

**CARAVAN INDUSTRY NATIONAL COMPETENCY
STANDARDS**

**GENERAL
TRAINING AND ASSESSMENT**

Unit THHGTR01A

Coach Others in Job Skills

Unit Descriptor This unit deals with the skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with National Workplace Trainer standards, but reflects the situation in many tourism and hospitality workplaces where ‘buddy’ systems and on job coaching are extremely common.

Element	Performance Criteria
<p>1 Prepare for on job coaching</p>	<ul style="list-style-type: none"> • The need for coaching is identified based on a range of factors which could include: <ul style="list-style-type: none"> • request for coaching from colleague to be coached • own observation and workplace experience • direction from other colleagues. • Specific coaching needs are identified through discussion with the colleague to be coached. • Where appropriate, a specific time and place for coaching is organised with the colleague in accordance with enterprise policy.
<p>2 Coach colleagues on-the-job</p>	<ul style="list-style-type: none"> • The overall purpose of coaching is explained to the colleague. • Specific skills to be coached are explained and demonstrated. • Any underpinning knowledge required is clearly communicated. • The colleague’s understanding is checked. • The colleague is given the opportunity to practise the skill and ask questions. • Feedback is provided in a constructive and supportive manner.
<p>3 Follow up coaching</p>	<ul style="list-style-type: none"> • Progress with new skills is monitored in the workplace and supportive assistance is provided as required. • Progress is reported to the appropriate person as required. • Performance problems or difficulties with the coaching are identified and referred to the appropriate person for follow-up.

Range of Variables

- This unit applies to all tourism and hospitality sectors.
- Coaching sessions could be conducted in a range of contexts including but not limited to:
 - on-the-job during work hours
 - before or after work
 - in a simulated location away from the actual workplace.

Evidence Guide

Underpinning Skills and Knowledge:

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
 - competency in the skill being coached
 - basic principles of training (explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)
 - communication skills, specifically the use of questioning techniques and clarity in oral communication.

Context of Assessment:

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

Critical Aspects of Assessment:

- Look for:
 - ability to provide supportive on job coaching with constructive and supportive feedback
 - clarity in communication
 - knowledge of basic training principles.

Linkages to Other Units:

- There is a link between this unit and other training units and combined assessment/training may be appropriate.
- Please note that training delivery and training resources developed to support this unit must address specific workplace contexts.

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	1

UNIT BSZ401A

Plan Assessment

Unit 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.
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Element	Performance Criteria
1. Establish evidence required for a specific context	<ul style="list-style-type: none">• The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specified context.• Relevant unit(s) of competency is read and interpreted accurately to identify the evidence required.• Specified evidence requirements:<ul style="list-style-type: none">• assure valid and reliable inferences of competency, authenticate the performance of the person being assessed and confirm that competency is current.• Sufficient evidence is specified to show consistent achievement of the specified standards.• The cost of gathering the required evidence is established.
2. Establish suitable assessment method(s)	<ul style="list-style-type: none">• Assessment methods are selected which are appropriate for gathering the type and amount of evidence required.• Opportunities to consolidate evidence gathering activities are identified.• Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed.
3. Develop assessment tools appropriate to a specific assessment context	<ul style="list-style-type: none">• An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context.• The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context.• Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed.• The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur.

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

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 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.

- 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.

Competency Standards

- 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
 - OH&S 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.
- 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.

Competency Standards

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 in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	2
Using Technology	2

UNIT BSZ402A

Conduct Assessment

Unit Descriptor	This unit covers the requirements for conducting an assessment in accordance with an assessment procedure in a specific context.
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Element	Performance Criteria
1 Identify and explain the context of assessment	<ul style="list-style-type: none"> • The context and purpose of assessment are discussed and confirmed with the person(s) being assessed. • 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. • The assessment procedure is clarified and expectations of assessor and candidate are agreed. • Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed. • The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure. • Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed.
2 Plan evidence gathering opportunities	<ul style="list-style-type: none"> • Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency. • The need to gather additional evidence which may not occur as part of the workplace or training activities are identified. • Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure.

Competency Standards

- 3 Organise assessment**
- The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment.
 - Appropriate personnel are informed of the assessment.
 - Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel.
- 4 Gather evidence**
- Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence.
 - The evidence specified in the assessment procedure is gathered, using the assessment methods and tools.
 - Evidence is gathered in accordance with specified allowable adjustments where applicable.
 - The evidence gathered is documented in accordance with the assessment procedure.
- 5 Make the assessment decision**
- The evidence is evaluated in terms of:
 - validity
 - authenticity
 - sufficiency
 - currency
 - consistent achievement of the specified standard.
 - The evidence is evaluated according to the dimensions of competency:
 - task skills
 - task management skills
 - contingency management skills
 - job/role environment skill
 - transfer and application of knowledge and skills to new contexts.
 - Guidance is sought, when in doubt, from a more experienced assessor(s).
 - The assessment decision is made in accordance with the criteria specified in the assessment procedure.

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

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

Competency Standards

- 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
 - OH&S 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
- 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.

Competency Standards

- 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.

Context of Assessment :

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

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	2
Solving Problems	2
Using Technology	3

UNIT BSZ403A

Review Assessment

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

Element	Performance Criteria
1 Review the assessment procedure(s)	<ul style="list-style-type: none"> • Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria. • The review process established by the enterprise, industry or registered training organisation is followed. • 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. • Review activities are documented, findings are substantiated and the review approach evaluated.
2 Check consistency of assessment decision	<ul style="list-style-type: none"> • Evidence from a range of assessments is checked for consistency across the dimensions of competency. • Evidence is checked against the key competencies. • Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon.
3 Report review findings	<ul style="list-style-type: none"> • Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes. • Records are evaluated to determine whether the needs of appropriate personnel have been met. • Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed.

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
 - 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 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.

Competency Standards

- 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.

Competency Standards

- 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
 - OH&S 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
 - 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

Competency Standards

- 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 in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	2
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	3
Using Technology	3

UNIT BSZ404A

Train Small Groups

Unit 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
<p>1. Prepare for training</p>	<ul style="list-style-type: none"> • Specific needs for training are identified and confirmed through consultation with appropriate personnel. • Training objectives are matched to identified competency development needs. • Training approaches are planned and documented.
<p>2. Deliver training</p>	<ul style="list-style-type: none"> • Training is conducted in a safe and accessible environment. • Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources. • Strategies and techniques are employed which facilitate the learning process. • Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s). • 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>	<ul style="list-style-type: none"> • Practice opportunities are provided to ensure that the participant achieves the components of competency. • Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants.
<p>4. Review training</p>	<ul style="list-style-type: none"> • Participants are encouraged to self evaluate performance and identify areas for improvement. • Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance. • Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives. • Training details are recorded according to enterprise and legislative requirements. • Results of evaluation are used to guide further training.

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
 - OH&S 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) were 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.

Competency Standards

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 in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	2
Solving Problems	2
Using Technology	2