



Australian Government

Department of Education, Employment and Workplace Relations

PUADEFTE005A Produce test and evaluation reports

Revision Number: 1

PUADEFTE005A Produce test and evaluation reports

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit covers the competency required to compile a report on a test and evaluation process. It includes determining the report structure and presenting results.

The unit does not cover structured research but does include technical and non-technical reporting based on information and data gathered through testing and evaluation processes.

Application of the Unit

Application of the Unit

This unit was developed for Defence test and evaluation workers but is applicable to individuals who work in this field.

Typically these individuals must work independently or as part of a team under direct and indirect supervision, use discretion and judgement, and take responsibility for the quality of their output. All activities are carried out in accordance with relevant organisational policy and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills This unit contains employability skills.

Pre-requisite Unit/s Nil

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. **Determine report structure**

- 1.1 Input from ***stakeholders*** and test participants is collated in accordance with ***organisational policy and procedures***, and test plan
- 1.2 Most appropriate ***communication*** means are analysed and selected in accordance with organisational policy and procedures
- 1.3 ***Report structure*** and ***format*** are selected in accordance with organisational policy and procedures
- 1.4 ***Categories and logical sequences of data, information and knowledge*** to achieve report objectives are selected
- 1.5 Overview of report structure and content is developed in accordance with organisational policy and procedures

ELEMENT**PERFORMANCE CRITERIA****2. Draft report**

- 2.1 Data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies report purposes and objectives
- 2.2 Security and confidentiality of data is maintained in accordance with workplace and regulatory requirements
- 2.3 **Multimedia** are included as appropriate to report purposes and objectives
- 2.4 Gaps in required data and information are identified and actioned as required
- 2.5 Language and writing styles are appropriate to audience and clearly report purposes and objectives
- 2.6 **Appropriate software** is used to apply design elements to texts that satisfies report purposes and objectives
- 2.7 Draft report is circulated for comment to stakeholders and test participants in accordance with organisational policy and procedures

3. Prepare and distribute final report

- 3.1 Amendments from comments are incorporated in accordance with organisational policy and procedures
- 3.2 Grammar, spelling and style are checked for accuracy and punctuation
- 3.3 Report is approved by stakeholders in accordance with organisational policy and procedures
- 3.4 Report is produced and distributed in accordance with organisational policy and procedures, and test plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access/prepare information electronically or in hard copy
- apply timelines, roles and responsibilities in consultation with stakeholders and team members
- communicate with stakeholders using a range of communication styles to suit different audiences and purposes
- detail requirements and write complex documents requiring precision of expression
- use application software suited to the reporting of testing processes
- use communication techniques related to reporting on testing that may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control
- use public relations strategies to promote and gain endorsement

Required Knowledge

- application software tools suited to the reporting of testing processes
- approval processes
- communication processes
- legislation, organisational policy and procedures that may impact on the test and evaluation process
- principles relating to the reporting phase of testing processes
- test and evaluation processes which may be reasonably complex in terms of scope; degree of risk; environmental, political, cultural and social factors that apply; consequences of failure; degree of control

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Nil

Consistency in performance

Competency should be demonstrated over time and should be observed in a range of actual or simulated work contexts

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace environment.

Specific resources for assessment

Access is required to:

- computer and relevant software
- legislation, guidelines, procedures and protocols relating to planning and management
- workplace documentation.

EVIDENCE GUIDE

Guidance information for assessment

In all cases, assessment should be supported by questions to assess required knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Assessment methods should reflect workplace demands such as literacy and the needs of particular groups

Assessment methods suitable for valid and reliable assessment of this unit may include, but are not limited to, a combination:

- authenticated evidence from the workplace and/or training programs
- case studies
- demonstration
- feedback from supervisors and peers regarding the candidate's ability
- observation
- portfolios
- projects
- questioning
- reviews or reports prepared by the candidate
- scenarios
- simulation or role plays.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Stakeholders may include

Clients or customers (internal and external)
 End user/s
 Functional areas
 General public
 Industry
 Organisation's senior management
 Other agencies
 Other functional areas within the organisation
 Project teams
 Relevant interest groups
 Sponsor/funding bodies
 Steering committee members
 Supplier/service
 Unions

Organisations may include

Defence
 Defence contractors and sub-contractors
 Defence Materiel Organisation
 Defence Science and Technology Organisation
 International test agencies
 Libraries
 Universities

Policy and procedures may include

Relevant commonwealth, state/territory and local legislation affecting organisation's administration such as:

- financial management and accounting legislation and regulations
- occupational health and safety legislation
- public sector management acts

Government and organisational policy, guidelines and

RANGE STATEMENT

	procedures relating to: • delegation approvals • industrial agreements • procurement guidelines • resourcing • risk management • security • strategic or operational plans • technical and regulatory framework • testing and evaluation • training
Communication may include	Electronic Hard copy Soft copy Verbal
Reports may include	Consequences of any non-compliance Consequences of any test limitations Lessons learnt
Structure may include	Compliance with proformas, standardised document requirements or undertakings made by the organisation about documents Legal or traditional organisational requirements for the particular document format Organisational policy, procedures and guidelines applying to writing documents Requirements for illustrations, photographs, graphs, charts, maps and other illustrative material to explain texts Timelines
Format may include	Administrative instructions and procedures Briefs and presentations Emails Minutes Plans and reports Website text

RANGE STATEMENT**Categories and logical sequences of data, information and knowledge may include**

Arguments and rebuttals

Categories and sequences traditionally used for the particular type of report being prepared

Chronological, alphabetical, numerical or operating sequences

Facts, observations, conclusions and recommendations

Illustrative case studies and other examples

Linking and summary statements

Recommendations and supporting arguments

Multimedia may include

Audio

Charts

Drawings

Graphs

Photographs

Schematics

Tables

Videos

Appropriate software may include

Database

Proprietary testing and evaluation

Spreadsheets

Word processing

Unit Sector(s)

Not applicable.

Corequisite Unit/s**Co-requisite Unit/s**

Nil