

Accreditation : This Module is a Nationally Accredited Course

Title : **BSZ402A – CONDUCT ASSESSMENT**

Field Of Study : **TRAINING & ASSESSMENT**

What is this course all about?

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

When you have finished this course you should be able to demonstrate your ability to:

Identify and explain the context of assessment

- ❑ The context and purpose of assessment are discussed and confirmed with the person(s) being assessed.
- ❑ The relevant performance standards to be used in the assessment (e.g. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed.
- ❑ The assessment procedure is clarified and expectations of assessor and candidate are agreed.
- ❑ Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed.
- ❑ The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure.
- ❑ Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed.

Plan evidence gathering opportunities

- ❑ Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency.
- ❑ The need to gather additional evidence which may not occur as part of the workplace or training activities are identified;
- ❑ Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure.

Organise assessment

- ❑ The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment.
- ❑ Appropriate personnel are informed of the assessment.
- ❑ Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel.

Gather evidence

- ❑ Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence
- ❑ The evidence specified in the assessment procedure is gathered, using the assessment methods and tools
- ❑ Evidence is gathered in accordance with specified allowable adjustments where applicable
- ❑ The evidence gathered is documented in accordance with the assessment procedure

Make the assessment decision

- ❑ The evidence is evaluated in terms of:
 - Validity
 - Authenticity
 - Sufficiency
 - Currency
 - Consistent achievement of the specified standard
- ❑ The evidence is evaluated according to the dimensions of competency:
 - Task skills
 - Task management skills
 - Contingency management skills
 - Job/role environment skill
 - Transfer and application of knowledge and skills to new contexts
- ❑ Guidance is sought, when in doubt, from a more experienced assessor(s)
- ❑ The assessment decision is made in accordance with the criteria specified in the assessment procedure

Record assessment results

- ❑ Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence
- ❑ Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.

Provide feedback to persons being assessed

- ❑ Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed
- ❑ Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed
- ❑ The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged

Report on the conduct of the assessment

- ❑ Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure
- ❑ Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure;
- ❑ Suggestions for improving any aspect of the assessment process are made to appropriate personnel

Some examples of individuals that will benefit from these courses are: -

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

You will have better skills & knowledge and familiarise yourself more in the following areas -

- ❑ Description of the assessment context, including the purpose of assessment;
- ❑ The relevant competency or other performance standard and assessment procedure used;
- ❑ Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency;
- ❑ Conduct of assessment in accordance with competency requirements.
- ❑ Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements;
- ❑ Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.
- ❑ How agreement was sought with the person(s) being assessed on the conduct of the assessment
- ❑ How opportunities to gather evidence were identified as part of workplace or training activities;
- ❑ How evidence was gathered in accordance with the assessment procedure;
- ❑ How evidence gathering activity covered the dimensions of competency;
- ❑ How resources were arranged according to the assessment procedure;
- ❑ How appropriate personnel were consulted;
- ❑ How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable;
- ❑ How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard;
- ❑ How the assessment was conducted to ensure that :
 - all arrangements and activities were understood by all parties
 - the person was put at ease and the supportive assessment environment was created
 - language, literacy and numeracy issues were taken into consideration
- ❑ How constructive feedback was provided to the person(s) being assessed including instances of not yet competent;
- ❑ How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

You will have better knowledge and familiarise yourself more in relevant legislation, codes, regulations and standards which include:

- ❑ Assessment and Workplace Training Competency Standards
- ❑ Relevant competency standards, including industry or enterprise standards of performance.
- ❑ Relationships of competencies to industrial agreements, classification systems and the Australian Qualifications Framework (AQF);
- ❑ Application of relevant workplace policies (eg OHS and EEO) and any relevant legislative or regulatory requirements
- ❑ Competency in unit(s) of competency relevant to the training program
- ❑ Principles of adult learning and competency based training
- ❑ Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies

What Recognition will you achieve?

Where demonstrated competencies have been achieved in accordance with the endorsed Australian Quality Training Framework (AQTF) standards, a Statement of Results can be issued for those competencies successfully completed in this course. These can be combined with additional competencies achieved later, and together may build towards the issuing of qualification, at Certificate IV level.

How will you be assessed?

Demonstration of competencies for this qualification is achieved via formal assessment. Participants complete a work related project/activities, which incorporates the range of competencies covered for each unit. At completion of each module these activities will be handed in to your trainer, assessed then returned with relevant comments to keep you informed with your progress.

Will you be eligible for subject exceptions?

The units can be completed through attendance at MTG training courses. You may have already attained some competencies covered in the units through previous training, work, or life experience. If you feel you can already demonstrate a competency, then you should apply for **Recognition of Current Competencies (RCC)**. An RCC application form can be found in the MTG trainee welcome kit where you can fill out and fax back to us on (03) 9854-6124 or simply visit our website on www.matrixtraininggroup.com/downloads.php in order to download this application.

What training materials and training aids will you have?

1. **Learner Guides:** - Matrix Training Group will supply each trainee with a module for each unit which contains must know information, learning activities and projects, which will keep you enthusiastically involved in the course. Upon completion of each module these activities will be handed in to the trainer, assessed then returned to trainees with relevant comments to keep you informed with your progress.
2. **Online Support:** - Your Trainer is always available through E-mail & Website support. Our website address is www.matrixtraininggroup.com
3. **Telephone Support:** - You may call your trainer during business hours for over the telephone support