Papua New Guinea
National Qualification Framework

National Competency Standard
For Master/Consultant Trainer

Qualification Code: NC4MTRA50010

National Certificate 4 in
Training and Assessment

Qualification Level: Master/Consultant Trainer
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National Training Council
4/17/2010
Papua New Guinea National Qualification Framework

NATIONAL COMPETENCY STANDARDS FOR MASTER/CONSULTANT TRAINER

Qualification Code: NC4MTTRA50010

Qualification Title: NQF National Certificate 4 in Training and Assessment – NC4MTTRA50010

Code description:
- NC4: National Certificate 4
- MT: Master Trainer
- TRA: Training and Assessment
- 5: UOC code sequencing
- 00: Sequence digits (e.g. 500/501/502)
- 1: Version
- 0: Year of Endorsement
Overview

Competency and its assessment in the new competency-based training system in Australia
(Jennifer Gibb)

Whenever new jargon enters our language there is a period of turmoil as people grapple with the ‘new’ words. The training community in particular has had to deal with new words, or perhaps new definitions and uses of old words and there has been a great deal of confusion and fear generated as a result of people using these words without a clear and consistent definition of their meaning.

Competency-based training is a phrase that is used by some to refer to a visionary new system and ridiculed by others who use it to refer to a mechanistic task oriented system that is actually behaviorism in disguise.

The purpose of this article is to remove the confusion by defining the key terms competency and assessment and explaining the decisions that need to be taken when designing an assessment system and selecting methods that can be used to assess competence.

Competency

The term competency is at the heart of the training reform agenda, the new system of vocational education and training and the proposed Australian Vocational Certificate Training System (the Carmichael report). Competency refers to the ability to perform ‘whole’ work roles to the standard expected in employment. Job performance involves more than the performance of a well-defined set of tasks in a routine, predictable way. Human performance is more than that of a programmed robot. ‘Whole’ work roles means that competency encompasses not only the obvious aspects of performance the technical skills involved in a job (for example, prepare performance reports, control diseases and pests in the vineyard, sterilize packaging lines) but also the less obvious skills such as the ability to:

- juggle/handle a number of tasks, deal with variability, coordinate and organize work (task management skills)
- deal with contingencies, problems such as delays, break downs, tight schedules (contingency management skills)
- work within an organization, interact with groups and individuals, follow health and safety requirements, communicate effectively (job role/environment skills)

To quote from the National Training Board (NTB):

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process; it embodies the ability to transfer and apply skills and knowledge to new situations and environments. This is a broad concept of competency in that all aspects of work performance and not only narrow task skills are included.
(NTB Network, No. 1 June 1991)
Competency does not demand a mechanistic approach to education and training. Such a criticism is based on a limited understanding of what competency means. The broader and more dynamic concept of competency defined above and promoted by the NTB is a breath of fresh air in education and training because it is a means of recognizing that everyone who works:

- Communicates with others
- interacts with and relates to others
- manages or juggles tasks
- deals with problems/contingencies
- complies with health and safety regulations
- uses technology
- exercises judgment and makes decisions

The degree to which some or all of these activities form part of the work role will vary depending on the job. However, they are other skills that are necessary for competent performance.

By recognizing all these ‘non-technical’ skills in the definition of competency and also therefore in competency standards, we are clarifying the fact that competent performance in a job is an integration of the technical and non-technical skills described above.

Performance is a result of a process of complex interaction between knowledge, skills and attitudes existing within the individual. For too long vocational education and training has concentrated on the technical skills and the knowledge underpinning technical performance. It has not fully recognized all the other skills and the associated knowledge nor has it shown trainees how to access and apply the knowledge to workplace demands.

The broader concept of competency, hopefully, will serve to direct trainers’ attention to the full set of skills needed in a job and assist trainees to make the connection between the knowledge they have learned and the demands of the workplace.

Like educational qualifications, vocational qualifications have tended to focus in the past on assessment of inputs from which an individual can draw in order to perform competently. Whilst there has always been a clear intention that these should focus on work, the nature of work itself was often under-explored. This means that many qualifications tended to assess knowledge with separate lists of skills and not the application of these in purposeful activity directed towards work role expectations.

(Mitchell & Mansfield (1990) p.48)

Vocational training, whether it be training people to be plumbers, computer programmers, doctors, lawyers, viticulturalists, electricians or child care workers, should aim to focus the application of skills and knowledge taught to their work roles.

Assessment is the process of obtaining evidence about an individual’s performance and making judgments on that evidence against prescribed standards of performance.

- principles of good practice in competency-based assessment;
- cost;
- time (it may be impractical to observe the work activity across the full range of contexts specified in the standards)
- practical considerations such as minimal disruption to work flow.
Competency standards

Thus the assessment decision in a CBT system is based on the competency standards, which are endorsed by the National Training Board (NTB). Competency standards are grouped into units of competency, which describe major functions of an occupation or major work roles. Each unit is made up of a number of elements of competency. Each element of competency is in turn made up on a number of performance criteria. The standards describe:

- what a worker is expected to do in order to fulfill the major function (elements of competency)
- the required level of performance for each outcome (performance criteria)
- the range of contexts and conditions, in other words the coverage, across which performance is to be demonstrated (range of variables)

Together these three components of the competency standard give the trainer and the assessor a template for training and assessing trainees/workers. The standards provide the basis on which the judgment of evidence is to be made. The next step to be taken before an assessment decision can be made involves deciding how much evidence is sufficient to infer competency. This decision must take into account:

- principles of good practice in competency-based assessment;
- cost;
- time (it may be impractical to observe the work activity across the full range of contexts specified in the standards)
- practical considerations such as minimal disruption to work flow.

It is the role of industry through its competency standards body (CSB) to make decisions about how much evidence is deemed sufficient to infer competency.

Evidence can take the form of:

- performance evidence as individuals carry out work activities/tasks;
- evidence of knowledge and understanding which together form the base and context of an individual’s action.

It is important to dispel the belief that competency-based assessment is solely about performance. Knowledge and understanding are fundamental to performance and need to be assessed. Sometimes performance evidence will give adequate evidence of the knowledge and understanding. When performance evidence is insufficient, separate assessment of knowledge and understanding will be necessary.

The evidence can either be gathered naturally as the trainee carries out his/her job or it can be specially elicited.
Assessment in a CBT system depends on:

- development of competency standards (which must include range of variables);
- specifications of amount of evidence deemed sufficient to allow a sound assessment decision to be made.

Once this is done assessment methods and instruments can then be selected.

Methods of assessing competency.

Assessment methods are a means of collecting evidence. They do not determine what the evidence should be. That is determined by the competency standards.

Since competency is inextricably linked to job performance, where ever possible and practical assessment of competency is best carried out under workplace conditions. The most widely used methods of assessing competency are to:

- Observe the trainee carrying out his/her work activities (for example prepare site for rigging work, deliver training/learning opportunities, conduct a staff meeting) and assess the trainee against the performance criteria in the competency standards. The assessor will use an observation checklist for this type of assessment.

These features of assessment in a CBT system apply no matter what purpose assessment is serving & whether it is to:

- judge if trainee can perform competently after a period of training;
- recognise prior learning;
- align workers to the appropriate award classification.

The challenge now facing us is to put into practice these principles and features of the competency-based training and assessment system and to judge whether indeed the new system is producing a more flexible and highly skilled workforce that can adapt to change.

*Jennifer Gibb is a research and development officer at the National Centre for Vocational Education Research, Adelaide.*

*Joe Lokes*
MTC-DoE/GTZ-PNG Government CBT Project Implementation Team Member [1993-1995 PNG]
STC 1996-2004
NATTB-NATTC Committee Mamber-2003-2006
OTML 2005-2008
PSWDP/NTC 2009 - 2011
**NATIONAL CERTIFICATE 4 IN TRAINING AND ASSESSMENT**

**Qualification Code:** – NC4MTTRA50010

**Purpose of qualification:**
The holders of this qualification are expected to work as a Trainer and will be working under the supervision of a Master/Consultant Trainer or Training & Development Manager

<table>
<thead>
<tr>
<th>Regulations for the qualification</th>
<th>NC4in Training and Assessment will be awarded to those who are competent in units; 1+2+3+4+5+6</th>
</tr>
</thead>
</table>

**Schedule of units**

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake organisational training needs analysis</td>
<td>NC4MTTRAS501</td>
</tr>
<tr>
<td>Research and develop competency standards</td>
<td>NC4MTTRADES502</td>
</tr>
<tr>
<td>Lead and coordinate training systems</td>
<td>NC4MTTRADEL503</td>
</tr>
<tr>
<td>Lead and coordinate assessment systems and services</td>
<td>NC4MTTRAASS504</td>
</tr>
<tr>
<td>Lead and conduct training and/or assessment evaluations</td>
<td>NC4MTTRACMQ505</td>
</tr>
<tr>
<td>Develop teams and individuals</td>
<td>NC4BCN404 (Elective)</td>
</tr>
</tbody>
</table>

**Accreditation Requirements**
The training provider should have a class room and computer lab or similar training facility to provide the trainees the hands-on experience related to this qualification

**Recommended sequencing of units**

50
Master/Consultant Trainer Certification Level

The trainer’s competency standard is divided into four national qualifications. The four qualifications relate to the NQF/NQTF trainer registration compliance standards and links to the trainer’s job functions in the workplace.

Master/Consultant Trainer Level - National Certificate 4 in training and assessment
Trainer Level - Statement of Attainment in training and assessment
Instructor Level - Statement of Attainment in instructing
Assessor Level - Statement of Assessment in assessing

National Certificate 4 in Training and Assessment:

- NC4MTTRAS501 Undertake organisational training needs analysis
- NC4MTTRADES502 Research and develop competency standards
- NC4MTTRADEL503 Lead and coordinate training systems
- NC4MTTRAASS504 Lead and coordinate assessment systems and services
- NC4MTTRACMQ505 Lead and conduct training and/or assessment evaluations
- NC4BCN404/6 (Elective) Develop teams and individuals

Acknowledgement:
The NTC would like to thank Dr. Paul Brady, ASF Advisor, for developing & packaging the Trainers Units of Competency (2008-2010).
EXPLANATION OF TERMS

COMPETENCY STANDARDS
This is a set of statements which describe, in outcome terms, the skills and knowledge which are needed to perform important tasks or role in the workplace.

UNITS OF COMPETENCE
Describes one component or groups of skills and knowledge.

RANGE STATEMENT
Defines the boundaries of the unit, also links any equipment and reference material that may be used.

ELEMENT OF COMPETENCE
Elements of competence are the basic building blocks of the competence. The elements of competence:
- May vary in number between units of competence.
- Are expressed as things an employee can do as an action or outcome.
- Must be able to be demonstrated and assessed.
- Are the key activities or elements of the skills and knowledge covered in the unit.

PERFORMANCE CRITERIA
Performance criteria relate directly to each element of competence. They show the required level of performance expected in employment. These statements include the outcomes to be assessed and the level of performance required to be considered competent.

EVIDENCE GUIDE
Specifies how evidence is collected to determine if the required competence has been achieved. It also states the essential underpinning knowledge that is to be assessed.

RANGE OF VARIABLES
Place a defined competency in the context in which it will be applied. These include industry and enterprise specific factors which apply to the standard, i.e. particular technology or equipment.
Master/Consultant Trainer
Competency Standard
(National Certificate 4 in Training & Assessment)
Competency Standard for

Master/Consultant Trainer

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Undertake organisational training needs analysis</td>
</tr>
<tr>
<td>2</td>
<td>Research and develop competency standards</td>
</tr>
<tr>
<td>3</td>
<td>Lead and coordinate training systems</td>
</tr>
<tr>
<td>4</td>
<td>Lead and coordinate assessment systems and services</td>
</tr>
<tr>
<td>5</td>
<td>Lead and conduct training and/or assessment evaluations</td>
</tr>
<tr>
<td>6</td>
<td>Develop teams and individuals (Elective)</td>
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DESCRIPTION OF A MASTER/CONSULTANT TRAINER

Master/Consultant Trainer is a professional who provides educational leadership including Research and develop competency standards, Develop teams and individual, Undertake organisational training needs analysis, Determine and manage scope of training and assessment services, Lead and conduct training and/or assessment evaluations, Lead and coordinate assessment systems and services, Lead and coordinate training services, Use competency standards to meet client needs, Design and develop learning programs, Plan and organise assessment, Develop assessment tools, Design and organise learning resources, Facilitate group based delivery, Assess competence and review training and assessment to meet the identified competency requirements of the target group, to the standard required by the National Qualification Framework and external accreditation authorities. They are expected to work under the supervision of a Director of Training Institution/Training Provider, who would provide guidance and supervision.

SKILLS AND INTEREST

Master/Consultant Trainer need to:
• communicate effectively at all level both within and outside the organisation
• be competent and confident in a specific technical/occupational skills area,
• have a good knowledge of adult learning,
• develop and procures learning program,
• have a good management and leadership skills,
• make good judgement before making a decision
• be familiar with a range of training resources and training material,
• be computer literate
• be good at solving problems,
• be able to explain technical issues clearly,
• be familiar with different delivery methods and modal
COMPETENCY STANDARD DEVELOPMENT PROCESS

The competencies were determined based on the analysis of the tasks expected to be performed by the trainer in Papua New Guinea. The task analysis was based on the existing job descriptions used in both private and public sector. Competency standards used for similar type of training in other countries were also examined.
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine development needs</td>
<td>1. Learning and development needs are systematically identified and implemented in line with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented</td>
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<td></td>
<td>1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement</td>
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<td></td>
<td>1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning needs</td>
</tr>
<tr>
<td>2. Develop individuals and teams</td>
<td>2.1 Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of competency standards</td>
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<tr>
<td></td>
<td>2.2 Learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources</td>
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<tr>
<td></td>
<td>2.3 Workplace learning opportunities and coaching and mentoring assistance are provided to facilitate individual and team achievement of competencies</td>
</tr>
<tr>
<td></td>
<td>2.4 Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies</td>
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<td></td>
<td>2.5 Resources and timelines required for learning activities are identified and approved in accordance with organisational requirements</td>
</tr>
<tr>
<td>3. Monitor and evaluate workplace learning</td>
<td>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</td>
</tr>
<tr>
<td></td>
<td>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional development support</td>
</tr>
<tr>
<td></td>
<td>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</td>
</tr>
<tr>
<td></td>
<td>3.4 Records and reports of competency are documented and maintained within organisational requirements</td>
</tr>
</tbody>
</table>
Range statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Learning and development needs may include:
- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning

Feedback on performance may include:
- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Learning delivery methods may include:
- on-the-job coaching or mentoring
- problem solving
- presentations/demonstrations
- formal course participation
- work experience
- involvement in professional networks
- conference and seminar attendance
- induction

Coaching and mentoring assistance may include:
- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement
Evidence guide
The evidence guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the range statement.

Critical Aspects of Evidence
- Identifying and implementing learning opportunities for others
- Giving and receiving feedback constructively
- Facilitating participation of individuals in the work of the team
- Negotiating learning plans to improve the effectiveness of learning
- Preparing learning plans to match skill needs
- Accessing and designing learning opportunities

Skills and Knowledge

Underpinning Skills
- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding; maintain records of learning
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Planning skills to organise required resources and equipment to meet learning needs
- Coaching and mentoring skills to provide support to colleagues
- Report writing skills to organise information; assess information for relevance and accuracy; identify and elaborate on learning outcomes
- Facilitation skills to conduct small group training sessions
- Time management skills for scheduling learning programs within work activities
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Underpinning Knowledge
- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the principles of coaching and mentoring for development of competence
- Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- Understanding how to facilitate team development and improvement
- Knowledge of the organisation's policies, plans and procedures
- Understanding methods and techniques for eliciting and interpreting feedback
- Understanding methods for identifying and prioritising personal development opportunities and options
- Knowledge of career paths and competency standards in the industry. At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.
Element | Performance criteria
--- | ---
1. Interpret requirements and research competency area

1.1 The scope and purpose of developing competency standards is clarified with the client

1.2 Systems and processes for managing the competency development process are confirmed with relevant persons and potential issues and risks are identified

1.3 Initial research is undertaken to identify relevant information within the defined scope

1.4 Further research is undertaken using a variety of research methods to distinguish:

1.4.1 critical and discrete work area/s

1.4.2 the range of work activities or tasks within each work area

1.4.3 technical and generic skills, knowledge and attributes required to perform the identified tasks/activities

1.5 Researched information is collated, reviewed, rearranged and organised using relevant thinking skills to create a conceptual overview of all the factors involved in competent performance in each work area/activity

1.6 Research outcomes are confirmed with relevant people

2. Formulate competency standards

2.1 Relevant guidelines are accessed and interpreted to format and structure the competency standards

2.2 Draft competency standards are developed from the synthesised research in accordance with relevant guidelines

2.3 The draft competency standards are written to reflect plain English, clear writing and the technical language of the audience

2.4 All parts of the competency standard format and structure are developed and written to create a cohesive, user-friendly and meaningful document

2.5 Draft competency standards are confirmed with relevant people
Validate competency standards

3.1 A comprehensive consultative process is planned to review and validate the draft competency standards
3.2 Mechanisms are developed to manage feedback
3.3 The consultation process is undertaken in accordance with the consultation plan and matters raised by stakeholders are addressed
3.4 Feedback is collated and analysed using criteria and a judgement is made to modify, amend or maintain draft
3.5 Consultation outcomes are documented
3.6 If required, a further process of consultation is undertaken and further iterations of draft competency standards are developed
3.7 Findings are confirmed with relevant people

Finalise competency standards

4.1 Draft competency standards are checked and edited to ensure all relevant changes have been made and that the product meets all requirements
4.2 Any final issues are considered and addressed and final draft is confirmed and handed over to the client
4.3 The development process is evaluated and reflection is used to identify changes and improvements
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. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Using a variety of research methods may include:

- focus groups with people performing the job/work
- functional analysis workshops using DACUM or similar technique
- structured interviews with personnel regarded as expert, highly competent, very experienced
- evaluation of documentation, e.g. job profiles, recruitment information
- discussions with people in industry or professional network

All parts of the competency standard format and structure may include:

- unit title and descriptor
- application section
- competency field
- industry sector
- pre-requisites
- Elements
- Performance Criteria
- Range Statement
- the Evidence Guide, including
  - Required Knowledge and Skills
  - Critical aspects of assessment
- Context and resource implications of assessment
- Methods of assessment
- Products and processes that could be used as evidence
- Integrated assessment/co-assessment relationships
- guidance information
Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

**Overview of assessment**  
To demonstrate competency against this unit candidates must be able to provide evidence that they have developed a number of competency standards which accurately define identified work functions/processes/roles/vocational outcomes.

Evidence must show that an extensive research, consultative and validation process was used in developing the competency standards. The specifications must also meet format and design requirements.

**Products that could be used as evidence include:**
- draft competency standards
- developed competency standards
- documentation seeking and receiving feedback on draft competency standards
- literature review
- reports of consultations
- functional analysis documentation
- workshop materials

**Processes that could be used as evidence include:**
- how information has been analysed for inclusion in the competency standard
- how consultation and research processes were established and why
- how industry and end user requirements were met

**Resource implications for assessment include:**
- access to research materials
- access to industry/organisational staff and experts
- access to consultation participants
- access to competency standards
- access to guides
The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- a minimum of three units of competency that encompass the design features, structure and format for competency standards

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units
Skills and Knowledge

Required skills:

Required skills and attributes include:

- **communication skills to:**
  - identify and clarify the purpose and scope of competency standards development
  - elicit relevant information from people during research
  - consult widely and effectively
  - convey ideas and information
  - conduct interviews and ask relevant questions
  - discuss issues and matters relating to competency standards development

- **research and analysis skills to:**
  - gather information from a range of sources
  - analyse information for validity and reliability
  - undertake literature reviews
  - use a variety of research methods
  - analyse competency standards

- **thinking skills to:**
  - conceptualise competency
  - synthesise information
  - order and determine relevant information
  - think laterally
  - process and sort information from a range of sources and determine what is useful or relevant
  - filter, order, critique and evaluate information
  - identify and respond to different stimuli and 'discover' new or important information
  - write clear and cohesive specifications
  - use plain English
  - use appropriate technical language in the area of vocational competency
  - use the language of training/vocational education and training
  - translate the range of processes and procedures followed in a job to a set of skills and knowledge

- **facilitation skills to:**
  - undertake consultative processes
  - run workshops and focus groups
  - ensure effective participation by stakeholders and individuals
  - obtain support from stakeholders

- **presentation skills to:**
  - present information, feedback and advice to stakeholders in consultation processes

- **technology skills to:**
  - develop the competency standard in the format requested by the brief
  - distribute and gather information

- **reflection skills to:**
  - own work
  - other developers' work
  - the processes used to develop the competency standard
Required knowledge:

- Required knowledge includes:
  - sound knowledge of competency standards, including:
    - the structure and format of competency standards
    - how the different parts of a competency standard work together and how to link them
    - how and where assessment requirements are defined in the competency standard
    - the language and terminology used
  - current guidelines for developing competency standards and any other related guidelines
  - who to collaborate with to get information about competency standards and their development, for example:
    - other developers
    - trainers/facilitators and/or assessors
    - employer organisations and unions
    - international organisations
    - regulatory authorities including OHS
    - professional bodies
  - the difference between:
    - skills, knowledge and attributes
    - technical skills and generic skills
    - tasks and work functions
    - the dimensions of competency and the format of competency standards
  - a range of research methods, for example:
    - focus groups
    - functional analysis workshops
    - structured interviews
    - observation
    - evaluation of documentation
    - desk research
    - using international standard
  - the vocational education and training environment, for example:
    - different organisations and the information they can provide
    - accreditation processes
    - the role of national qualifications and competency standards
    - developments relating to national qualifications and competency standards
• relevant policy, legislation, codes of practice and national standards including legislation, for example:
  o plagiarism, copyright, ethical practice
  o major policy impacting on competency standards development e.g. Bridging Pathways
  o licensing requirements
  o duty of care under common law
  o anti-discrimination including equal opportunity, racial vilification and disability discrimination
  o industrial relations requirements including relevant awards/enterprise agreements
• relevant OHS knowledge relating to the work role and OHS considerations which need to be included in the content of competency standards
• OHS obligations of the training and/or assessment organisation, the trainer/facilitator and/or assessor and learner
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
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<tbody>
<tr>
<td>1. Organise and arrange training services</td>
<td>1.1 Documentation relating to scope and legal/organisational requirements for training services is identified, accessed and interpreted  &lt;br&gt; 1.2 Availability and suitability of relevant trainers/facilitators is identified including across sites  &lt;br&gt; 1.3 Availability of material and physical requirements is confirmed with relevant personnel within budget specifications  &lt;br&gt; 1.4 Capacity to provide training services in accordance with scope and legal/organisational requirements is determined and partnership arrangements are developed, organised, agreed and documented as written agreements, where relevant  &lt;br&gt; 1.5 The training schedule is developed, discussed and agreed with relevant persons</td>
</tr>
<tr>
<td>2. Organise and lead training personnel</td>
<td>2.1 Quality requirements relating to the competency of trainers/facilitators are confirmed and documented  &lt;br&gt; 2.2 Communication and reporting arrangements are determined and agreed  &lt;br&gt; 2.3 Leadership skills and coaching and mentoring assistance is provided to guide and support trainers/facilitators in carrying out their work and issues/irregularities are identified and addressed in a timely and appropriate manner</td>
</tr>
</tbody>
</table>
3. Monitor training operations

3.1 The training schedule is monitored and contingencies are addressed

3.2 Partnership arrangements are monitored in accordance with written agreements, where relevant

3.3 Training records and reports are monitored to ensure legal/organisational requirements are met

3.4 Feedback from clients and stakeholders is initiated, monitored and addressed

3.5 Outcomes and recommendations of internal/external evaluations of training services are implemented and changes in training services operations are documented and monitored

3.6 Directions for continuous improvement in the provision of training services are identified and reported to relevant persons
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. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Scope of training services** refers to:

- operational parameters, for example:
  - single training site
  - across a number of sites
  - across the nation
  - international
- operational status, for example:
  - recognised training and/or assessment services through registration in accordance with the quality framework
  - unrecognised/internal/organisational
  - in partnership arrangement
- operational methods, for example:
  - using national qualifications
  - using internal benchmarks and programs
  - using internal/external learning resources
  - product-based

**Material and physical requirements** may include:

- required national qualifications
- documented learning strategies
- documented learning programs
- learning materials and learning resources
- curriculum
- organisational competency standards/benchmarks
- IT equipment and associated software/hardware
- materials and equipment relevant to the unit of competency/subject area being delivered
- venues

**Quality requirements** refers to:

- the quality framework specifications and competency standards for trainers
- organisational standards/qualifications for trainers/facilitators
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the assessment guidelines for the units of competency.

Overview of assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have taken responsibility for the operational parameters for training provision in a specified vocational area/field of training services; provided leadership, direction and support to other trainers/facilitators; and have effectively monitored training services in a training and assessment organisation.

Products that could be used as evidence include:

- documented operational guidelines
- documented training schedules
- examples of leadership, support and guidance provided to trainers/facilitators
- written partnership agreement/s (where relevant)
- analysis of partnership arrangement outcomes (if relevant)
- documented actions that address evaluations of training services

Processes that could be used as evidence include:

- how information and feedback was analysed to address contingencies and irregularities/issues
- how partnership arrangements were discussed and agreed upon
- how trainer/facilitator support and guidance needs were identified and met
- in the case where coordination and management is across two or more sites, how the consistency of delivery and service was ensured

Resource implications for assessment include:

- access to legal/organisational documentation
- access to operating/simulated training environment
- access to trainers/facilitators and assessors
- access to clients
The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide,
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- demonstrated performance in coordinating training services in one or more areas of service delivery and which encompasses:
  - establishing operational parameters and requirements
  - developing training schedules
  - providing leadership, support and guidance to trainers/facilitators
  - reporting on operational arrangements for training services, including advice on future directions

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units
Essential Knowledge and Skills to be assessed

Required skills:

Required skills and attributes include:

- **language and literacy skills to:**
  - communicate in spoken and written forms with a range of trainers/facilitators and clients in a training context
  - interpret legal/organisational requirements, policies and procedures
  - prepare relevant documentation
  - establish and maintain professional working relationships with colleagues/staff and clients
- **planning and organisational skills to:**
  - develop training schedules
  - organise trainers/facilitators
  - organise material/physical requirements
- **coaching and mentoring techniques, including how to:**
  - provide encouragement, feedback, advice and guidance
  - deal with issues/problems
  - promote safety
- **analysis and interpretation skills to:**
  - evaluate delivery and facilitation practices
  - access and interpret organisation's standards and values
  - determine service provision requirements
- **observation skills to:**
  - assess the effectiveness of the organisation's provision of training services
  - distinguish different types of problems, e.g. technical, people and theoretical
- **problem solving skills to:**
  - combine different modes of thinking such as creative and analytic for practical problem solving
  - anticipate future implications for own and others' decisions
  - reliably evaluate alternative solutions
  - manage continuous improvement processes
- **leadership skills to:**
  - set direction for others
  - influence and motivate others
  - guide and support others
  - manage conflict
  - make informed decisions and recommendations
- **skills to accurately calculate material and physical operational requirements**
- **skills to manage diversity policies and procedures**
- **skills to develop and initiate support systems for trainers/facilitators**
Required knowledge:

Required knowledge includes:

- relevant legal/organisational requirements for the scope of training services
- organisational policies and procedures relating to the scope of training services
- organisation's quality management systems and processes
- content of relevant competency standards or other organisational benchmarks for training services
- content of relevant documented learning strategies to guide and support the provision of training services
- content of relevant documented learning programs and/or work-based learning pathways to guide and support the provision of training services
- how to develop delivery plans, learning activities
- delivery and facilitation methods and practices
- conflict resolution techniques
- coaching and mentoring techniques
- evaluation techniques
- OHS relating to the provision of training services, including:
  - OHS obligations of the training and assessment organisation, the trainer/facilitator and learner
  - legislative requirements for information and consultation relevant to safety
  - elements of an OHS management system as it applies to a training and assessment organisation nature of OHS risks that should be addressed by a training and assessment organisation
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Lead and coordinate assessment systems and services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit defines the competency required to Lead and coordinate assessment systems and services</td>
</tr>
<tr>
<td>Code</td>
<td>NC4MTTRAASS504</td>
</tr>
</tbody>
</table>

Element

1. Develop and extend assessment expertise

   - 1.1 Relevant and current research on assessment is accessed, read and incorporated into own and others' assessment practice
   - 1.2 Opportunities to extend assessment expertise are sourced and accessed and new/extended assessment skills and knowledge are incorporated into own and others' assessment practice
   - 1.3 A range of assessment methods is demonstrated in assessment practice
   - 1.4 Cognitive skills are used to guide and support quality assessment practice and address issues in assessment practice
   - 1.5 Ethical standards underpin assessment practice
   - 1.6 Reflection is used to explore and extend expertise in assessment

2. Lead assessment activities

   - 2.1 Assessment strategies are developed and confirmed in assessment only pathways
   - 2.2 Roles, responsibilities and accountabilities of relevant persons in assessment are discussed and confirmed
   - 2.3 Quality framework requirements relating to the competence of assessors are confirmed and documented
   - 2.4 Where required, partnership arrangements are initiated and developed setting out identified roles, responsibilities and services to be provided
   - 2.5 Strategies for communication and networking are established and maintained with and between assessors
   - 2.6 Leadership skills are used to provide clear direction, advice and support to assessors
3. Monitor assessment practice

3.1 Assessment practice of assessors is systematically monitored in relation to:
   3.1.1 how client/candidate needs are being met
   3.1.2 how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment
   3.1.3 how the principles of assessment are being applied in assessment practice
   3.1.4 assessors' application of assessment methods and assessment tools
   3.1.5 how the rules of evidence are being applied in gathering evidence
   3.1.6 whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system
   3.1.7 whether organisational/legal/ethical requirements are being met

3.2 Individual facilitation techniques are used to guide and support assessors as they work and to improve assessment practice

3.3 Assessment records are analysed to ensure legal/organisational/ethical requirements are being met and appropriate advice is provided to improve record keeping arrangements where issues arise

4. Coordinate assessment validation activities

4.1 Assessment system policies and procedures relating to validation are accessed and interpreted, and validation is initiated in line with organisational/legal/ethical requirements

4.2 Risk assessment/analysis is undertaken to determine the purpose, focus and context of validation activities

4.3 Approaches to validation are considered and determined

4.4 Participants in validation are determined and/or confirmed, and materials and resources needed for validation activities are organised

4.5 Guidance and leadership is provided to direct and support participants throughout the validation process

4.6 Validation documentation is finalised and processed in accordance with assessment system/legal/organisational procedures and presented to relevant people, within an agreed timeframe

4.7 Recommendations from validation processes are identified and forwarded to the appropriate authority
5. Manage assessment appeals

5.1 Assessment system policies and procedures for assessment appeals are accessed and interpreted

5.2 Documented appeal claims are accessed, read and interpreted

5.3 Relevant parties to the appeal are interviewed, and negotiation skills are used to achieve resolution prior to formal appeal, where appropriate

5.4 Appeal panel is constituted and a timetable is set to hear unresolved claims

5.5 Guidance and leadership are provided to panel members and other parties during the appeal process to ensure fairness, equity, verity and relevance

5.6 All documentation relevant to the appeal process is checked for accuracy and completeness

5.7 Panel decision is confirmed and recorded in accordance with organisational policy and procedures, and outcomes are communicated to the parties
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. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

A range of assessment methods includes:

- simulations such as hypothetical’s, problem-based exercises and simulated ‘real world’ scenarios
- structured aural/written questioning techniques, such as invitation, exploration, confirmation, investigation and reflection
- practical and theoretical tests
- workplace projects
- structured activities such as role-plays, presentations, completion of assessment activity sheets
- portfolios
- observation
- third party feedback
- product review

Assessment strategies are documented frameworks to guide and structure assessment arrangements for a vocational education and training qualification and may include:

- the identification and interpretation of competency standards for assessment purposes
- the identification and interpretation of related assessment documentation for assessment purposes
- arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating own evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organisational arrangements for assessment, including physical and human resources, roles and responsibilities, team assessment and partnership arrangements (where relevant)
- nominated quality assurance mechanisms
- identified risk management strategies

Partnership arrangements refer to:

- collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the quality framework.
Principles of assessment guide the assessment process and must address:

- validity
- reliability
- flexibility
- fairness

Assessment methods are the particular techniques used to gather evidence and may include:

- direct observation, for example:
  - real work/real time activities at the workplace
  - work activities in a simulated workplace environment
- structured activities, for example:
  - simulation exercises/role-plays
  - projects
  - presentations
  - activity sheets
- questioning, for example:
  - written questions, for example, on a computer
  - interviews
  - self-assessment
  - verbal questioning
  - questionnaires
  - oral or written examinations (applicable at higher NQF levels)
- portfolios, for example:
  - collections of work samples compiled by the candidate
  - product with supporting documentation
  - historical evidence
  - journal/log book
  - information about life experience
- review of products, for example:
  - products as a result of a project
  - work samples/products
- third party feedback, for example:
  - testimonials/reports from employers/supervisors
  - evidence of training
  - authenticated prior achievements
  - interview with employer, supervisor, peer

Assessment tools contain both the instruments and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:

- the instruments to be used for gathering evidence such as:
  - a profile of acceptable performance measures
  - templates/proformas
  - specific questions or activities
  - evidence/observation checklists
  - checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment
**Rule of evidence** include:
- validity of evidence
- sufficiency of evidence
- currency of evidence
- authenticity of evidence

**Validation is:**
- a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes, in relation to the same units of competency

**Purpose, focus and context of validation activities may be:**
- part of organisational quality assurance arrangements
- to address an identified area of risk in assessment practice and quality

**Approaches to validation may include:**
- to demonstrate compliance with the quality framework
- to provide evidence for external audit
- to provide evidence for internal audit
- to improve assessment practices
- to evaluate the quality of assessment tools
- to provide professional development
- to increase assessor confidence
- to determine whether different assessors using the same tools collect the same types and levels of evidence
- to determine whether different assessors interpret the same evidence similarly
- to determine whether assessment decisions reflect the rules of evidence
- analysing and reviewing assessment tools
- analysing and reviewing collected evidence
- analysing and reviewing assessment decisions/records of assessment outcomes
- examining assessment records
- examining assessment systems
- discussing the assessment process, issues and difficulties in interpretation
- holding interviews with each other or with management, trainers/facilitators, candidates
- analysing client feedback
- observing assessment conduct
- using validation tools
- reviewing and interpreting evidence guide
- examining assessor qualifications
- analysing appeals processes
- recording evidence of validation processes and outcome
Validation documentation may include:

- report of validation process
- recommendations from validation process
- copies of materials/resources used in validation process
- version control documentation

Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

Overview of assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have undertaken continuous development of own assessment expertise; provided leadership, direction and support to other assessors, including role-modelling good assessment practice; monitored the work of assessors and taken responsibility for initiating, organising and facilitating assessment validation and appeals processes; accurately interpreted the organisation's quality assurance goals and strategies.

Products that could be used as evidence include:

- assessment strategies including quality requirements developed and implemented
- documented outcomes of an initiated and facilitated assessment validation process
- documented outcomes of an initiated and facilitated assessment appeals process
- products and materials organised for validation and appeals processes
- analysis of assessment records
- risk assessment analysis

Processes that could be used as evidence include:

- how opportunities have been provided for assessors to practise and maintain current competence
- new and/or extended assessment expertise incorporated into own and others' assessment practice
- how support was given to the implementation of quality assurance procedures
- leadership, direction and support given to other assessors, including role-modelling of good assessment practice
- how improvements were made to assessment and recognition processes

Resource implications for assessment include:

- operating assessment system with working assessors and defined assessment system in place including documented policies and procedures for assessment, validation and appeals
- access to competency standards and other assessment documentation
- access to assessment materials and tools
- access to suitable assessment venue/equipment
- workplace documentation
- cost/time considerations
- personnel requirements
The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- demonstrated continuing development of own assessment expertise
- providing leadership, direction and support to other assessors, including role-modelling good assessment practice
- monitoring the work of assessors and others involved in carrying out assessments
- taking responsibility for initiating, organising and facilitating assessment validation and appeals processes

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units
Skills and Knowledge

Required skills:

Required skills and attributes include:

- analysis and interpretation skills to:
  - evaluate assessment methods and tools
  - access and interpret organisation's standards and values
- observation skills to:
  - assess the effectiveness of the organisation's assessment process
  - distinguish different types of problems, e.g. technical, people and theoretical
- technology skills to:
  - use appropriate equipment and software to systematically monitor assessment process and practice
  - distribute information
- evaluation skills to:
  - evaluate validation process and determine and implement improvements
  - determine sampling methods to be used to access information
  - systematically evaluate personal or others' practice to improve performance or understanding
- research skills to:
  - determine sampling methods to be used to access information
  - access and analyse relevant documents
  - use a range of source documents to access information for validation
- problem solving skills to:
  - combine different modes of thinking such as creative and analytic for practical problem solving
  - anticipate future implications for own and others' decisions
  - reliably evaluate alternative solutions
- literacy skills to:
  - read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
  - prepare required documentation and information for those involved in the assessment process
  - prepare written reports regarding validation outcomes
- leadership skills to:
  - set direction for others
  - influence and motivate others
  - guide and support others
  - manage conflict
  - make informed decisions and recommendations
  - schedule validation processes
  - gain commitment to validation processes and make recommendations to improve processes
• communication skills to:
  o obtain feedback on validation strategy
  o explain the purpose of reports and other documentation used in the work area
  o use language to influence others
  o promote and implement quality standards
• individual facilitation techniques:
  o guide and support assessors one on one
• conflict resolution techniques to:
• manage difficulties with and between assessors and between assessors/candidate and/or assessors/other persons
• address appeals situations and process
• team and group skills to:
  o conduct group discussions to gather ideas
  o recognise different abilities or knowledge
  o build relationships and networks with colleagues
• attributes, including capacity to encourage, accept and utilise feedback
• awareness and sensitivity to individual difference and culture
Required knowledge:

Required knowledge includes:

- competency-based assessment including:
  - vocational education and training as a competency-based system
  - assessment is criterion referenced/distinction to norm referenced assessment
  - reporting of competency-based assessment
  - competency standards as the basis of qualifications
  - the principles of competency-based assessment
- the structure and application of competency standards
- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including:
  - the components of competency
  - dimensions of competency and OHS requirements
  - the qualification level of units
- quality framework requirement for assessment
- the organisation's assessment system policies and procedures
- different assessment methods, purposes and applications
- appeals mechanisms within the organisation
- different types of assessment tools, what tools work for what types of evidence, what are well-constructed assessment tools and why
- what are the principles of assessment and how they guide assessment, validation, appeals processes
- what are the rules of evidence, why are they important, particularly in a validation context
- what is an assessment strategy and assessment plan and what are the components of assessment strategies and assessment plans
- what is validation, purpose/focus of carrying out validation, different approaches to assessment validation and the critical aspects of validation
- different activities and tools for validation and their appropriateness to the purpose/focus
- a range of technology and its application to improve or assist in quality assessment
- roles and responsibilities of workplace trainers/facilitators, assessors and others - such as vocational experts, workplace supervisors and support persons - in the assessment process, including OHS obligations and duty of care
- strategies which ensure the assessment process is transparent and credible, such as:
  - identifying common pitfalls or errors that affect judgement
  - open/ongoing communication between assessors
  - self-assessment
  - networking
  - professional development activities for assessors
  - ongoing contact with industry
  - using assessment panels or teams
  - conflict resolution techniques
  - motivating others
• team and group roles and processes, such as:
  o monitoring progress against key goals
  o leading others
  o encouraging team contribution
• legal, organisational and ethical responsibilities associated with the assessment system, including:
  o maintaining client privacy and confidentiality
  o providing accurate information
  o duty of care under common law
  o meeting environmental standards
  o the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
  o compliance with quality framework requirements
  o copyright and privacy laws in terms of electronic technology
  o security of information
  o plagiarism
  o competency standards/other assessment documentation
  o licensing requirements
• compliance requirements of relevant legislation, including OHS, equal employment opportunity, anti-discrimination and state/territory vocational education and training
• Code of Practice for assessors
• relevant OHS legislation, codes of practice, standards and guidelines relating to providing assessment advice and guidance
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Investigate scope of training and/or assessment services | 1.1 Scope of existing training and/or assessment services provided by the training/assessment organisation is researched, analysed and evaluated, where relevant  
1.2 The purpose/s of providing/obtaining training and/or assessment services are clarified with senior personnel and other relevant stakeholders  
1.3 Research and analysis is carried out to determine internal/external market demand for training and/or assessment services  
1.4 Existing sources of provision and preferred source of provision that reflect purpose/s and market demand are investigated |
| 2. Identify organisational capacity and appropriateness of providing training and/or assessment services | 2.1 Costs and benefits of directly providing training and/or assessment services are estimated and documented  
2.2 Costs and benefits of outsourcing/partnering training and/or assessment services are estimated  
2.3 Funding sources to support services are identified  
2.4 Recommendations relating to scope including operational parameters, operational status and modus operandi are made to relevant personnel, where required |
| 3. Coordinate legal/ organisational requirements | 3.1 Legal/organisational requirements to maintain/ modify scope of training and/or assessment services are identified and interpreted  
3.2 Relevant documentation is finalised and submitted to the appropriate authority  
3.3 Communication and interactions with appropriate authority are coordinated and maintained  
3.4 Issues/irregularities identified by self and/or others are addressed and managed in an appropriate timeframe and manner |
4. Monitor scope of training and/or assessment services

4.1 Legal/organisational requirements relating to scope are monitored and maintained

4.2 The environment is monitored for changes that may impact on scope and advice is provided to relevant persons, as required

4.3 Information relating to scope is disseminated to relevant persons and organisations

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. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Scope refers to:

- operational parameters, for example:
  - single training site
  - across a number of sites
  - across the nation
  - international
- operational status, for example:
  - recognised training and/or assessment services through registration in accordance with the quality framework
  - unrecognised/internal/organisational
  - in partnership arrangement
- operational modus operandi, including:
  - using competency standards
  - using registered courses
  - using internal benchmarks and programs
  - using internal/external learning resources
  - product-based training
  - a mix of the above

Outsourcing may include:

- the contracting of a training and/or assessment organisation to provide the training and/or assessment service

Partnering means:

- are collaborative arrangements between a Registered Training Organisation (RTO) and other organisations including other RTOs which enable the partners to share for mutual benefit their resources, effort, time, costs, responsibility and expertise in the provision of training and/or assessment services. These arrangements are regulated by the quality framework.
Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

**Products that could be used as evidence include:**

- analysis of the current scope of the training and/or assessment organisation in terms of focus and scope
- analysis of trends and market demand for existing and potential training and/or assessment services
- examples of consultation processes used
- completed and signed registration documentation
- cost-benefit analysis of potential change to scope
- documentation of processes used to maintain scope of training and/or assessment services

**Processes that could be used as evidence include:**

- what consultation processes were used to obtain feedback from personnel, current/potential clients and stakeholders, and why
- how costs and benefits of proposed services were analysed and calculated
- how personnel, material and physical operational requirements were calculated to determine the organisation's capability
- how evidence to support the registration documentation was identified and accessed/developed
- how internal changes were identified and reported to authorities
- how changes to the vocational education and training industry were sourced and disseminated to personnel, if relevant
- how potential funding was sourced

**Resource implications for assessment include:**

- access to legal and organisational documentation
- time in liaising with a range of relevant personnel
The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide.
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- a significant level of evidence must be gathered in the teaching/assessment environment the learner is normally working in or is likely to work in
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- investigation and evaluation of current scope of training and/or assessment services
- completed analysis to identify market trends
- consultation processes and outcomes with personnel, clients and stakeholders
- research outcomes and recommendations on the organisation's capacity and requirements to support existing and/or proposed training and/or assessment services
- management of legal and organisational documentation
- processes/systems for monitoring the scope of training and/or assessment services and dissemination of relevant information

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units
Skills and Knowledge

Required skills:

Required skills and attributes include:

- literacy skills to:
  - read and interpret state/territory and organisational policies and procedures
  - read and interpret legal requirements and training and/or assessment organisation standards
  - analyse information
- language skills to:
  - communicate information
  - conduct consultations
  - liaise with appropriate authorities
- problem solving skills to:
  - identify/recognise issues/irregularities
  - effectively address issues/irregularities
- commitment to quality and improvement
- research and analysis skills to determine new business opportunities and recognise industry trends and directions
- cost-benefit analysis skills to determine capability and viability to extend scope of training and/or assessment services and evaluate operational effectiveness
- interpersonal skills, including:
  - maintaining appropriate relationships internally and with clients/stakeholders
  - being open to the opinion of others
  - communicating effectively
  - listening actively
  - negotiating
- computer/technical skills, for example:
  - using a range of software programs
  - using the internet for research
  - using organisation's information management system
Required knowledge:

Required knowledge includes:

- purposes/needs for training and/or assessment services
- relevant legal and organisational requirements and where to access them, for example:
  - quality framework
  - relevant system for registration
  - relevant competency standards
  - the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements
  - anti-discrimination requirements including equal opportunity, racial vilification and disability discrimination
  - quality systems
- authoritative responsibilities and parameters within the training and/or assessment organisation
  - types of scope including implications and benefits to the training and/or assessment organisation
  - types of and how to access potential funding
  - strategic directions of the training and/or assessment organisation
  - existing training and/or assessment services provided by the organisation
  - research methodologies
  - OHS relating to scope including:
    - risks that should be addressed by a training and/or assessment organisation
    - legislative requirements for OHS record keeping and reporting requirements
    - OHS obligations of the training and/or assessment organisation, the trainer/facilitator, assessor and learner
    - requirements for consultation under OHS legislation
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Determine development needs | 1.1 Learning and development needs are systematically identified and implemented in line with organisational requirements  
1.2 A learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented  
1.3 Individuals are encouraged to self evaluate performance and identify areas for improvement  
1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning needs |
| 2. Develop individuals and teams | 2.1 Learning and development program goals and objectives are identified to match specific knowledge and skill requirements of competency standards  
2.2 Learning delivery methods are appropriate to the learning goals, the learning style of participants, and availability of equipment and resources  
2.3 Workplace learning opportunities and coaching and mentoring assistance are provided to facilitate individual and team achievement of competencies  
2.4 Development opportunities incorporate a range of activities and support materials appropriate to the achievement of identified competencies  
2.5 Resources and timelines required for learning activities are identified and approved in accordance with organisational requirements |
| 3. Monitor and evaluate workplace learning | 3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements  
3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional development support  
3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning  
3.4 Records and reports of competency are documented and maintained within organisational requirements |
Range statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Learning and development needs may include:
- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning

Feedback on performance may include:
- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Learning delivery methods may include:
- on-the-job coaching or mentoring
- problem solving
- presentations/demonstrations
- formal course participation
- work experience
- involvement in professional networks
- conference and seminar attendance
- induction

Coaching and mentoring assistance may include:
- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement
# Learning Program Template

<table>
<thead>
<tr>
<th>Name of RTO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Client(s)</td>
<td></td>
</tr>
<tr>
<td>Target Group</td>
<td></td>
</tr>
<tr>
<td>Delivery period</td>
<td>To be advised</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code and title of qualification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>These units form part of the TR40 Training and Assessment – SoA in Assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units of competency</th>
<th>Code</th>
<th>Title</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>None</th>
</tr>
</thead>
</table>

## Delivery and Assessment

### Duration

The program is to be delivered over a period of <sessions> (or days), which can be spread over a longer period of time if required to accommodate client’s staffing and rostering schedules.

Each training session is for 5-hour duration.

### Organisation

The program is organised to provide participants with a theoretical aspects of training and the psychological principles of learning and to support all those who have to initiate, organise and supervise learning across a broad spectrum of industry, community, public or the private sector.

The alignment between the units/topics and the learning program appears below.

### Alignment with units/topics

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Unit(s) /Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Delivery modes

This program is to be delivered off the job in a classroom (with simulated area for demonstrated activities), with additional components being completed on-the-job (where applicable). It combines face-to-face trainer led theory classes and practical sessions involving small group and individual activities. The skills and knowledge gained will be utilised and put into practice, under supervision, in the workplace. Including the final practical assessment, which will be, conducted off-the-job (where applicable).
### Evidence-gathering techniques

The ticks on this chart refer to the documented evidence gathering techniques used in each unit/topic.

**Key**
- A Demonstration
- B Questioning - Written or Oral
- C Workplace observation
- D Scenario-Problem Solving
- E Role-play
- F Case Study
- G Interview
- H Third Party

<table>
<thead>
<tr>
<th>Program area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare training activity</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Schedule

The training program is conducted over a period of 2-3 days, which can be spread over a longer period of time if required to accommodate client’s staffing needs.

As the assessment of practical skills must take place only after a period of supervised practice and repetitive experience this will be conducted on the third day after completing the rest of the program.

The shaded areas show the Session(s)/day(s) when a particular unit will be delivered and assessed.

<table>
<thead>
<tr>
<th>Session</th>
<th>Delivery</th>
<th>Assessment gathering techniques</th>
<th>Workplace Observation Third party report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Scenario – problem solving</td>
<td>Written/oral test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Written/oral test</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Role-play</td>
<td>Written Test</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Written/oral test</td>
<td>Written/oral test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scenario – problem solving</td>
<td>Written questions</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Written/oral test</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>Written/oral test</td>
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<tr>
<td></td>
<td></td>
<td>Case Study</td>
<td>Questions</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Delivery and assessment staff</th>
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<tbody>
<tr>
<td>Program area</td>
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jlo/ntc_mastertrainer_nat_cert4_training&assessment_qualification_17/04/10
### Assessment validation process

The processes used to validate assessment activity in this program are:

- All staff (including full time, part time staff) involved in the delivery and assessment of this qualification, have direct access to the current version of the relevant Training Package, including the appropriate units of competency, assessment guidelines and qualification.
- All staff (including full time, part time staff) involved in delivering the program has access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.
- All assessors have access to staff and training/assessment resources to meet the requirements of candidates with special needs and have an assessment process that incorporates reasonable adjustment procedures.
- All assessors have access to print and electronic copies of the assessment tools used in this program.
- The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to training aids and equipment needed to implement the program.

### Infrastructure requirements

(A tick indicates that the RTO has the required infrastructure.)

<table>
<thead>
<tr>
<th>Infrastructure requirements</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>☑ All staff (including full time, part time staff) involved in the delivery and assessment of this qualification, have direct access to the current version of the relevant Training Package, including the appropriate units of competency, assessment guidelines and qualification.</td>
<td></td>
</tr>
<tr>
<td>☑ All staff (including full time, part time staff) involved in delivering the program has access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment.</td>
<td></td>
</tr>
<tr>
<td>☑ All assessors have access to staff and training/assessment resources to meet the requirements of candidates with special needs and have an assessment process that incorporates reasonable adjustment procedures.</td>
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</tr>
<tr>
<td>☑ All assessors have access to print and electronic copies of the assessment tools used in this program.</td>
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</tr>
<tr>
<td>☑ The RTO has reviewed the equipment and facility requirements for each unit of competency in the qualification and guarantees it has access to training aids and equipment needed to implement the program.</td>
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</tr>
</tbody>
</table>

### Pathways

The two units of competency covered in this program are listed as core & one elective units for all programs from NQF SoA in training, SoA in instructing & NAT Cert 4 and offer an excellent pathway for the participant to completing a SoA in TOT and Workplace Assessment. Dependent on the qualification and stream the participant wishes to attain, additional competency standards will need to be completed – Training component not covered.

### Program Manager’s endorsement:

<table>
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<th>Date:</th>
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### Client/Industry Representative:

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<th>Date:</th>
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</table>
**DELIVERY PLAN TEMPLATE**

<table>
<thead>
<tr>
<th>Trainer/Assessor:</th>
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</thead>
<tbody>
<tr>
<td>Training package</td>
</tr>
<tr>
<td>Venue</td>
</tr>
<tr>
<td>Units</td>
</tr>
</tbody>
</table>

### Prerequisites:

#### Session time:

### Individual learning needs and characteristics

<table>
<thead>
<tr>
<th>Name</th>
<th>Learning Style</th>
<th>Personality Profile</th>
<th>Special needs</th>
</tr>
</thead>
</table>

#### Delivery Methods

- Face to face
- Role-play
- Individual work
- Group work

#### Assessment Process/Methods

- Oral questions
- Practical Observation - simulated assess peer

### Materials and resources

1. Whiteboard
2. Learner induction pack
3. Overhead projector/transparencies (option)
4. Content - TOT Toolbox (CD/DVD) and TOT manual
5. Butcher's paper
6. Multimedia projector
7. Computer and network access
8. Evaluation form
SESSION PLAN TEMPLATE

**Trainer/Assessor:**

**Objectives and outcomes**

*At the end of this session the learner will be able to:*

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Main points/Activity</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Learning Program Cost Summary Template

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Sub Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salary/Wages Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office support staff</td>
<td>nil</td>
<td></td>
</tr>
<tr>
<td>Technical support staff</td>
<td>nil</td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td></td>
</tr>
<tr>
<td>External trainers/consultants</td>
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<tr>
<td>Guest speakers</td>
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<tr>
<td><strong>Equipment &amp; Resources</strong></td>
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<tr>
<td>Equipment purchase</td>
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<tr>
<td>Equipment hire</td>
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</tr>
<tr>
<td>Video/film hire</td>
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<td></td>
</tr>
<tr>
<td>Resource books</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Specialized Equipment</td>
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<td></td>
</tr>
<tr>
<td>Specialized resources</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>DVD/CD (interactive learning media)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials/Consumables</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationary</td>
<td>na</td>
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</tr>
<tr>
<td>Photocopying</td>
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</tr>
<tr>
<td>Printing</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Binding</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Transparencies</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Training Manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pens/markers pencils etc.</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>File Manuals</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>Handouts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates (SoA in Assessment)</td>
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<tr>
<td><strong>Venue &amp; Catering</strong></td>
<td></td>
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<tr>
<td>Venue Hire</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Catering Hire</td>
<td></td>
<td></td>
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<tr>
<td>Meals</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Morning/Afternoon teas</td>
<td></td>
<td></td>
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</tbody>
</table>

**Overall Total**
<table>
<thead>
<tr>
<th>Work activity</th>
<th>Insert the activity of this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit(s) of competency</td>
<td>Insert Unit Code and Unit Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence requirements</th>
<th>Evidence gathering techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relate to the performance criteria</strong></td>
<td><strong>EVIDENCE TYPE</strong></td>
</tr>
<tr>
<td></td>
<td>Workplace Observation or Practical</td>
</tr>
<tr>
<td><strong>Insert Element Name</strong></td>
<td><strong>Insert Performance Criteria</strong></td>
</tr>
<tr>
<td><strong>Insert Element Name</strong></td>
<td><strong>Insert Performance Criteria</strong></td>
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<td><strong>Insert Element Name</strong></td>
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<td><strong>Insert Element Name</strong></td>
<td><strong>Insert Performance Criteria</strong></td>
</tr>
<tr>
<td><strong>Insert Element Name</strong></td>
<td><strong>Insert Performance Criteria</strong></td>
</tr>
</tbody>
</table>

Insert Element Name: Enter the name of the element.
Insert Performance Criteria: Enter the performance criteria for the activity.
This Assessment plan is to be completed with the assessor. Your assessor will discuss the following areas with you. They should be ticked off once you are confident that you have understood the information and procedures regarding this assessment.

- Purpose and outcomes of the assessment process
- Relevant units of competency
- Appeals process
- Confidentiality and security of information
- Special needs/Additional information

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor’s Name</td>
<td>Phone No.</td>
</tr>
<tr>
<td>Employer Contact Details</td>
<td>Phone No.</td>
</tr>
<tr>
<td>Location of Assessment</td>
<td></td>
</tr>
<tr>
<td>Assessment Date</td>
<td>Time</td>
</tr>
<tr>
<td>Industry Specialist if required.</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose of Assessment:**

**Unit of Competency:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria to be assessed are:</th>
</tr>
</thead>
</table>

**Conditions of Assessment (Context):**
### Assessment Instructions to the candidate:

<table>
<thead>
<tr>
<th>ASSESSMENT TOOLS</th>
<th>Brief Description of Tasks required during the gathering or evidence or during assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of Assessment <em>(Delete methods not required)</em></td>
<td>To demonstrate competence in this unit you are required to complete the following assessment tasks: <em>(Remove any tasks (ie if assessment is conducted as a whole of workplace duties observation) or add more tasks if required)</em></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
</tr>
<tr>
<td>Practical Demonstration</td>
<td></td>
</tr>
<tr>
<td>Written Assessment</td>
<td></td>
</tr>
<tr>
<td>Questionnaire - Oral or written to assess underpinning knowledge</td>
<td></td>
</tr>
<tr>
<td>Observation/Performance Checklists for demonstration practical skills</td>
<td></td>
</tr>
<tr>
<td>Supplementary Evidence <em>(Third party &amp; Workplace Documents. When and if applicable)</em></td>
<td></td>
</tr>
</tbody>
</table>

### Resource requirements for assessment:

For the Assessment of this unit of competency the following resources may be required:

- Supplementary Evidence *(to be provided by candidate as agreed upon)*

*Eg. Third Party report by supervisor*
### Key Competencies

**Key competencies at _______ Level** have been integrated into the assessments which relate to this unit of competency and this assessment plan.

### Allowable Adjustments:

### Date of assessment:

Assessment will take place at a mutually agreed time between the candidate and the assessor.

**DATE: __________________** *(Insert agreed date)*

<table>
<thead>
<tr>
<th>Assessor/s signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

In signing this form the candidate acknowledges that the assessment plan has been fully explained and s/he understands and agrees to the assessment process as described above.

<table>
<thead>
<tr>
<th>Candidate’s signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
**PRE-ASSESSMENT CHECKLIST TEMPLATE**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Assessor Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Location:</td>
</tr>
</tbody>
</table>

### UNIT/S TO BE ASSESSED DURING THIS ASSESSMENT

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Names</th>
<th>CO/NYC</th>
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<tbody>
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### Checklist for Conducting the Assessment

- Candidate confirms readiness to be assessed.
- Time and date of the assessment was diarised and agreed to by the Candidate.
  
  Date: Time: Location: 

- Criteria against which the candidate’s performance will be assessed are explained to the candidate.
- Assessment method, process and documentation have been explained to candidate.
- Has candidate any special requirements? 
  Special requirements:______________________________________________________________
- Confidentiality of assessment outcome has been explained.
- Right to appeal assessment decision has been explained to the candidate.
- All hygiene, Occupational Safety and Health requirements have been met?

### Comments:

In signing this form the candidate acknowledges that s/he is ready for assessment and that the assessment process has been fully explained. The assessment information gathered (including candidate name, but no other personal details) will be used by the training organisation for specific record keeping purposes.

### Candidate’s Signature:

### Assessor’s Signature:
OBSERVATION RECORD TEMPLATE

<table>
<thead>
<tr>
<th>Candidate name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor name:</td>
</tr>
<tr>
<td>Unit of competency:</td>
</tr>
<tr>
<td>Workplace:</td>
</tr>
<tr>
<td>Date of assessment:</td>
</tr>
<tr>
<td>Brief description of task:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the candidate perform the following skills:</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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<td>☐</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The candidate’s performance was: [ ] Competent [x] Not Yet Competent

Feedback to candidate

This signature confirms candidate agreement that the above record is a true reflection of the task performed.

Candidate signature: __________________ Date: ___

This signature confirms that the candidate has demonstrated competence in the practical performance and theoretical understanding of the observed task.

Assessor signature: __________________ Date: ___
ORAL OR WRITTEN QUESTION/S

ASSESSMENT CHECKLIST

<<UNIT NAME>>

<<Unit Code>>

Questions assessed *(please select) – Orally - Written*

<table>
<thead>
<tr>
<th>Questions</th>
<th>Satisfactory response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Q1</td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td></td>
</tr>
<tr>
<td>Q5</td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td></td>
</tr>
<tr>
<td>Q7</td>
<td></td>
</tr>
<tr>
<td>Q8</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSOR/OFFICE USE ONLY:

The candidate’s underpinning knowledge was:
Competent ☐ Not Yet Competent ☐

Signed by the assessor:………………………………………………. Date: …………………

Signed by the Candidate:…………………………………………… Date:………………………

Feedback to candidate:

Acceptable answers are:
Q1
Q2
Q3
Q4
Q5
# Assessment summary and feedback form

<table>
<thead>
<tr>
<th>Candidate information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Position:</td>
</tr>
<tr>
<td>Employer:</td>
</tr>
<tr>
<td>Manager/Supervisor:</td>
</tr>
<tr>
<td>Assessor’s name:</td>
</tr>
<tr>
<td>Assessor’s signature:</td>
</tr>
<tr>
<td>Assessment date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units of competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit code and title:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Assessment application:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Competent</td>
</tr>
<tr>
<td>☐ Not yet competent</td>
</tr>
<tr>
<td>Is re-assessment necessary?</td>
</tr>
<tr>
<td>☐ YES</td>
</tr>
<tr>
<td>☐ NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feedback and future action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaps in performance:</td>
</tr>
<tr>
<td>Strategies for further improvements:</td>
</tr>
<tr>
<td>Assessor signature:</td>
</tr>
<tr>
<td>Candidate signature:</td>
</tr>
</tbody>
</table>

Candidate signature confirms understanding and agreement with the feedback
### Assessment Record Template

<table>
<thead>
<tr>
<th>Unit(s):</th>
<th>Descriptor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elements</th>
<th>Summary of evidence provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessor comments:**

- [ ] Unit of competency achieved
- [ ] Unit of competency not yet achieved

**Candidate signature:**  
**Date:**

**Assessor signature:**  
**Date:**
# EVIDENCE PLAN TEMPLATE

<table>
<thead>
<tr>
<th>Name of candidate:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit:</td>
<td></td>
</tr>
<tr>
<td>Registered training organisation</td>
<td></td>
</tr>
</tbody>
</table>

## Sources of evidence

<table>
<thead>
<tr>
<th>Agreed Evidence</th>
<th>Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

### Supervised Test/Practical demonstration
Practical demonstration to assessor for the following tasks:

### Questions

### Third Party Report

## Arrangements:

<table>
<thead>
<tr>
<th>Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

## Agreement

- Evidence to be submitted by:
- Interview date
- I agree to the evidence plan (sign below)

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manager:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dated:</th>
</tr>
</thead>
</table>

# EVIDENCE COLLECTION PLANNER TEMPLATE

<table>
<thead>
<tr>
<th>Work activity</th>
<th>[fill in details as required as per competency standards]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code:</td>
<td>[fill in details as required as per competency standards]</td>
</tr>
<tr>
<td>Unit(s) of competency</td>
<td>[fill in details as required as per competency standards]</td>
</tr>
<tr>
<td>Registered Training Organisation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence gathering techniques</th>
<th>Task</th>
<th>Evidence requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third party report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## POST-ASSESSMENT INTERVIEW

| Candidate Name: |  |
| Assessor Name: |  |
| Assessment Task | Date: |

<table>
<thead>
<tr>
<th>Assessment results</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence summary discussed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judgement of competency discussed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment record signed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Candidate’s feedback

- Understood assessment process and requirements
- Expectations met

### Candidate’s comments:

--------------------------------------------------------------------------------------------------------------------
--------------------------------------------------------------------------------------------------------------------
--------------------------------------------------------------------------------------------------------------------
--------------------------------------------------------------------------------------------------------------------

### Future strategies agreed as a result of the decision:

--------------------------------------------------------------------------------------------------------------------
--------------------------------------------------------------------------------------------------------------------
--------------------------------------------------------------------------------------------------------------------
--------------------------------------------------------------------------------------------------------------------

| Date of interview: | Candidate signature: | Assessor signature: |