
- scope and need for course.

A training course may include:

- suite of training programs (or modules)
courses may be designed and documented (curriculum) to:-
 - meet a whole or part qualification in a training package
 - be submitted for formal recognition
 - meet industry/enterprise competency standards
- meet stakeholder aims and objectives.

Learner profiles might include:

- generic or technical competencies of potential clients
- relevant prior learning (formal and informal) and employment
- language, literacy and numeracy skills.

Course outcomes may include:

- qualifications
- units of competence
- learning outcomes (module/program outcomes)
- satisfaction of requirements for
 - licensing
 - memberships of professional associations
 - further education opportunities
 - employment.

Course monitoring arrangements may include:

- panel of external evaluators
- feedback from learners - during and after course delivery
- survey responses from industry/enterprises about the course outcomes
- moderation mechanisms of assessment decisions
- conduct of regular internal and external reviews
- sampling and evaluation of competencies
- networking of trainers and assessors involved in course implementation.

Appropriate personnel may include:

- support personnel (administration)
- technical experts (eg. language and literacy specialists)
- supervisors/managers
- assessment/training personnel
- other training organisations (partners)
- existing and former learners.

Course requirements

- entry requirements may include
 - pre requisite competencies
 - access to the workplace.
- training requirements may include
 - job placement
 - field placement
 - access to specialist equipment and facilities
 - minimum competencies to be held by trainers.
- assessment requirements may include:
 - minimum competencies to be held by assessors
 - assessment conditions including location, timing and access to resources.

Sources of information / documents may include:

- performance standards which may include:
 - industry/enterprise competency standards
 - licensing requirements
 - job descriptions
 - standard operating procedures.
- conditions of service, legislation and industrial agreements including:
 - workplace agreements and awards
 - occupational health & safety procedures.
- applicable State, Territory, Commonwealth legislation and related regulations concerning:
 - occupational health & safety in terms of duties of employers, employees, suppliers and contractors
 - workplace relations
 - workers compensation
 - equal opportunity, anti-discrimination and affirmative action.

EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms
- Description of career pathways, including qualification entry and exit points.

Assessment requires evidence of the following processes to be provided:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched
- How the course monitoring arrangements were developed.

Interdependent assessment of units

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

Required knowledge and skills

- Knowledge of mechanisms to implement relevant access and equity principles
- Knowledge of relevant training packages, competency and other performance standards to course proposal
- Knowledge of accreditation and any licensing or regulatory requirements
- Knowledge of course monitoring mechanisms
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel.
- Skills in planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace
- Skills in applying OHS and other workplace policies and procedures and any related legislation or regulatory requirements

Resource implications

Access to stakeholders, information and resources to meet the required skills and knowledge and to develop course proposal, course documentation and course monitoring mechanisms.

Consistency in 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.

Context for assessment

Assessment may occur on the job or in a simulated workplace.

| KEY COMPETENCIES | | | | | | |
|--|---------------------------------------|----------------------------------|-----------------------------------|--|-------------------|-------------------|
| Collect, Analyse & Organise Information | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |