

National Technical and Vocational Qualification Framework

NTVQF

Competency Based Learning Materials (CBLMs)
Organise and Conduct Competency Based Assessment
National Certificate in CBT&A Methodology
Trainers & Assessors, Level-4



Bangladesh Technical Education Board
Agargaon, Sher-E-Bangla Nagar
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Copyright

This Competency Based Learning Materials on “Organise and Conduct Competency Based Assessment” under the CBT&A Methodology for Trainers &Assessors, Level-4 qualification is developed based on the national competency standard approved by Bangladesh Technical Education Board (BTEB).

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

This document is owned by Bangladesh Technical Education Board (BTEB), developed under the guidance of international expert (TVET and Skills Development Specialist) and National consultant), ILO Country Office for Bangladesh supported by Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU).

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Preface

Education and training for productive employment is vital for economic and social development in Bangladesh. Technical and Vocational Education and Training (TVET) is a tool for productivity enhancement and poverty reduction. TVET sector ensures quality, relevance and access of skills training which meets industry demand and fulfill the requirements of individual for opting gainful and productive employment.

Competency-based learning materials on “Organise and Conduct Competency Assessment”

provides overall course guidelines in relation to teaching and learning and act as the key instrument in supporting delivery of standardised formal, non-formal and informal training. It is expected that competency-based learning materials (CBLMs) will serve the purpose of training delivery of different courses maintaining quality as specified in the approved national competency standard for CBT&A Methodology for Trainers & Assessors, Level-4. As it is agreed that any reform in TVET system in Bangladesh should be in line with international trends so as to make graduates from the qualification nationally and internationally competent.

It will be worth noting that the initiatives for development of National Certificate in CBT&A Methodology, Level-4 & Level-5 through review and updating of existing competency standards of trainers & assessors, development of new competency standard for National Certificate for CBT&A Managers and implementers, Level-6 and Competency Based Curriculum development for the above mentioned courses by the Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO. This document is developed by the Standards and Curriculum Development Committee of BTEB under the guidance of International Expert (TVET and Skills Development Specialist) and the National Consultant Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO country Office for Bangladesh.

We appreciate Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project, ILO, funded by European Union (EU) for developing competency-based learning materials on “Organise and Conduct Competency Assessment” of CBT&A Methodology for Trainers & Assessors, Level-4 qualification under National Technical and Vocational Qualification Framework (NTVQF).

Chairman

Bangladesh Technical Education Board

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Acronyms

BMET	Bureau of Manpower Employment and Training
BTEB	Bangladesh Technical Education Board
CAD	Course Accreditation Document
CBC	Competency Based Curriculum
CBLMs	Competency Based Learning Materials
CBT	Competency Based Training
CBT&A	Competency Based Training and Assessment
CS	Competency Standard
DTE	Directorate of Technical Education
EU	European Union
ILO	International Labour Organization
LCD	Liquid Cristal Display
MOE	Ministry of Education
MOEWOE	Ministry of Expatriate Welfare and Overseas Employment
MOLE	Ministry of Labour and Employment
NEP	National Education Policy
NGOs	Non-Government Organisations
NSDA	National Skills Development Authority
NSDC	National Skills Development Council
NSDP	National Skills Development Policy
NTVQF	National Technical and Vocational Qualification Framework
OSH	Occupational Safety and Health
PCs	Personal Computers
QAMS	Quality Assurance Manuals
RPL	Recognition of Prior Learning
SCDC	Standards and Curriculum Development Committee
TSC	Technical School and College
TTC	Technical Training Centre
TTTC	Technical Teachers Training College
TVET	Technical Vocational Education and Training
VET	Vocational Training Institute
VTTI	Vocational Teachers Training Institute

Overview of the Module

Organise and Conduct Competency Based Assessment.

This module comprises Seven elements (1 to 7), and seven (7) learning outcomes derived from the unit of competency TVTASL402A1: Organize and Conduct Competency Based Assessment.

Learning Outcomes

At the end of the training you will be able to:

1. Prepare the assessment venue.
2. Prepare the candidate.
3. Conduct assessment.
4. Gather evidence.
5. Make the assessment decision.
6. Record and report assessment decision.
7. Provide feedback to the candidate's.

After the training you will be required to demonstrate your competency through the following performance criteria

- 1.1 Requirements for conducting assessment in *assessment venue* are identified and arranged in accordance with relevant evidence guide.
 - 1.2 Required tools, equipment, machines and materials are made available specified in the evidence guide and assessment tools.
 - 1.3 *Resources* are checked and arranged within safe and accessible assessment environment.
 - 1.4 Cost of assessment and assessment process are checked to ensure compliance with organization procedures.
 - 1.5 Appropriate personnel are informed for the assessment activity in line with institution policy and procedure.
 - 1.6 Assessment plan is interpreted and organizational/ legal/ethical requirements are confirmed for conducting assessment with relevant people.
-
- 2.1 Details of the assessment plan and the assessment process are explained.
 - 2.2 *reasonable adjustment*, re-assessment and appeals are discussed and clarified with the trainee, including opportunities for assessment.
 - 2.3 *Context and purpose of assessment* are explained to candidates in line with the requirements of the relevant assessment guidelines.
 - 2.4 Legal and ethical responsibilities associated with the assessment are explained to the candidate in line with the requirements of the relevant assessment guidelines.

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- 2.5 Information is conveyed using verbal and non-verbal language which promote a supportive assessment environment.
- 2.6 The competency to be assessed and evidence to be collected are clearly explained to the candidate.

- 3.1 Assessment tools are collected and used in accordance with the level and number of learners.
- 3.2 Reasonable adjustments are ensured as and when required.
- 3.3 Conduct assessment and gather evidence using the assessment tools specified in the assessment plan.
- 3.4 Current competencies and prior learning are determined and credited/recognized according to the standard.
- 3.5 Characteristics and profile of learners are documented.

- 4.1 *Principles of assessment* and the *rules of evidence* are applied in gathering assessment evidence.
- 4.2 *Agreed assessment methods* and instruments are used to determine competency.
- 4.3 Reasonable adjustment is incorporated in the evidence gathering procedures in line with the assessment guidelines.
- 4.4 Evidence is gathered using specified assessment method in the relevant evidence guide.
- 4.5 Gathered *evidence* are documented in accordance with relevant assessment tools and assessment guide.

- 5.1 Collected evidence is examined and assessment decision is made in line with agreed assessment plan.
- 5.2 The evidence is evaluated in terms of the rules of evidence and dimensions of competency.
- 5.3 Clear and constructive feedback is provided to the trainee regarding the assessment decision.

- 6.1 Assessment results are recorded in accordance with approved *record keeping* guidelines of the organization.
- 6.2 Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes is maintained as per the approved policy guideline of the organization.
- 6.3 Issuing of certificates is organized in line with approved policy guidelines of the organization.

- 7.1. Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant assessment guidelines.
- 7.2. Ways of overcoming any gaps in competency are explored with the candidate.
- 7.3. The candidate is advised of available reassessment in line with organizational policy and procedures.
- 7.4. Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organizational policy and procedures.

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CONTENTS

- This learning package includes the following:
- Process of organizing and conducting competency based assessment
- Role of an assessor in competency assessment
- Preparing candidates for assessment events
- Conducting pre-assessment for recognizing prior learning
- Gathering evidence for assessment decision making
- Evaluating evidence and making assessment decision
- Recording assessment decision and providing constructive feedback

PRE-REQUISITES: N/A

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How to use this learning guide

This Learning Guide will lead you through a series of activities. These activities may be completed as part of structured classroom activities or you may be required to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes stated earlier.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of the learning guide.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice doing the job. You may need to practice the job or activity several times before you become competent.
5. **Specification sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this learning guide, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move on to the next Unit of Competency or Module

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MODULE CONTENT

UNIT OF COMPETENCY: Organize and Conduct Competency Based Assessment.

MODULE TITLE: Organizing and Conducting Competency Based Assessment.

MODULE DESCRIPTOR: This module discusses the aspects that must be given attention when Organizing and Conducting Competency Based Assessment. It shows the requirements for preparing the assessment venue, preparing the candidate, conducting assessment, gathering evidence, making the assessment decision, recording & reporting assessment decision and providing feedback to the candidate's in accordance with the relevant assessment guidelines.

NOMINAL DURATION:30 Hours

LEARNING OUTCOMES:

Upon completion of this module, the trainee must be able to:

1. Prepare the assessment venue.
2. Prepare the candidate.
3. Conduct assessment.
4. Gather evidence.
5. Make the assessment decision.
6. Record and report assessment decision.
7. Provide feedback to the candidate's.

ASSESSMENT CRITERIA:

1. Requirements for conducting assessment in *assessment venue* are identified and arranged in accordance with relevant evidence guide.
2. Required tools, equipment, machines and materials are made available specified in the evidence guide and assessment tools.
3. *Resources* are checked and arranged within safe and accessible assessment environment.
4. Cost of assessment and assessment process are checked to ensure compliance with organization procedures.
5. Appropriate personnel are informed for the assessment activity in line with institution policy and procedure.
6. Assessment plan is interpreted and organizational/ legal/ethical requirements are confirmed for conducting assessment with relevant people.
7. Details of the assessment plan and the assessment process are explained.
8. *reasonable adjustment*, re-assessment and appeals are discussed and clarified with the trainee, including opportunities for assessment.

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9. *Context and purpose of assessment* are explained to candidates in line with the requirements of the relevant assessment guidelines.
10. Legal and ethical responsibilities associated with the assessment are explained to the candidate in line with the requirements of the relevant assessment guidelines.
11. Information is conveyed using verbal and non-verbal language which promote a supportive assessment environment.
12. The competency to be assessed and evidence to be collected are clearly explained to the candidate.
13. Assessment tools are collected and used in accordance with the level and number of learners.
14. Reasonable adjustments are ensured as and when required.
15. Conduct assessment and gather evidence using the assessment tools specified in the assessment plan.
16. Current competencies and prior learning are determined and credited/recognized according to the standard.
17. Characteristics and profile of learners are documented.
18. *Principles of assessment* and the *rules of evidence* are applied in gathering assessment evidence.
19. *Agreed assessment methods* and instruments are used to determine competency.
20. Reasonable adjustment is incorporated in the evidence gathering procedures in line with the assessment guidelines.
21. Evidence is gathered using specified assessment method in the relevant evidence guide.
22. Gathered *evidence* are documented in accordance with relevant assessment tools and assessment guide.
23. Collected evidence is examined and assessment decision is made in line with agreed assessment plan.
24. The evidence is evaluated in terms of the rules of evidence and dimensions of competency.
25. Clear and constructive feedback is provided to the trainee regarding the assessment decision.
26. Assessment results are recorded in accordance with approved *record keeping* guidelines of the organization.
27. Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes is maintained as per the approved policy guideline of the organization.
28. Issuing of certificates is organized in line with approved policy guidelines of the organization.
29. Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant assessment guidelines.
30. Ways of overcoming any gaps in competency are explored with the candidate.
31. The candidate is advised of available reassessment in line with organizational policy and procedures.
32. Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organizational policy and procedures.

LEARNING OUTCOME 1: PREPARE THE ASSESSMENT VENUE.

ASSESSMENT CRITERIA:

- 1.1 Requirements for conducting assessment in assessment venue are identified and arranged in accordance with relevant evidence guide.
- 1.2 Required tools, equipment, machines and materials are made available specified in the evidence guide and assessment tools.
- 1.3 Resources are checked and arranged within safe and accessible assessment environment.
- 1.4 Cost of assessment and assessment process are checked to ensure compliance with organization procedures.
- 1.5 Appropriate personnel are informed for the assessment activity in line with institution policy and procedure.
- 1.6 Assessment plan is interpreted and organizational/ legal/ethical requirements are confirmed for conducting assessment with relevant people.

CONTENTS:

This learning package includes the following:

- 1 Requirements for conducting assessment in assessment venue
- 2 Required tools, equipment, machines and materials
- 3 Resources for assessment environment.
- 4 Cost of assessment and assessment process.
- 5 Assessment activity in line with institution policy and procedure.
- 6 Assessment plan

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

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ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

Learning Experiences 12.1-1

Learning Outcome 1:

PREPARE THE ASSESSMENT VENUE.

Learning Steps	Resources specific instructions
1 Trainee will ask the instructor about the materials to be used.	1 Instructor will provide the learning materials in Module “Organize and Conduct Competency Based Assessment”
2 Read the Information sheet/s	2 Information Sheet 12.1-1
3. Complete the Self Checks & answer sheets.	3. Self Check 12.1-1 and Answer Sheet 12.1-1
4. Complete Activity	4. Activity Sheet No 12.1-1

Information Sheet 12.1 -1

Learning Objectives:

After reading this INFORMATION SHEET, YOU MUST be able to prepare the assessment venue.

In the previous information sheets, there are several items cited as significant in the development of the assessment tool. To ensure that all the items are covered, the developer has to evaluate the developed tool against the set criteria

An **assessment venue** is a place where candidates are examined to determine their suitability for specific types of employment, especially management or military command. The candidates' personality and aptitudes are determined by techniques including interviews, group exercises, presentations, examinations and psychometric testing.

Assessment venue is not just a building for assessing a job candidate, it is a process of evaluation of behavior based on multiple evaluation including: job related simulations, interviews or psychological tests.

A **workplace** is a location where someone works for his or her employer, a place of employment.

Registered Training Organisation (RTO): A Registered Training Organisation (RTO), is an organisation providing National Technical Vocational Qualification and Training (NTVQF) to students, resulting in qualifications or statements of attainment that are recognised and accepted by industry skills council and BTEB.

How to Prepare for Assessment Venue

Identify Specialist Support

Sometimes, we will need to get the help of specialist support people. These are the people who can help us to make sure that our assessment is fair for our students. While specialist support is often obtained to assist us when working with candidates who have special needs, this is not the only time that we use specialist support.

Common specialist support services may include:

- online assessment strategies
- support for remote or isolated candidates or assessors
- support from subject matter or safety experts
- advice from regulatory authorities
- assessment panels
- support from lead assessors
- advice from policy development experts
- third party assistance from a carer or interpreter.

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Develop Communication Strategies

In all cases, making sure that we discover and organise the best resources for our particular assessment event will require effective communication strategies. Commonly, this involves the same skills that we need when dealing with candidates:

- interview (face-to-face or telephone)
- email, memos and correspondence
- meetings
- video conferencing, e-based learning
- focus groups.

On the day before your assessment venue you should consolidate your knowledge of the firm you have applied to, make sure you are aware of any current commercial awareness issues and re-read your own CV and application form.

Review the job description and any other material the employer may have sent you. Think about the key skills and competencies your assessors will be looking for in you and other candidates during the assessment venue. They will be making selections based on these criteria, so think about ways you can demonstrate these skills during the various tests and exercises you will be involved in tomorrow.

Preparing for Assessment

If you have been asked to prepare any material for the assessment venue (e.g. a presentation) make sure that you give yourself plenty of time to complete and practice this, to ensure you are as confident as possible on the day.

If aptitude tests will be part of your assessment venue make sure you take practice tests to familiarize yourself with the concept. It is important you know what type of tests will be coming up and exactly how to answer the questions that will be asked of you. If you do not know, call human resources to find out. Different types of test require candidates to address questions in slightly different ways. You must know exactly how to answer the test you will be sitting to be in with the best chance of doing well.

On the Day of your Assessment Venue

On the day of your assessment venue you must:

- Arrive in good time.
- Be polite to everyone you meet, including other candidates.
- Join in with discussions, including informal ones (e.g. during lunch/dinner).
- Be assertive during group and individual exercises.
- Move on quickly, if you make a mistake. Assessors are not expecting you to be perfect in all areas, so try not to dwell on any errors.

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- Try to draw others into group discussions. Your assessors want to see evidence of good leadership and teamwork skills as well as your own intelligent input.
- Find out when you can call for interview feedback. If you don't get a job offer this time, you need to know why, so that you can make sure you get an offer next time round.

Assessment Center:

An **assessment center** is a place where candidates are assessed in accordance with assessment guideline. Its only use for assessment not for training.

Resources of assessment venue:

While the resources that we need will depend on the particular context and purpose of assessment, there are some common ones that we should be familiar with:

- information
- documents needed for assessors and candidates, including competency standards and assessment tools
- plant and equipment technology
- personal protective equipment
- venues
- adaptive technology
- physical adjustments to the assessment environment
- additional personnel (including specialist support)

Assessment Tools: An assessment tool is a set of document by which assessor conduct assessment. It is use for conduct assessment and collect evidence. Such as job sheet, specification sheet, observation checks list, self-check etc.

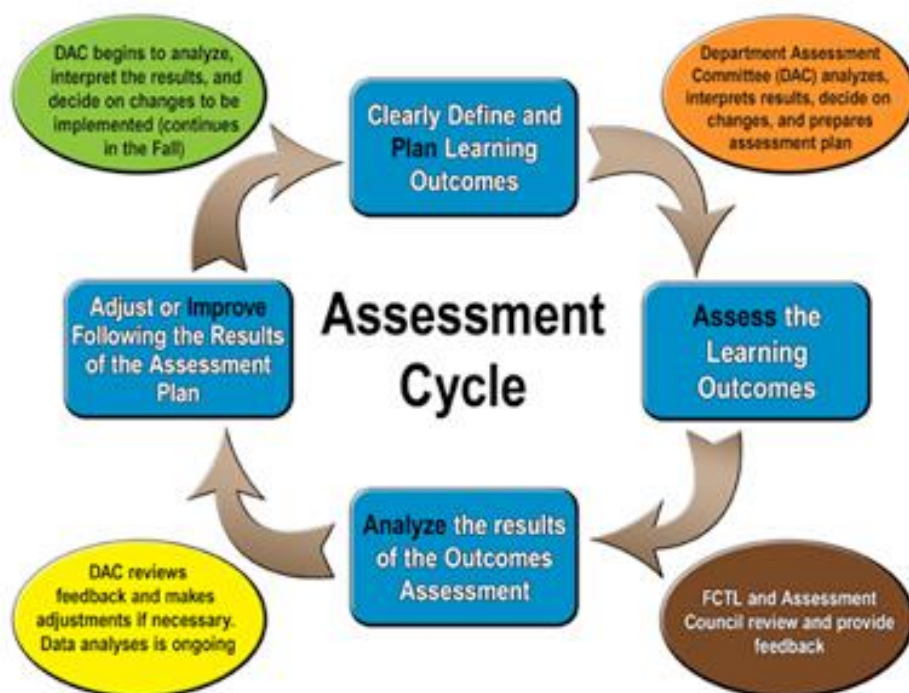
Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more National Technical and Vocational Qualification Framework (NTVQF). Such as competency standard for baking, Food processing & Quality control, Cooking etc.

Personal Protective Equipment (PPE) is equipment that will protect the user against health or safety risks at work. It can include items such as safety helmets, gloves, eye protection, high-visibility clothing, safety footwear and safety harnesses. It also includes respiratory protective equipment (RPE). Such as Apron, Hair net, Mask, Safety shoes, hand gloves.

Adaptive Technology: The United States Assistive Technology Act of 1998 defines assistive technology -- also called *adaptive technology* -- as any "product, device, or equipment, whether acquired commercially, modified or customized, that is used to maintain, increase, or improve the functional capabilities of individuals with disabilities." Such as hair aid, while chair etc.

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The Four Steps of the Assessment Cycle



Step 1: Clearly define and identify the learning outcomes

Each program should formulate between 3 and 5 learning outcomes that describe what students should be able to do (abilities), to know (knowledge), and appreciate (values and attitudes) following completion of the program. The learning outcomes for each program will include Public Affairs learning outcomes addressing community engagement, cultural competence, and ethical leadership.

Step 2: Select appropriate assessment measures and assess the learning outcomes

Multiple ways of assessing the learning outcomes are usually selected and used. Although direct and indirect measures of learning can be used, it is usually recommended to focus on direct measures of learning. Levels of student performance for each outcome is often described and assessed with the use of rubrics.

It is important to determine how the data will be collected and who will be responsible for data collection. Results are always reported in aggregate format to protect the confidentiality of the students assessed.

Step 3: Analyze the results of the outcomes assessed

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It is important to analyze and report the results of the assessments in a meaningful way. A small subgroup of the DAC would ideally be responsible for this function. The assessment division of the FCTL would support the efforts of the DAC and would provide data analysis and interpretation workshops and training.

Step 4: Adjust or improve programs following the results of the learning outcomes assessed

Assessment results are worthless if they are not used. This step is a critical step of the assessment process. The assessment process has failed if the results do not lead to adjustments or improvements in programs. The results of assessments should be disseminated widely to faculty in the department in order to seek their input on how to improve programs from the assessment results. In some instances, changes will be minor and easy to implement. In other instances, substantial changes will be necessary and recommended and may require several years to be fully implemented.

A typical competency assessment process

There are different approaches to competency based assessment. One typical approach is explained in the diagram below.

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Shelf Check-12.1-1

Prepare the assessment venue.

Q.1 What is assessment venue?

Q.2 What do you mean by workplace?

Q.3 What do you mean by RTO?

Q.4 What is assessment centre?

Q.5 Which resources are needed in assessment venue?

Q.6 What is assessment tools?

Q.7 What documents do you need to consult in order to organize competency based assessment?

Q.8 What do you mean by competency standard?

Q.9 What do you mean by Adaptive Technology?

Q.10 Write the four steps of the assessment cycle.

Answer Key-12.1-1

Prepare the assessment venue.

Q.1 What is assessment venue?

Answer: An **assessment venue** is a place where candidates are examined to determine their suitability for specific types of employment, especially management or military command. The candidates' personality and aptitudes are determined by techniques including interviews, group exercises, presentations, examinations and psychometric testing.

Assessment venue is not just a building for assessing a job candidate, it is a process of evaluation of behaviour based on multiple evaluation including: job related simulations, interviews or psychological tests.

Q.2 What do you mean by workplace?

Answer: A **workplace** is a location where someone works for his or her employer, a place of employment

Q.3 What do you mean by RTO?

Answer: **Registered Training Organisation (RTO)**: A Registered Training Organisation (RTO), is an organisation providing National Technical Vocational Qualification and Training (NTVQF) to students, resulting in qualifications or statements of attainment that are recognised and accepted by industry skills council and BTEB.

Q.4 What is assessment centre?

Answer: An **assessment center** is a place where candidates are assessed in accordance with assessment guideline. It use only for assessment not for training.

Q.5 Which specialist support services are needed in assessment venue?

Answer: Common specialist support services may include:

- online assessment strategies
- support for remote or isolated candidates or assessors
- support from subject matter or safety experts
- advice from regulatory authorities
- assessment panels
- support from lead assessors
- advice from policy development expert
- third party assistance from a career or interpreter.

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Q.6 How to Prepare for Assessment Venue

Answer: **Preparing for Assessment**

If you have been asked to prepare any material for the assessment venue (e.g. a presentation) make sure that you give yourself plenty of time to complete and practice this, to ensure you are as confident as possible on the day.

If aptitude tests will be part of your assessment venue make sure you take practice tests to familiarize yourself with the concept. It is important you know what type of tests will be coming up and exactly how to answer the questions that will be asked of you. If you do not know, call human resources to find out. Different types of test require candidates to address questions in slightly different ways. You must know exactly how to answer the test you will be sitting to be in with the best chance of doing well.

On the Day of your Assessment Venue

On the day of your assessment venue you must:

- Arrive in good time.
- Be polite to everyone you meet, including other candidates.
- Join in with discussions, including informal ones (e.g. during lunch/dinner).
- Be assertive during group and individual exercises.
- Move on quickly, if you make a mistake. Assessors are not expecting you to be perfect in all areas, so try not to dwell on any errors.
- Try to draw others into group discussions. Your assessors want to see evidence of good leadership and teamwork skills as well as your own intelligent input.
- Find out when you can call for interview feedback. If you don't get a job offer this time, you need to know why, so that you can make sure you get an offer next time round.

Q.7 What resources do you need to consult in order to organize competency-based assessment?

Answer: Resources of assessment venue : While the resources that we need will depend on the particular context and purpose of assessment, there are some common ones that we should be familiar with:

- information
- documents needed for assessors and candidates, including competency standards and assessment tools
- plant and equipment technology
- personal protective equipment
- venues
- adaptive technology
- physical adjustments to the assessment environment
- additional personnel (including specialist support)

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Q.6 What is assessment tools?

Answer: An assessment tool is a set of document by which assessor conduct assessment. It is use for conduct assessment and collect evidence. Such as job sheet, specification sheet, observation checks list, self-check etc.

Q.8 What do you mean by competency standard?

Answer: **Competency standards** in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more National Technical and Vocational Qualification Framework (NTVQF). Such as competency standard for baking, Food processing & Quality control, Cooking etc.

Q.9 What do you mean by Adaptive Technology?

Answer: Adaptive Technology-

The United States Assistive Technology Act of 1998 defines assistive technology -- also called *adaptive technology* -- as any "product, device, or equipment, whether acquired commercially, modified or customized, that is used to maintain, increase, or improve the functional capabilities of individuals with disabilities." Such as hair aid, while chair etc.

Q.10 Write the four steps of the assessment cycle.

Answer: The Four Steps of the Assessment Cycles are below-

Step 1: Clearly define and identify the learning outcomes

Step 2: Select appropriate assessment measures and assess the learning outcomes

Step 3: Analyze the results of the outcomes assessed

Step 4: Adjust or improve programs following the results of the learning outcomes assessed

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Task Sheet 12.1-1

Hazard Inspection Report

Complete the activity sheet and submit to the trainer

Risk Levels

High= H: could result in accidental death

Medium= M: could to result in injury

Low= L: could result in staff or trainee discomfort

Contact Information					
Name of people undertaking for inspection					
Date of Inspection					
OSH coordinator					
Manager responsible					
Floors	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager
Even surface – no holes, protruding nails					
Loose boards nailed down					
Dropped objects picked up					
Dust and rubbish					
Stock material out of way					
Floor are around machines clear					
Power cables on floor.					
Machines	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager
Adequate space between machinery					
Provision to store waste materials					
Safety guards in place					
Starting and stopping devices within reach of the operator					
Power connection in good order					
Cleanliness					
Noise level					
Lighting					
Fire	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager
Extinguishers in place,					

recently serviced and clearly marked for type of fire					
Adequate direction notices for fire exits					
Exit doors easily opened from inside					
Exits clear of obstructions					
Fire alarm system functioning correctly					
Fire instructions available and displayed					
Ladders/staircases are clear					
Fire blanket/s available					
Ladders and steps	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager
Stored in proper place					
No broken or missing rungs or other defects					
Storage areas	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager
Storage area designed to minimize lifting problems					
Materials stored in racks and bins wherever possible					
Shelves free of dust and rubbish					
Electrical	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager
Plugs, sockets or switches in good condition					
No frayed or defective leads					
Portable power tools in good condition					
No temporary leads on floors					
Isolating transformers					
No strained leads					
Staff amenities	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager

Washrooms clean and supplied with soap and water for hand washing					
Toilets clean					
Meal rooms clean and tidy					
First aid	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager
Cabinets and contents clean and orderly					
Cabinet stocked appropriately					
Stretchers in position					
Emergency numbers displayed					
Rubbish	No Risk	Risk	Risk Level	Details	Who is responsible for corrective action? Name of manager
Bins located at suitable points around facility					
Bins emptied regularly					
Oily rags and combustible refuse placed in covered metal containers					

Comment (If any)

This report should be provided to the relevant manager for action.

Manager name

LEARNING OUTCOME 2: PREPARE THE CANDIDATE.

ASSESSMENT CRITERIA:

- 2.1 Details of the assessment plan and the assessment process are explained.
- 2.2 *Reasonable adjustment*, re-assessment and appeals are discussed and clarified with the trainee, including opportunities for assessment.
- 2.3 *Context and purpose of assessment* are explained to candidates in line with the requirements of the relevant assessment guidelines.
- 2.4 Legal and ethical responsibilities associated with the assessment are explained to the candidate in line with the requirements of the relevant assessment guidelines.
- 2.5 Information is conveyed using verbal and non-verbal language which promotes a supportive assessment environment.
- 2.6 The competency to be assessed and evidence to be collected is clearly explained to the candidate.

CONTENTS:

1. Assessment plan and the assessment process
2. Reasonable adjustment, re-assessment and appeals system
3. Context and purpose of assessment
4. Legal and ethical responsibilities
5. Verbal and non-verbal language which promote a supportive assessment environment.
6. All events/ information which clearly explained to the candidate.

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences 12.2-1

Learning Outcome 2:

PREPARE THE CANDIDATE.

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1 Instructor will provide the learning materials in Module “Organize and Conduct Competency Based
2. Read the Information sheet/s	2 Information Sheet 12.2-1
3. Complete the Self Checks & Answer sheets.	3. Self Checc12.2-1 and Answer Sheet12.2-1
4. Read the Job sheet	4.Job sheet12.2-1 ??
5. Follow Specification Sheet	5.Specification Sheet12.2-1 ??
6. Complete Activity Sheet	6. Activity No 12.2-1A,B,C & D

Information Sheet 12.2 -1

Learning Objectives:

After reading this INFORMATION SHEET, YOU MUST be able to Prepare the Candidate

Assessment Plans provide an outline to facilitate continuous improvement of student learning. Assessment plans include the program mission, student learning outcomes, learning opportunities, measures, targets and a process for carrying out the plan.

Assessment Process, Assessment is a constant cycle of improvement. After implementing an assessment plan and measuring student learning outcomes, departments, programs, and units need to analyze the results obtained and use those results to make necessary changes or improvements to the unit or program.

Appeals Process:

It is essential that trainees have access to a process for appealing against an assessment decision. You must make the trainee aware of this right and how to access it if necessary. Most organizations have an established grievance procedure, the principles of which may be suitable as the basis for an appeals process for assessment decisions, if one has not yet been established

Re-assessment:

Those who are not competent they have chance for next assessment. He or she will must be performing competencies recommended by assessor.

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Possible strategies for adjusting the assessment process

Cate	Possible issue	Strategy
Indigenous	Cultural background Speaking Reading Writing Numeracy Confidence	• Allow enough time to learn about the community and how this may impact on the assessment process, for example whether the age and gender of the assessor is an issue • Check that assessment strategies are inclusive and culturally sensitive, for example it may be more appropriate to demonstrate knowledge rather than talk about one's knowledge • Identify any events and obligations that may affect the timing of the assessment, for example funerals • Use methods that do not require a higher level of language or literacy than is required to perform the job role • Encourage participants to use alternative ways of demonstrating competence, for example drawing instead of writing, using a video to record demonstration of skills • Use support person or other support strategies • Use short sentences that do not contain large amounts of information • Clarify information by rephrasing • Confirm understanding, for example ask the candidate to rephrase questions • Read any printed information to the candidate

Category	Possible issue	Strategy
Indigenou s	• Cultural background • Speaking • Reading • Writing • Numeracy • Confidence	• Allow enough time to learn about the community and how this may impact on the assessment process, for example whether the age and gender of the assessor is an issue • Check that assessment strategies are inclusive and culturally sensitive, for example it may be more appropriate to demonstrate knowledge rather than talk about one's knowledge • Identify any events and obligations that may affect the timing of the assessment, for example funerals • Use methods that do not require a higher level of language or literacy than is required to perform the job role • Encourage participants to use alternative ways of demonstrating competence, for example drawing instead of writing, using a video to record demonstration of skills • Use support person or other support strategies • Use short sentences that do not contain large amounts of information • Clarify information by rephrasing • Confirm understanding, for example ask the candidate to rephrase questions • Read any printed information to the candidate • Use graphics, pictures and colour coding

Category	Possible issue	Strategy
		instead of, or to support, text - Offer to write down, or have someone else write, oral responses given by the candidate - Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs
Age	- Educational background - Age of the assessor - Limited study skills and/or learning strategies	- Read any printed information to the candidate - Make sure font size is not too small - Assessor should acknowledge age differential, for example referring to the candidate's greater experience - Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs - Have a number of shorter assessments rather than trying to cram too much into one
Gender	- Gender of the assessor - Timing of the assessments	- Use an assessor of the appropriate gender - Use appropriate assessment strategies, for example are there issues if a project requires men and women to work together? - Check whether there are child care issues that impact on the timing of assessments

Educational background	• Reading • Writing • Numeracy • Limited study skills and/or learning strategies	• Discuss with the candidate and supervisor whether language, literacy and numeracy are likely to impact on the assessment process • Use methods that do not require a higher level of language or literacy than is required to perform the job role • Read any printed information to the candidate • Make sure font size is not too small • Use graphics, pictures and colour coding instead of, or to support, text • Offer to write down, or have someone else write, oral responses given by the candidate • Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs • Have a number of shorter assessments rather than trying to cram too much into one
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Category	Possible issue	Strategy
Disability	• Speaking • Reading • Writing • Numeracy • Limited study skills and/or learning strategies	• Discuss with the candidate and supervisor whether the disability is likely to impact on the assessment process • Use methods that do not require a higher level of language or literacy than is required to perform the job role, for example pointing to something may meet enterprise requirements rather than talking about it • Use support person and other support strategies as required • Use short sentences that do not contain large amounts of information • Clarify information by rephrasing • Confirm understanding for example ask the
Low levels of literacy	• Speaking • Reading • Writing • Cultural background • Confidence	• Use methods that do not require a higher level of language or literacy than is required to perform the job role • Use pair/group work

Groups for whom adjustments may need to be made

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These groups include:

- indigenous candidates
- candidates with low language skills
- candidates with low literacy or numeracy
- older candidates
- women
- candidates from rural/remote areas
- candidates with a disability
- candidates with low levels of education
- recent returnees to the workforce.

Adjustments are considered "reasonable" if they do not impose unjustifiable hardship upon the assessment center. The reasonable adjustments an assessor can make may include:

- consideration on the candidate's language, literacy, numeric capability;
- provision of personal support services like reader/interpreter, attendant care;
- considerations relating to age and/or gender;
- considerations relating to cultural beliefs, traditional practices, religious observance,
- use of adaptive technology or special equipment;
- adjustment to the physical environment or venue,
- flexible assessment sessions to allow for fatigue or maybe other physical demands.
- format of assessment materials (first language or use of audio-visual aids);
- and
- revising proposed assessment methods/tools.

When to stop an assessment

The assessment should be stopped when:

- there is any breach of safety
- equipment breaks down
- the trainee becomes stressed or requests that the assessment be stopped
- there is clear evidence of non competency
- there is a chance of damage to property or equipment
- the assessment is having an effect on production (when conducted in a workplace).

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Context and purpose of assessment

Purpose of Assessment

The first thing we need to know is why we want to assess in the first place.

There are many different reasons why we might assess someone, and each of them might lead to a different way of assessing. So, we need to be clear on our **purpose** before we start. Some of the more common reasons to assess that we encounter as trainers include:

- to recognize prior learning or current competencies
- to identify training needs or progress
- a component of a training or vocational pathway
- to establish candidate's progress towards achievement of competence
- determine language, literacy, numeracy needs of candidate's
- to certify competence through a Statement of Attainment
- to establish progress towards a qualification
- to determine training gaps of candidate/s
- to measure work performance
- to classify employees/support career progression
- to meet organizational requirements for work – operate equipment/ develop new skills
- to gain a particular qualification or a license.

Context of Assessment

The purpose of the assessment is closely linked to its context. Actually, the context includes the purpose. But, the context also includes all those other things that tell us about the reasons for the assessment, and the things that we will need to consider when we are planning our assessment.

Some of the more common contexts of assessment that we encounter as trainers include:

- the environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues
- opportunities for gathering evidence in a number of situations
- the purpose of assessment
- who carries out the assessment
- relationship between units of competency and the work activities in the candidate's workplace
- relationships between competency standards and learning activities
- auspicing and partnership arrangements
- the period of time during which the assessment takes place
- apportioned costs or fees (if applicable)
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment.

So, how do we work out the purpose and context?

We ask.

That sounds easy enough, but who we have to ask will depend on all sorts of things. So, probably the best first step is to work out a list of all the people who might be affected by the assessment. These are the **stakeholders** – they have a stake in what we are doing, simply because they are affected in some way by it.

Mind you, not every stakeholder needs to be involved. More often than not, we will identify some key people who can help us to understand the way that lots of other people are going to be affected. These are the relevant people.

When it comes to consulting the right people, there are two groups: those who we absolutely **MUST** involve, and those who we **MAY** involve.

Who **MUST** we involve?

- The candidate/s
- The assessors who will be conducting the assessment (it could be us, or our colleagues)

Who **MAY** we involve?

- the client, company or organisation
- team leaders, managers, supervisors
- delivery personnel
- technical/subject experts
- training and assessment coordinators
- industry regulators
- employee and employer representatives
- members of professional associations
- Commonwealth department official/Centrelink personnel/caseworker
- Australian Apprenticeship Centre (AAC) personnel.

What do we need to ask?

A common mistake made by trainers is to just ask about when and where the assessment could occur. This is important information, but it may cause us to overlook some **organizational, ethical and legal requirements** that we need to consider.

These requirements commonly include:

- assessment system policies and procedures
- assessment strategy requirement
- reporting, recording and retrieval systems for assessment
- quality assurance systems
- business and performance plans

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- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes,
- awards/enterprise agreements
- National Technical Vocational Qualification Framework (NTVQF)
- Competency Standards
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements

OSH considerations include:

- ensuring OSH requirements are adhered to during the assessment process
- identifying and reporting OSH hazards and concerns to relevant personnel.

Of course, as with all other things we do, it is important that we document these requirements in our assessment plan, and confirm our intentions with the relevant people before going any further.

Shelf Check: 12.2.1

Prepare the candidate.

Questions:

1. What is an Assessment plan?
2. What do you mean by Assessment Process?
3. What is Appeal Process
4. Outline the stages of competency assessment
5. What does the candidate need to know before the assessment?
- 6 . What is reasonable adjustment in CBT&A?
7. What can an assessor do to accommodate the needs of trainees who have a disability?
8. List four causes that can stop an assessment.
9. Which are the Context and purpose of assessment
10. What are Organizational, Legal and Ethical requirement?

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Answer Key: 12.2-1

Prepare the candidate.

Q.1 What is an Assessment plan?

Answer:

Assessment Plans provide an outline to facilitate continuous improvement of student learning. Assessment plans include the program mission, student learning outcomes, learning opportunities, measures, targets and a process for carrying out the plan.

Q.2 What do you mean by Assessment Process?

Answer:

Assessment Process, Assessment is a constant cycle of improvement. ... After implementing an assessment plan and measuring student learning outcomes, departments, programs, and units need to analyze the results obtained and use those results to make necessary changes or improvements to the unit or program.

Q.3 What is Appeal Process?

Answer:

Appeals Process: It is essential that trainees have access to a process for appealing against an assessment decision. You must make the trainee aware of this right and how to access it if necessary. Most organizations have an established grievance procedure, the principles of which may be suitable as the basis for an appeals process for assessment decisions, if one has not yet been established

Q.4 What is Re- assessment?

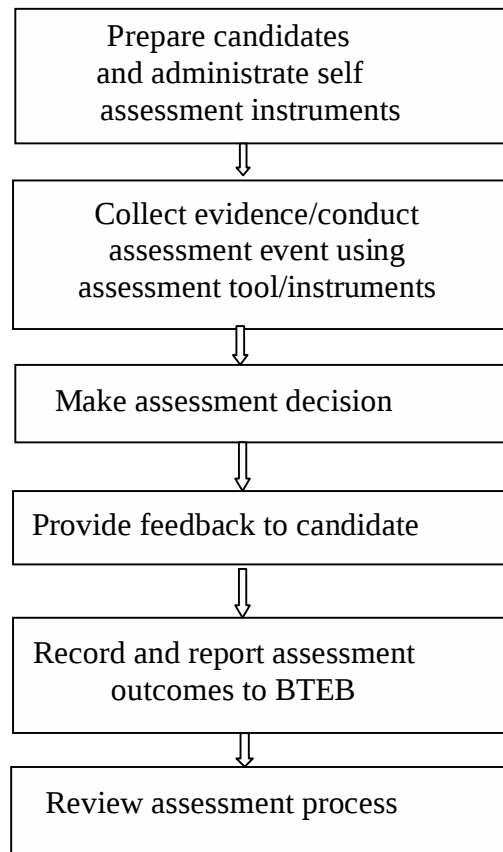
Answer:

Re-assessment: Those who are not competent they have chance for next assessment. He or she will must be perform competencies recommended by assessor.

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Q.5 Outline the stages of competency assessment

Answer:



Q.6 What does the candidate need to know before the assessment?

Answer:

Before the assessment event, candidates need to know:

- the purpose of assessment
- unit of competency that is being assessed
- evidence requirements
- evidence gathering method.
- assessment conditions
- role of the assessor

Q.7 What is reasonable adjustment in CBT&A?

Answer 7

Reasonable adjustments are designed to ascertain that all people are treated equally in the assessment process without compromising the integrity of the competency standards. These are made in the assessment process to meet the individual needs of the candidates. Adjustments are considered "reasonable if they do not impose unjustifiable hardship upon the assessment center.

Q.8 What can an assessor do to accommodate the needs of trainees who have a disability?

Answer 8

The assessor may

- discuss with the candidate and supervisor whether the disability is likely to impact on the assessment process
- use methods that do not require a higher level of language or literacy than is required to perform the job role, for example pointing to something may meet enterprise requirements rather than talking about it
- use support person and other support strategies as required
- use short sentences that do not contain large amounts of information
- clarify information by rephrasing
- confirm understanding, for example ask the candidate to rephrase questions
- read any printed information to the candidate
- use graphics, pictures and colour coding instead of, or to support, text
- offer to write down, or have someone else write, oral responses given by the candidate
- ensure that the time available to complete the assessment, while meeting industry requirements, takes account of the candidate's needs
- have a number of shorter assessments rather than trying to cram too much into one session

Q.9 List four causes that can stop an assessment.

Answer 9

Any four of the following responses the assessment should be stopped:

- there is any breach of safety
- equipment breaks down
- the trainee becomes stressed or requests that the assessment be stopped
- there is clear evidence of non competence
- there is a chance of damage to property or equipment
- the assessment is having an effect on production (when conducted in a workplace).

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Q.10 What are the Context and purpose of assessment

Answer 10: Purpose of Assessment

The first thing we need to know is why we want to assess in the first place. There are many different reasons why we might assess someone, and each of them might lead to a different way of assessing. So, we need to be clear on our purpose before we start. Some of the more common reasons to assess that we encounter as trainers include:

- to recognize prior learning or current competencies
- to identify training needs or progress
- a component of a training or vocational pathway
- to establish candidate's progress towards achievement of competence
- determine language, literacy, numeracy needs of candidate's
- to certify competence through a Statement of Attainment
- to establish progress towards a qualification
- to determine training gaps of candidate/s
- to measure work performance
- to classify employees/support career progression
- to meet organizational requirements for work – operate equipment/ develop new skills
- to gain a particular qualification or a license.

Context of Assessment

The purpose of the assessment is closely linked to its context. Actually, the context includes the purpose. But, the context also includes all those other things that tell us about the reasons for the assessment, and the things that we will need to consider when we are planning our assessment.

Some of the more common contexts of assessment that we encounter as trainers include:

- the environment in which the assessment will be carried out, including real or simulated work and Work Health and Safety (WHS) issues
- opportunities for gathering evidence in a number of situations
- the purpose of assessment
- who carries out the assessment
- relationship between units of competency and the work activities in the candidate's workplace
- relationships between competency standards and learning activities
- auspicing and partnership arrangements
- the period of time during which the assessment takes place
- apportioned costs or fees (if applicable)
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment.

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Q.11 Which are the Organizational, Legal and Ethical requirement?

Answer 11:

A common mistake made by trainers is to just ask about when and where the assessment could occur. This is important information, but it may cause us to overlook some **organizational, ethical and legal requirements** that we need to consider.

These requirements commonly include:

- assessment system policies and procedures
- assessment strategy requirement
- reporting, recording and retrieval systems for assessment
- quality assurance systems
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes,
- awards/enterprise agreements
- National Technical Vocational Qualification Framework (NTVQF)
- Competency Standards
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements

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Task Sheets 12.2-1A, B, C & D

Complete the activity sheets and submit to the trainer

- A. Attendance Sheet
- B. Self-assessment
- C. Assessment Registration Form
- D. Competency Assessment Agreement

Task Sheets 12.2-1A: Attendance Sheet:

Sl. No	Name	Designation & Industry Name	Address	Mobile No & E-mail Address	Signature

Task Sheets 12.2-1B: Self-Assessment

Self-Assessment Sheet (Blank)

Qualification:		NTVQF Level	
Instruction: - Read each of the questions in the left-hand column of the chart. - Place a check in the appropriate box opposite each question to indicate your answer.			
Unit: TVTASL402: Organise and conduct competency based assessment			
Can I?			
Performance Criteria	Yes	No	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	
	☐	☐	

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Task Sheet 12.2-1B: Self-Assessment

Unit: TVTASL402: Organise and conduct competency based assessment

Can I?

Performance Criteria	Yes	No
Interpret assessment plan and organisational/ legal/ethical requirements for conducting assessment with relevant people	☐	☐
Arrange materials and physical resources required for assessment.	☐	☐
Explain, discuss and clarify details of the assessment process with the trainee, including of assessment, reasonable adjustment, re-assessment and appeals.	☐	☐
Explain context and purpose of assessment to candidates in line with the requirements of the relevant assessment guidelines.	☐	☐
Prepare pre-assessment instruments in accordance with the level and number of learners.	☐	☐
Ensure reasonable adjustments as and when required	☐	☐
Gather evidence using the assessment tools specified in the assessment plan.	☐	☐
Determine and credit current competencies and prior learning	☐	☐
Document characteristics and profile of learners	☐	☐
Apply principles of assessment and the rules of evidence in gathering assessment evidence.	☐	☐
Use agreed assessment methods and instruments to gather, organize and document evidence in a format suitable to determine competence.	☐	☐
Incorporate reasonable adjustment in the evidence gathering procedures, where appropriate in line with the Assessment Guidelines	☐	☐
Examine and make assessment decision against Collected evidence in line with agreed assessment plan based on relevant unit of competencies	☐	☐
Record assessment outcomes promptly and accurately according to assessment policies and procedures and organisational requirements	☐	☐
Complete and process assessment records according to agreed procedure.	☐	☐
Inform assessment decision to the relevant parties where required, according to confidentiality conventions.	☐	☐

Performance Criteria	Yes	No
Give clear and constructive feedback on the assessment decision to the candidate in line with the relevant assessment guidelines.	☐	☐
Explore ways of overcoming any gaps in competency with the candidate.	☐	☐
Advise the candidate of available reassessment in line with organizational policy and procedures	☐	☐
Record and report any assessment decision disputed by the candidate promptly to appropriate personnel in line with organizational policy and procedures	☐	☐

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Task Sheets 12.2-1C:

Assessment Registration Form

:: Candidate Information

01. Candidate ID: _____
02. First Name: _____
03. Last Name: _____
04. Preferred Name: _____
05. Home Address: _____
06. Date of Birth (DD-MM-YYYY): ____/____/____
07. Land Phone Number: _____
08. Mobile Number: _____
09. Email Address: _____

:: Assessment Information

10. Assessment Date: ____/____/____
11. Assessor Name: _____
12. Assessor Registration No: _____
13. Assessment Center: _____
14. Assessment Center Registration No: _____

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Task Sheets 12.2-1D:

Competency assessment agreement

Candidate's Name:			
Assessor's Name:			
Qualification			
UoCs			
Candidate to answer the question:			
			Yes
			No
☐ Have the context and purpose of assessment been explained			
☐ Have the qualification and units of competency been explained?			
☐ Have the Project-Based Assessment been explained?			
☐ Do you understand the assessment procedure and evidence to be collected?			
☐ Have your rights and appeal system been explained?			
☐ Have you discussed any special needs to be considered during assessment?			
I agree to undertake assessment in the knowledge that information gathered will only be used for professional development purposes and can only be accessed by concerned personnel and my manager/supervisor.			
Candidate's Signature:		Date:	
Assessor's Signature:		Date:	

LEARNING OUTCOME 3: CONDUCT ASSESSMENT

ASSESSMENT CRITERIA:

- 3.1 Assessment tools are collected and used in accordance with the level and number of learners.
- 3.2 Reasonable adjustments are ensured as and when required.
- 3.3 Conduct assessment and gather evidence using the assessment tools specified in the assessment plan.
- 3.4 Current competencies and prior learning are determined and credited/recognized according to the standard.
- 3.5 Characteristics and profile of learners are documented.

CONTENTS:

- Assessment Tools
- Reasonable adjustments
- Conduct assessment
- Current competencies and prior learning
- Profile of learners

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Microphones
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences 12.3-1

Learning Outcome 3: CONDUCT ASSESSMENT

Learning Steps	Resources specific instructions
7. Trainee will ask the instructor about the materials to be used.	1 Instructor will provide the learning materials in Module “Organize and Conduct Competency Based
8. Read the Information sheet/s	2 Information Sheet 12.3-1
9. Complete the Self-Checks & answer sheets.	3. SelfChecc12.3-1 and AnswerSheet12.3-1
10. Complete Activity sheet	6. Task Sheet No 12.3-1

Information Sheet 12.3-1

Conduct assessment.

Learning Objective:

After reading this Information Sheet, you must be able to conduct assessment.

In this information sheets, there are several items cited as significant in the development of the conduct assessment. To ensure that all the items are covered, against the set criteria

Conduct assessment:

Assessment: “The process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a training package or by the learning outcomes of an accredited course.”

That means that assessment involves working out a number of things:

- which standards or objectives are being assessed
- which types of evidence are best to collect
- which evidence is best for this particular candidate
- which evidence is the best indicator of achievement

But, before we can even begin to work out those things, there is a bigger picture that we need to think about.

Types of assessment:

- Formative assessment
- Summative Assessment

Formative assessment

The purpose of formative assessment is to assist and support learning by providing feedback about performance and progress towards the achievement of competency. Formative assessment is conducted during training and is designed and conducted by the trainer.

Summative Assessment

The purpose of this type of assessment is to determine whether a trainee has reached competency, or has achieved the learning outcomes. This kind of assessment is used for the purpose of recognition, or certification. This type of assessment is also known as formal assessment and will confirm if your trainee is competent or not. Summative assessment is usually conducted at the end of a period of training. However not every person must undergo training before they do assessment. People who wish to have existing skills recognized may go straight to competency assessment or apply for RPL.

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Details Steps of Assessment Process (CBT&A)

- Check the environment & workplace
- Introduce with candidate
- Ask about for which assessment he came
- Self-checklist fill up (By Self Checklist sheet)
- Assessment registration Process (By Registration Form If not)
- Event declaration to the candidate:
 - What & how much events (where, time, sequence)
 - Logistics information
 - Appeal related information
- Agreement document sign with candidate
- Attendance
- Written test (By Written questioner)
 - Describe the question
 - Instruction
 - Monitor
 - Next event information
- Demonstration Event
 - Ensure candidate Inclusive / OSH
 - Instruction sheet
 - Job Sheet & Specification Sheet
 - Demonstration checklist
- Interview Event
 - Individual Interview
 - Candidate comfort
 - Oral Questioner Checklist (Contingency technique)
 - Tell candidate for wait for result
- Result Event (CARS given)
 - Individual Call
 - Sandwich Method Feedback
 - Result declared
 - Given Competency Assessment Result Summary (CARS)

All Evidence & Document are collected and submitted to BTEB.

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Reasonable adjustments in competency based training and assessment

Adjustments primarily need to be based on each learner's ability to participate and achieve outcomes. RTOs are obliged by law to provide **reasonable adjustment** to ensure maximum participation of learners with a disability in teaching, learning and **assessment** activities.

Reasonable adjustments are designed to ascertain that all people are treated equally in the assessment process without compromising the integrity of the competency standards. These are made in the assessment process to meet the individual needs of the candidates.

Recognition of Prior Learning (RPL) is the system to assess, evaluate and formally recognize the skills and knowledge acquired through work and other life experiences without access to formal education and training. RPL is therefore a strong means to formally recognize and validate competencies gained outside the formal training system for the purpose of certification.

Learners Profiles:

A learner profile is a document, project, or even conversation that helps teachers learn more about their students. Learner profiles may include information such as: Skills, strengths, and interests. Struggles or potential barriers to learning. Anything else the student or teacher deems important.

A student's learning profile is the complete picture of his/her learning preferences, strengths, and challenges and is shaped by the categories of learning style, intelligence preference, culture, and gender.

Assessment Tools: An assessment tool is a set of document by which assessor conduct assessment. It is use for conduct assessment and collect evidence.

Example:

Written questionnaires, job sheet, specification sheet, observation checks list, oral question checklist, etc.

Course/Program Assessment Plan

An assessment plan is developed for a course/program or unit of competency to provide an overview of the assessment of the course/ qualification or a unit/s of competency.

Name of Assessment Designer	
Qualification/ Unit of competency	NTVQF Level -1
<i>Purpose and context of Assessment:</i> At the end of the assessment the learner will be Competent or Not yet competent to type documents in Bangla and English at a minimum speed of 40WPM in English and 30WPM in Bangla and to store the document in appropriate place and close according to industry standard.	

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State the outcome of assessment. State competency/ies demonstrated through the evidence collected through the assessment process? Context of assessment should include details of where and when the assessment is going to take place, e.g. Off-the job, a week after the training is completed)

Purpose of Assessment:

The purpose of this assessment is to recognize the candidate as a COMPETENT or NOT YET COMPETENT to type documents in Bangla and English at a minimum speed according to industry standard.

Context of assessment:

- Candidates will undertake formal competency assessment following completion of a unit.
- Candidates who have not undergone training but believe they have the required skills and knowledge as specified in the unit of competency may also apply to be assessed.
- Candidates will be advised in advance of the date, time and location of the Assessment.
- Candidates will be advised in advance of any materials they need to supply for the Assessment event.
- Assessment will involve assessment of one unit over three assessment events.
- The assessment will be held at a nominated registered BTEB Assessment Centre.
- Assessment will be conducted in a simulated workplace environment or at terminal.
- Candidates will be assessed by BTEB accredited Assessor/s who have NOT been involved in the delivery of the candidate's training.

Evidence Collected Tools:

1. Written questionnaire
2. Observation
3. Oral questioning

The qualified Assessor/s will be responsible for making the final judgement of COMPETENT or NOT YET competent.

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Assessment planning matrix

Qualification	IT Support Technician, NTVQF Level-1					
Unit code and title	ITSS1006A1 , Type Text and Documents in Bangla and English					
Unit descriptor	This unit covers the knowledge, skills and attitude required to type text and documents in English and Bangla. It includes following OSH practices, installing the typing tutor software, practicing text typing in English & Bangla and typing documents					
Assessment process	A	B	C		D	
	Perform a work skill (Demonstration)	Oral questioning	Written questionnaire		Portfolio	
Unit code	Elements/Performance criteria		A	B	C	D
	1. Prepare tools and equipment for use		2			
	1.1 PPE is worn following workplace procedure		√	√		
	1.2 Tools and equipment are identified according to use		√	√		
	1.3 Tools and equipment are cleaned and prepared based on the required tasks.		√	√		
	2. Install the application		3			
	2.1 Specialized utilities for typing Bangla and English are installed and available. 2.2, 2.3, 2.4		√	√	√	
	3. Select appropriate tools and keyboard layout		3			
	3.1 Appropriate tools are selected for typing.		√	√		
	3.2 Appropriate keyboard layout is selected. 3.3,3.4, 3.5.3.6		√	√	√	
	4. Type document		3			
	4.1 Document is typed.4.2, 4.4		√	√	√	
	5. Save the document and closed and clean		3			
	5.1 Document is saved.		√	√	√	
	5.2 Document is closed.		√	√	√	
	5.3 Tools and equipment are stored in designated areas.		√	√		

Written Questionnaires

Candidate's Name		Candidate ID	
RTO / Assessment Centre			
Qualification & Level			
Unit Code & Title			
1. What is Windows? Answer:			
2. Write down the name of five input device? Answer:			
3. What is the shortcut key to apply center alignment to a paragraph? Answer:			
4. Where are saved files stored in computer? Answer:			
5. Portrait and Landscape are.....? Answer:			
Feedback to candidate:			
The candidate's underpinning knowledge was: Satisfactory ☐ Not Satisfactory ☐			
Candidate Signature & Date			
Assessor Signature & Date			

Answer Sheet of Written Question

Q1. What is Windows?

Ans. Windows is a personal computer operating system from Microsoft.

Q2. Write down the name of five input device?

Ans. Mouse, Keyboard, Scanner, Webcam, Microphone.

Q3. What is the shortcut key to apply center alignment to a paragraph?

Ans. Ctrl+E.

Q4. Where are saved files stored in computer?

Ans. Hard disk.

Q5. Portrait and Landscape are.....?

Ans. Page Orientation.

Job Sheet

UoCs		NTVQF Level	
Qualification			
Job Title		Time	

Figure (if Needed)

Working Procedure/ Steps:

1.
2.
3.
4.
5.
- .
- .
- .
- .

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Specification Sheet

UoCs		NTVQF Level	
Job Title			

Specific Instructions:

1.
2.
3.
4.
5.

Drawing/ Diagram with measurement:

To complete the above task, you will need to following tools, equipment and materials per Trainee.

List of required PPE:

S/N	Name	Required Quantity

List of required Materials:

S/N	Name	Required Quantity

List of required Tools & Equipment's:

S/N	Name	Required Quantity

Others parameters (If necessary):

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Observation Checklist and Report

Candidate name:			
Assessor name:			
Assessment Center			
Qualification & Level:			
Units of Competencies to be observed			
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please read the different “Job Sheets. Refer to the “Specific Instructions (for the candidate)” when you are preparing the different documents, worksheets and other requirements for this assessment.			
Job Name:			
During the demonstration of skills, did the candidate:	Please check (✓) to show if evidence is demonstrated		
	Yes	No	N/A
Feed back to candidate			
The candidate’s overall performance was: ☐ Satisfactory ☐ Not yet Satisfactory			
Candidate’s Signature	Date:		
Assessor Signature	Date:		

Oral Questionnaires Checklist

Candidate name:			
Assessor name:			
Assessment Center			
Qualification & Level:			
Units of Competencies to be observed			
Date of assessment:			
Time of assessment:			
	List of questions	Satisfactory response	
		Yes	No
1.		☐	☐
2.		☐	☐
3.		☐	☐
4.		☐	☐
5.		☐	☐
The candidate's underpinning knowledge was:		Satisfactory ☐	Not Satisfactory ☐
Feedback to candidate:			
The candidate's overall performance was: Satisfactory ☐ Not Satisfactory ☐			
Candidate Signature:		Date:	
Assessor signature:		Date:	

Rating Sheet for Oral Questioning

Qualification	IT Support Technician, NTVQF Level-1		
Candidate Name			
Assessor Name			
Assessment Center			
Unit of competency	ITSS1006A1 - Type Documents in Bangla and English		
Instructions for the assessor:			
- List the date and location of the assessment activity - Check for the satisfactory answer of the candidate during the conduct of oral questioning - Place a tick in the yes box if the candidate answered the oral questions correctly and no box if the candidate does not answer the oral questioning correctly			
Date of assessment			
Location of the assessment activity			
Questions	Satisfactory Response		
	Yes	No	
1. How do you start typing in Bangla using Bijoy Bangla software?	☐	☐	
2. How do you change CAPITAL LETTER type?	☐	☐	
3. What is the shortcut key to open any document?	☐	☐	
4. What is the shortcut key to save any document?	☐	☐	
The candidate's underpinning knowledge was: Satisfactory ☐ Not Satisfactory ☐			
Feedback to candidate:			
The candidate's overall performance was: Satisfactory ☐ Not yet Satisfactory ☐			
Candidate's Signature			Date:
Assessor Signature			Date:

Answer Sheet of Oral Question

Q1. How do you start typing in Bangla using Bijoy Bangla software?

Ans. Press Ctrl+Alt+B to start Bijoy.

Q2. How do you change CAPITAL LETTER type?

Ans. Select Change Case then click UPPERCASE.

Q3. What is the shortcut key to open any document?

Ans. Ctrl+N

Q4. What is the shortcut key to save any document?

Ans. Ctrl+S

Shelf Check-12.3-1: Conduct assessment.

Q.1 Write the definition of “assessment” in CBT&A.

Q.2 Details Steps of Assessment Process in CBT&A

Q.3 What is reasonable adjustment in CBT&A?

Q.4 What is Recognition of Prior Learning (RPL) assessment?

Q.5 What is assessment tools? Give example with sample.

Q.6 State the purpose of formative assessment.

Q.7 State the purpose of summative assessment.

Answer Key-12.3-1:

Conduct assessment.

Q,1 Write the definition of “assessment” in CBT&A.

Answer: Assessment: “The process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a training package or by the learning outcomes of an accredited course.”

That means that assessment involves working out a number of things:

- which standards or objectives are being assessed?
- which types of evidence are best to collect?
- which evidence is best for this particular candidate?
- which evidence is the best indicator of achievement?

But, before we can even begin to work out those things, there is a bigger picture that we need to think about.

Q.2 Details Steps of Conduct Assessment Process in CBT&A

Answer: Details Steps of Conduct Assessment Process (in CBT&A)

- Check the environment & workplace
- Introduce with candidate
- Ask about for which assessment he came
- Self-checklist fill up (By Self Checklist sheet)
- Assessment registration Process (By Registration Form If not)
- Event declaration to the candidate:
 - What & how much events (where, time, sequence)
 - Logistics information
 - Appeal related information
- Agreement document sign with candidate
- Written test (By Written questioner)
 - Describe the question
 - Instruction
 - Monitor
 - Next event information
- Demonstration Event

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- Ensure candidate Inclusive / OSH
- Instruction sheet
- Job Sheet & Specification Sheet
- Demonstration checklist
- Interview Event
 - Individual Interview
 - Candidate comfort
 - Oral Questioner Checklist (Contingency technique)
 - Tell candidate for wait for result
- Result Event (CARS given)
 - Individual Call
 - Sandwich Method Feedback
 - Result declared
 - Given Competency Assessment Result Summary (CARS)

All Evidence & Document are collected and submitted to BTEB.

Q.3 What is reasonable adjustment in CBT&A?

Answer: **Adjustments** primarily need to be based on each learner's ability to participate and achieve outcomes. RTOs are obliged by law to provide **reasonable adjustment** to ensure maximum participation of learners with a disability in teaching, learning and **assessment** activities.

Reasonable adjustments are designed to ascertain that all people are treated equally in the assessment process without compromising the integrity of the competency standards. These are made in the assessment process to meet the individual.

Q.4 What is Recognition of Prior Learning (RPL) assessment?

Answer: **Recognition of Prior Learning (RPL)** is the system to assess, evaluate and formally recognize the skills and knowledge acquired through work and other life experiences without access to formal education and training. RPL is therefore a strong means to formally recognize and validate competencies gained outside the formal training system for the purpose of certification.

Q.5 What is assessment tools? Give example with sample.

Answer: Definition:

Examples- Written questioner with answer sheet

- Job Sheet
- Specification Sheet
- Observation Checklist and Report
- Oral Question Checklist with answer sheet

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Q.6 State the purpose formative assessment?

Answer:

Formative assessment

The purpose of formative assessment is to assist and support learning by providing feedback about performance and progress towards the achievement of competency. Formative assessment is conducted during training and is designed and conducted by the trainer.

Q.7 State the purpose Summative assessment?

Summative Assessment

The purpose of this type of assessment is to determine whether a trainee has reached competency, or has achieved the learning outcomes. This kind of assessment is used for the purpose of recognition, or certification. This type of assessment is also known as formal assessment and will confirm if your trainee is competent or not. Summative assessment is usually conducted at the end of a period of training. However not every person must undergo training before they do assessment. People who wish to have existing skills recognized may go straight to competency assessment or apply for RPL.

Task Sheets 12.3-1

A, B, C, D, E & F

Complete the activity sheets and submit to the trainer

- A Written questioner with answer sheet
- B Job Sheet
- C Specification Sheet
- D Observation Checklist and Report
- E Oral Question Checklist with answer sheet
- F Competency Assessment Results Summary (CARS)

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Task Sheets 12.3-1A:

Written questioner with answer sheet

Written Questioner

Candidate's Name		Candidate ID	
RTO / Assessment Centre			
Qualification & Level			
Unite Code &Title			
6. Question Answer:			
7. Question Answer:			
8. Question Answer:			
9. Question Answer:			
10. Question Answer:			
Feedback to candidate:			
The candidate's underpinning knowledge was: Satisfactory ☐ Not Satisfactory ☐			
Candidate Signature & Date			
Assessor Signature & Date			

Task Sheets 12.3-1B:

Job Sheet

UoCs		NTVQF Level	
Qualification			
Job Title		Time	

Figure (if Needed)

Working Procedure/ Steps:

1.
2.
3.
4.
5.
- .
- .
- .
- .

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Task Sheets 12.3-1C:

Specification Sheet

UoCs		NTVQF Level	
Job Title			

Specific Instructions:

1.
2.
3.
4.
5.

Drawing/ Diagram with measurement:

To complete the above task, you will need to following tools, equipments and materials per Trainee

List of required PPE:

S/N	Name	Required Quantity

List of required Materials:

S/N	Name	Required Quantity

List of required Tools & Equipment's:

S/N	Name	Required Quantity

Others parameters (If necessary):

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Task Sheets 12.3-1D:

Observation Checklist and Report

Candidate name:			
Assessor name:			
Assessment Center			
Qualification & Level:			
Units of Competencies to be observed			
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
Please read the different “Job Sheets. Refer to the “Specific Instructions (for the candidate)” when you are preparing the different documents, worksheets and other requirements for this assessment.			
Job Name:			
During the demonstration of skills, did the candidate:	Please check (✓) to show if evidence is demonstrated		
	Yes	No	N/A
Feed back to candidate			
The candidate’s overall performance was: ☐ Satisfactory ☐ Not yet Satisfactory			
Candidate’s Signature	Date:		
Assessor Signature	Date:		

Task Sheets 12.3-1E:

Oral Questioners Checklist

Candidate name:			
Assessor name:			
Assessment Center			
Qualification & Level:			
Units of Competencies to be observed			
Date of assessment:			
Time of assessment:			
	List of questions	Satisfactory response	
		Yes	No
6.		☐	☐
7.		☐	☐
8.		☐	☐
9.		☐	☐
10.		☐	☐
The candidate's underpinning knowledge was:		Satisfactory ☐	Not Satisfactory ☐
Feedback to candidate:			
The candidate's overall performance was: Satisfactory ☐ Not Satisfactory ☐			
Candidate Signature:		Date:	
Assessor signature:		Date:	

Task Sheets 12.3-1F: CARS

COMPETENCY ASSESSMENT RESULTS SUMMARY (CARS)			
Name of Candidate:			
Name of Assessor:			
Title of Qualification/			
Cluster of Units of Competency			
Assessment Centre:		Date of Assessment:	
The performance of the candidate in the following unit(s) of competency and corresponding assessment methods			
Assessment Event		Satisfactory	Not Satisfactory
Event-1: Written			
Event-2 & 3: Demonstration and Oral			
Project/Job-1 with Oral			
Project/Job-2 with Oral			
Project/Job-3 with Oral			
Note: Satisfactory Performance shall only be given to candidate who demonstrated successfully all the competencies identified in the above-named Qualification/Cluster of Units of Competency.			
Recommendation :	☐ For issuance of NC/SoA (Indicate title/s of SoA, if Full Qualification is not met)	☐ For submission of Additional documents	Specify: ☐ For re-assessment (pls. specify)
Did the candidate overall performance meet the required evidences/ standards?		☐ Yes	☐ No
OVERALL EVALUATION		☐ Competent	☐ Not Yet Competent
General Comments [Strengths/Improvements needed]			
Signature of Candidate		Date:	
Signature of Assessor		Date:	
Signature of Assessment Centre Manager		Date:	
CANDIDATE'S COPY (Please present this form when you claim your NC/SoA)			
COMPETENCY ASSESSMENT RESULTS SUMMARY (CARS)			
Qualification:			
Name of Candidate:		Date of Issue:	
Name of Assessment Centre:		Date of Assessment:	
Assessment Results:		☐ COMPETENT	☐ NOT YET COMPETENT
Recommendation :	☐ For issuance of NC/SoA (Indicate title/s of SoA, if Full Qualification is not met)	☐ For submission of Additional documents	Specify: ☐ For re-assessment (pls. specify)
Name and Signature:		Assessed by	Attested by
Date:		Date:	Date:

LEARNING OUTCOME 4: GATHER EVIDENCE.

ASSESSMENT CRITERIA:

- 4.1 *Principles of assessment* and the *rules of evidence* are applied in gathering assessment evidence.
- 4.2 *Agreed assessment methods* and instruments are used to determine competency.
- 4.3 Reasonable adjustment is incorporated in the evidence gathering procedures in line with the assessment guidelines.
- 4.4 Evidence is gathered using specified assessment method in the relevant evidence guide.
- 4.5 Gathered *evidence* are documented in accordance with relevant assessment tools and assessment guide.

CONTENTS:

- Principles of assessment
- Rules of evidence
- Assessment methods
- Evidence gathering methods
- Evidence gathering tools
- Documentation of Evidence

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LED/Digital Projector and Screen
- Paper, pens/pencils and other office supplies and materials
- Workplace or simulated environment
- Communications Resources

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences 12.4-1

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1.Instructor will provide the learning materials in Module “Organize and Conduct Competency Based
2. Read the Information sheet/s	2 Information Sheet 12.4-1
3. Complete the Self Checks& answer sheets.	3. Self Check12.4-1 and AnswerSheet12.4-1
4. Complete Activity sheet	6. Task sheet No 12.4-1

Information Sheet 12.4-1

GATHER EVIDENCE

Learning Objectives:

After reading this Information Sheet, you must be able to gather evidence.

In this information sheets, there are several items cited as significant in the development of gather evidence. To ensure that all the items are covered against the set criteria.

Evidence: Evidence is information that is gathered and matched against a unit of competency to provide proof of competency

Types of Evidence: Two types of evidence. Such as-Direct & Indirect evidence.

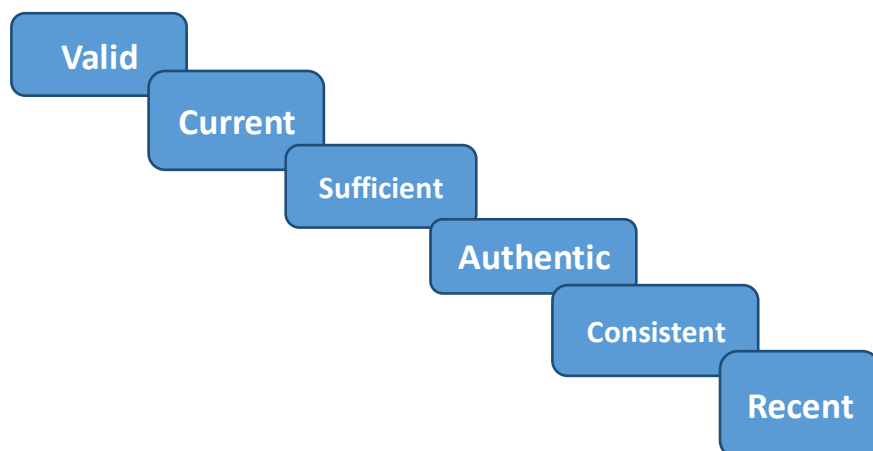
Principle of assessment:

There are four general principles of assessment:

1. Fair
2. valid
3. Reliable
4. Flexible

Rules of Evidence:

1. Valid
2. Sufficient
3. Authentic
4. Current
5. Consistent
6. Recent



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Data that are gathered and matched against a unit of competency will provide proof of competency attainment. For a decision to be fair and truthful, the evidence has to meet certain criteria or characteristics. These are validity, currency, sufficiency, authenticity, consistency and recency. These criteria or characteristics are also referred to as **RULES OF EVIDENCE** in competency based assessment.

To help you evaluate whether the data or evidence gathered for each candidate meet the criteria or meet the rules of evidence, you may ask the following questions for each of the evidences you gathered.

- **Sufficient** - Does the evidence cover all the elements? Does it illustrate that the candidate can meet the four dimensions of competency?
- **Valid** - Is the evidence related to the current version of the standards? Is it relevant to the elements and performance criteria in the standards? Is it consistent with the range of variables and evidence guide?
- **Current** - Does the evidence reflect the candidate's current knowledge and/or skill in the relevant aspect of work? Does the evidence establish that the candidate can meet the elements and performance criteria specified in the current version of the relevant standards?
- **Authentic** - Does the evidence represent the candidate's own work? What procedures are available to insure the authenticity of the evidence?
- **Consistent** - Does the evidence show that the candidate consistently meets the standards under workplace conditions? Does the evidence incorporate multiple items of evidence?
- **Recent** - Is the evidence less than five years old?

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To evaluate the evidence gathered against the rules of evidence you may use a check list similar to the one below

Evidence	Valid	Sufficient	Current	Authentic

Assessment Methods:

Conducting an assessment involves the "doing" of what you have planned. You now have to gather the evidence that will help you make a judgement about competency.

Gathering Evidence

Evidence is information gathered which provides proof of competency. Evidence can take many forms and be collected from a number of sources

Forms of Evidence:

Direct Evidence is evidence that can be observed or witnessed by the assessor. This may include

- Observations by the assessors of the candidate carrying out work activities
- Oral questioning of the candidate
- Demonstration of specific skills needed to complete the task

Indirect evidence is evidence of the candidate's work that can be reviewed or examined by the assessor. This may include,

- Assessment of finished product
- Written test of underpinning knowledge
- Review of previous work performed
- Testimonials or reports from employers, colleagues, clients or supervisors
- Evidence of training

Methods of Gathering Evidence

There are various ways of gathering evidence. Among these are:

- Multiple observations of the candidate by the assessor carrying out work activities
- Demonstration of specific skills needed to complete the task
- Assessment of technical qualities of finished product
- Written test of underpinning knowledge
- Oral questioning of candidate
- References from previous employer

Evidence gathering tools

The following are examples of evidence gathering tools

- Observation checklist
- Third party report
- Demonstration
- Work related project
- Questioning
- Portfolio

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Purpose of evidence gathering tools

- Help candidate understand what is expected
- Focus for the assessor in evidence gathering
- Record assessment outcome
- Identify what action is needed to address skill and knowledge gaps

Documenting evidence using assessment tools

Gathering evidence can be effectively done using relevant assessment tools as follows:

1. Written Questioner

Conduct the test in a suitable environment without too much distraction

2. Observations

When observing someone performing the task, or skill, you are forced to make a decision based on what you have observed. Weigh the evidence and take time to make an informed decision.

Questioning

Skilful questioning invites discussion. The following techniques should be observed when questioning a candidate'

- Involve the candidate as much as possible and encourage him/her to participate in the discussion.
- Avoid ambiguous and unclear questions that may make the candidate feel unsure or confused.
- Avoid leading questions that may influence the candidate's response and make the assessment invalid.
- Plan the structure and order of questions before the assessment
- Use follow-up questions to identify the range and depth of experience of the candidate
- Ask the right questions. The way you phrase and ask a question can determine the quality of the information you get

Errors commonly made by assessors

The halo effect

Making positive judgements about a trainee based on reputation or your personal preference, for example, similar dress, speech or background. The opposite of this referred to as the Horn effect.



Failing to record

Due to inadequate planning for, or underestimation of, recording requirements

Failing to observe

- missing critical points or cues due to inexperience, or lack of preparation.
- requirements especially when assessing large numbers of trainees.



Marking down the middle

'Sitting on the fence', especially common with rating scales.

Overlooking cheating

Being unwilling to confront cheating issues, or bending to outside pressures.



Some other common concerns associated with workplace assessment. These are that assessors might:

- be biased when assessing
- display favouritism
- be prejudiced
- assess in ways that disadvantage some groups, for example, women and trainees from low literacy backgrounds.

Portfolio:

- A portfolio is a collection of evidence that may be presented to an assessor to prove your competence at a job or task.

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What is portfolio evidence?

- Training results / certificates
- Training workbooks
- References from colleagues / employers
- Job descriptions / work experience
- Photos / videos
- Work journal / diary
- Awards
- Work samples - menus, letters, memos, budgets

Third party report:

- Evidence provided by person who has first hand information on candidate performance
- Often supplied by person in authority
- Useful for verifying assessor observation
- Useful in assessing consistency of candidate performance

Shelf Check: 12.4-1

Gather Evidence

Questions:

1. List 4 principles of assessment.
2. List and describe the rules of evidence in competency based assessment.
3. List assessment method which is used in competency based assessment.
4. What are the different forms of evidence?
5. List five examples of evidence gathering tools
6. What are the errors commonly made by the assessors?
7. How would you determine if the evidence collected is valid?
8. How would you determine if the evidence collected is current?

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Answer Key: 12.4-1

Gather Evidence

Answers:

1. **List** 4 principles of assessment.

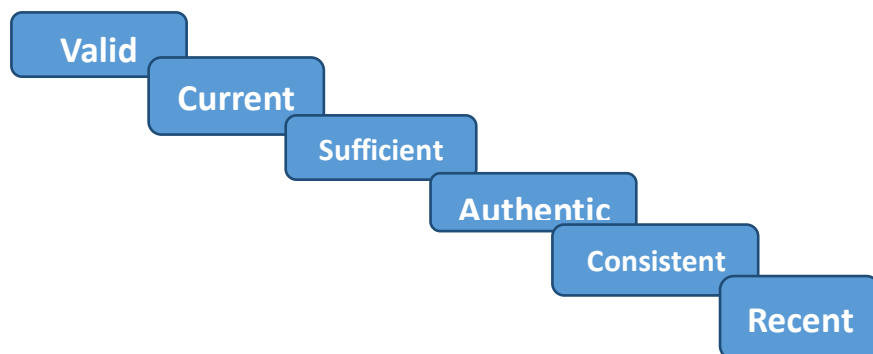
Answer: There are four general principles of assessment:

1. Fair
2. valid
3. Reliable
4. Flexible

2. **List and describe the rules of evidence in competency based assessment.**

Answer: Rules of Evidence:

1. Valid
2. Sufficient
3. Authentic
4. Current
5. Consistent
6. Recent



3. List assessment method which is used in competency based assessment.

Answer: There are different assessment methods used in CBT&A system. Such as:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

4. What are the different forms of evidence?

Answer:

Forms of Evidence:

Direct Evidence is evidence that can be observed or witnessed by the assessor. This may include

Observations by the assessors of the candidate carrying out work activities

- Oral questioning of the candidate
- Demonstration of specific skills needed to complete the task

Indirect evidence is evidence of the candidate's work that can be reviewed or examined by the assessor. This may include,

- Assessment of finished product
- Written test of underpinning knowledge
- Review of previous work performed
- Testimonials or reports from employers, colleagues, clients or supervisors
- Evidence of training

5. List five examples of evidence gathering tools

Answer: The following are examples of evidence gathering tools

- Observation checklist
- Third party report
- Demonstration
- Work related project
- Questioning

6. What are the errors commonly made by the assessors?

Answer:

The halo effect

Making positive judgements about a trainee based on reputation or your personal preference, for example, similar dress, speech or background. The opposite of this referred to as the Horn effect.

Failing to record

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Due to inadequate planning for, or underestimation of, recording

Failing to observe

Missing critical points or cues due to inexperience, or lack of preparation.

requirements especially when assessing large numbers of trainees.

Marking down the middle

'Sitting on the fence', especially common with rating scales.

Overlooking cheating

Being unwilling to confront cheating issues, or bending to outside pressures.

7. How would you determine if the evidence collected is valid?

Answer: The evidence collected is valid if it is

- related to the current version of the standards?
- relevant to the elements and performance criteria in the standard?
- consistent with the range of variables and the evidence guide?

8. How would you determine if the evidence collected is current?

Answer : The evidence collected is current if it

- reflects the candidate's current knowledge and/or skills in the relevant aspect of work
- establishes that the candidate can meet the elements and performance criteria specified in the current version of the relevant standards

Task sheet: 12.4-1

Gather evidence

- Complete the activity sheets and submit to the trainer
- Answer script for written questioner
- Oral questions checklist report
- Observation checklist report
- Third party report (Portfolio)

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LEARNING OUTCOME 5: MAKE THE ASSESSMENT DECISION.

ASSESSMENT CRITERIA:

- 5.1 Collected evidence is examined and assessment decision is made in line with agreed assessment plan.
- 5.2 The evidence is evaluated in terms of the rules of evidence and dimensions of competency.
- 5.3 Clear and constructive feedback is provided to the trainee regarding the assessment decision.

CONTENTS:

- Evaluation of collecting evidence
- Decision making

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences 12.5-1

Learning Outcome 5:

MAKE THE ASSESSMENT DECISION.

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about the materials to be used.	1.Instructor will provide the learning materials in Module “Organize and Conduct Competency Based Assessment”
2. Read the Information sheet/s	2 Information Sheet 12.5-1
3. Complete the Self Checks& answer sheets.	3. SelfChecc12.5-1 and AnswerSheet12.5-1
4. Read the Job sheet	4.Jobsheet12.5-1
5. Follow Specification Sheet	5.Specification Sheet12.5-1
6. Complete Activity sheet	6. Activity No 12.5-1

Information Sheet 12.5-1

Make the Assessment Decision

Learning Objectives:

After reading this Information Sheet, you must be able to make the assessment decision

In this information sheets, there are several items cited as significant in the development of the assessment decision. To ensure that all the items are covered against the set criteria.

Evaluation of collective Evidence

Evidence can be broadly defined as anything presented to support an assertion. With such a broad range of evidence available it becomes difficult to determine the meaning of any particular piece of evidence. When evaluating evidence, it is natural to ask: What forms of evidence are more reliable than others? How can we best draw reliable conclusions from evidence? How can evidence be interpreted reliably? How does new evidence fit into, or change, my existing coherent concepts of the real world?

Evidence from a classroom observation can be collected in just about any format, but whatever the format, it should be comprehensive and objective. The evidence should be comprehensive enough to paint an accurate picture of what is happening in the classroom, and it should also be factual and judgement-free. It should be made up of objective statements that tell the story of the lesson without reflecting what the observer thought of the lesson.

Making Assessment Decision

After gathering the evidence, you need to make a judgment of competence. To judge or give a ruling, you have to evaluate the evidence against a number of factors such as

Requirements of the unit of competency

Does the evidence match the requirements of the elements and performance criteria?

Does the evidence address the critical aspects of the competence, the underpinning knowledge, and skill requirements of the units of competency?

Dimensions of competency

Does the evidence show that the candidate is able to meet the four dimensions of competency- Task skills, Task management skills, Contingency management skills and Job/role environment skills?

Rules of evidence

Does the evidence conform to the rules of evidence?

Having conducted an assessment activity, you need to look at the evidence provided by the candidate and check that it is:

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- Valid
- Authentic
- Reliable
- Sufficient
- Current and
- Demonstrates consistency of achievement.

Ask yourself following questions about the evidence you now have:

- Is it relevant?
- Is it accurate?
- Is it the candidate's own work?
- Is it consistent with other evidence you already have?
- Is it enough?
- Is it up-to-date?

Validation of evidence

Does one piece of evidence support other pieces of evidence and help to build a 'picture' of competent performance?

Making overall judgement

At some stage you as an assessor will need to make an overall judgement of competence. The *assessment Practical Guide* (Rumsey 1994;p9) defines judgement as :

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“the process of comparing sufficient evidence of a candidate’s achievement with the required performance criteria and making a decision as to whether the necessary competence has been demonstrated or not.”

This definition identifies two stages of the assessment process;

1. Comparing the evidence against the criteria for assessment and
2. Making the decision as to whether the necessary competence has been achieved.

Your judgements can be made as objective as possible by detailing the form and type of evidence required, the criteria to be used when assessing, and any rules about assessment requirements developed from your evidence gathering templates/ instruments (mentioned in “ Design Competency Based Assessment” module.

No decision can be made in an impersonal vacuum, so we acknowledge that a degree of informed subjective judgement on your part will be involved.

Nevertheless, when making your judgement about competency, be clear about the reasons you have for reaching your decision. These reasons will form the basis of your feedback to the candidates.

If you have difficulty making your decision, this may be due to the type of evidence you decided on. If you cannot make a decision about competency, you should ask the candidate to submit additional evidence. If after submission you are ready to make a decision, do so.

Shelf Check-12.5-1

Make the assessment decision.

Questions:

1. State evaluation of collective evidence
2. How would you determine the candidate is competent or not yet competent?

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Answer key: 12.5-1

Make the assessment decision.

Q.1 State evaluation of collective evidence

Answer: **Evidence** can be broadly defined as anything presented to support an assertion. With such a broad range of evidence available it becomes difficult to determine the meaning of any particular piece of evidence. When evaluating evidence, it is natural to ask: What forms of evidence are more reliable than others? How can we best draw reliable conclusions from evidence? How can evidence be interpreted reliably? How does new evidence fit into, or change, my existing coherent concepts of the real world?

Evidence from a classroom observation can be collected in just about any format, but whatever the format, it should be comprehensive and objective. The evidence should be comprehensive enough to paint an accurate picture of what is happening in the classroom, and it should also be factual and judgement-free. It should be made up of objective statements that tell the story of the lesson without reflecting what the observer thought of the lesson.

Q.2 How would you determine the candidate is competent or not yet competent?

Answer: After gathering the evidence, I will make a judgment of competence. To judge or give a ruling, I will evaluate the evidence against a number of factors such as

Requirements of the unit of competency

Does the evidence match the requirements of the elements and performance criteria?

Does the evidence address the critical aspects of the competence, the underpinning knowledge, and skill requirements of the units of competency?

Dimensions of competency

Does the evidence show that the candidate is able to meet the four dimensions of competency- Task skills, Task management skills, Contingency management skills and Job/role environment skills?

Rules of evidence

Does the evidence conform to the rules of evidence?

Validation of evidence

Does one piece of evidence support other pieces of evidence and help to build a 'picture' of

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LEARNING OUTCOME 6: RECORD AND REPORT ASSESSMENT DECISION

ASSESSMENT CRITERIA:

1. Assessment results are recorded in accordance with approved *record keeping* guidelines of the organisation.
2. Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes is maintained as per the approved policy guideline of the organization.
3. Issuing of certificates is organized in line with approved policy guidelines of the organisation.

CONTENTS:

1. Record of assessment results
2. Maintenance of records
3. Issuing of CARS

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

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Information Sheet 12.6-1

Reviewing the assessment event is an important role of the assessor. You should ensure that the needs of the people involved, as well as the needs of the institutions, are met and that you are continually improving your assessment practices.

A part of ensuring consistency and reliability in assessment is to discuss your activities with other assessors and anyone else who has a stake in the process.

The responsibilities of a reviewer

A reviewer is responsible for:

- planning and carrying out review duties effectively, efficiently and ethically
- ensuring that the review process takes into account all necessary legal and safety requirements
- documenting the observations made during the review process
- reporting the review results
- verifying the effectiveness of corrective procedures taken as a result of the review, if requested by the client
- retaining and safeguarding documents pertaining to the review.



The Review cycle

Evaluating competency based assessments may be an informal process or in the form of a formal review. This module takes you through a series of steps called The Review Cycle that will help you review assessment. A diagram of the review cycle is provided to help you through the process and determine what stage you are at.

As mentioned at the outset, a formal review to evaluate competency based assessment is conducted following different steps in the review cycle given below:

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A detail of the steps involved in the review process is given below.

1. Prepare for the review

Reviewing to share what went right and what went wrong. Assessment involves going back over the process and identifying how to best learn from the experience and to try to make the next one better. It is also important

Hints for a good review process

People need to be reassured that the review process will be non-threatening. Some of the key features of a good internal review of assessment include:

- Relevant staff are made aware of and prepared for the review.
- Time and resources are made available before and during the review.
- The reviewer and the organisation have an agreed plan of action for the review process.
- The organisation provides the evidence in a user friendly format for the reviewer.
- Reporting back at the end of the review is in positive terms.
- Strengths are commented on and suggestions made for areas of improvement.

2. Plan the review

When planning a review, you need to ask yourself a number of questions:

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- What is the purpose and scope of the review?
- Who are the relevant stakeholders for the review?
- Who are the people to whom I will provide on-going feedback? What communication strategies need to be established? What already exists?
- What criteria will form the basis of the review? How will these be determined?
- What legal and safety factors need to be addressed?
- What evidence am I going to collect?
- What methods of gathering evidence am I going to use?
- What questions do I need to ask to obtain the relevant evidence?
- What documentation will I need to follow?
- How am I going to record the observations I make?
- What is the reporting format desired by the organisation?
- What resources will I need?
- How am I going to organise the review?

3. Conduct the review

Issues and strategies for conducting the review:

- Assessor selection
- Assessor decisions
- Assessment procedures
- Record keeping procedures
- Reporting mechanisms
- Appeals procedures

4. Record and report results

When writing your report you should use the following headings to present your information.

- Brief description of the organisation
- The aspects of assessment reviewed
- The issues arising from the review
- Recommendations to the organisation
- Comments on the review process

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5. Evaluate the review process

After conducting a review of assessment, you will need to consider the following points in your evaluation of the review process:

- whether the review achieved its purpose/s
- whether the review went according to your plan and how you dealt with unexpected influences and events
- how you provided feedback to the organisation and how you used this feedback to plan for improvements to the review process
- any other strategies for improving the review process

The second stage of the evaluation process involves looking back on your own performance to see how it could be improved.

Self-review

How could I improve the review process?

The aim of reflection is to continuously improve the review process. This may result in the refinement of methods for gathering evidence, modifications to the record keeping or reporting procedures, or enhancement of your communication or interpersonal skills.

The best source of information for review or evaluation should come from your own reflections.

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Shelf Check-12.6-1

Record and report assessment decision.

Questions

1. Why assessment recording and reporting is important?
2. What are the characteristics of effective assessment recording and reporting Process?
3. What is the role of the assessor in recording and reporting assessment outcomes?

Write Notes on record and report

Answer Key: 12.6-1

Record and report assessment decision.

Answer:

1. Why assessment recording and reporting is important?

Records must be kept for clear documentation to assist assessors to maintain transparent and fair decision-making processes. The documents provide all information relevant to decisions made.

Effective assessment recording and reporting should:

- Provide proof of the candidate's competence that can be used as evidence in training, future assessment or job promotion.
- Provide supporting documents for the issuance of the certificate of competence
Serve as basis for credit transfer arrangements or recognition of prior learning
- Provide a basis for feedback
- Provide information for further enhancement of the assessment process; and
Provide proof that the assessment activity actually took place.

2. What are the characteristics of effective assessment recording and reporting Process?

Each organization should have its own procedures for reporting and recording results that indicate the candidate's competencies. A uniform procedure for reporting and

recording results is a must for assessment organizations. The qualities of an effective system include.

- Ease of use
- Minimal cost of operation and maintenance
- Ease of retrieval of information.
- Relevance of assessment information held in the records.
- Data security.
- Compliance with the system by all users.
- Control of documentation and documented procedures
- Review process.

Particular care must be taken to ensure full documentation of the performances of, and reasons for, all decisions made in the course of evaluating the competencies of the candidates.

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3. What is the role of the assessor in recording and reporting assessment outcomes?

The role of the assessor in recording and reporting outcome of the assessment includes the following;

- Reviews assessment decision against evidence plan and evidence gathering tools.
- Records assessment results using the approved recording format.
- Checks the results have been recorded correctly.
- Discusses assessment record with the candidate.
- Submits assessment record to person responsible for keeping the documents
- Signs assessment record.

Assessors should not overlook the importance of restricting access to the assessment record about each candidate. The organization should have clear policy and procedures on keeping the assessment record confidential.

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LEARNING OUTCOME 7: PROVIDE FEEDBACK TO THE CANDIDATE'S.

ASSESSMENT CRITERIA:

- 7.1 Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant assessment guidelines.
- 7.2 Ways of overcoming any gaps in competency are explored with the candidate.
- 7.3 The candidate is advised of available reassessment in line with organizational policy and procedures.
- 7.4 Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organizational policy and procedures.

CONTENTS:

- Clear and constructive feedback
- Competency gaps
- Reassessment
- Decision dispute

CONDITIONS:

Trainees must be provided with the following:

- Handouts or reference materials/books on the above stated contents
- PCs/printers or laptops with internet access
- LCD/Digital Projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Communication resources
- Workplace or simulated environment

METHODOLOGIES:

- Lecture/discussion
- Demonstration/application
- Presentation

ASSESSMENT METHODS:

- Written test
- Demonstration
- Oral Questioning
- Observation with checklist
- Portfolio.

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Learning Experiences 12.7-1

Learning Outcome 7:

PROVIDE FEEDBACK TO THE CANDIDATE'S.

Learning Steps	Resources specific instructions
1.Trainee will ask the instructor about the materials to be used.	1.Instructor will provide the learning materials in Module “Organize and Conduct Competency Based
2.Read the Information sheet/s	2.Information Sheet 12.7-1
3.Complete the Self Checks & answer sheets.	3. Self Check12.7-1 and Answer Sheet12.7-1
4.Read the Job sheet	4.Job-1 & 2
5.Complete Activity sheet	5. Activity No 1.1,1.2 & 2.1,2.2,2.3

Information Sheet 12.7-1

Provide feedback to the candidate's

Learning Objectives:

After reading this Information Sheet, you must be able to Provide feedback to the candidate's

In the previous information sheets, there are several items cited as significant in the development of the assessment tool. To ensure that all the items are covered, the developer has to evaluate the developed tool against the set criteria.

Providing Feedback

Feedback

Feedback is not a one way process. Participants gain the most valuable information about their performance by reflecting on it themselves. Encouraging people to self reflect assists them to learn from experience and make positive changes. A good facilitator will also encourage trainees to get feedback from other trainees

Feedback from a facilitator should focus on how a learner can improve. Focus on corrective actions not mistakes.

The value of informative feedback



Formative assessment should be used to improve learning and help the trainee or learner to focus on areas where more study or practice is needed. By providing informative feedback and constructive advice, the assessor should ensure the trainee understands how to overcome any problems or weaknesses.

Even when the trainee has provided evidence of competence, or has achieved the specified learning outcomes, the feedback session can be used to explore the next stage in learning or development.

Self assessment can be used to encourage the trainee to take more responsibility for their own learning. Always ask the trainee how they felt about the assessment before offering your feedback. The trainee's self-esteem should be enhanced by having the opportunity to critically reflect on their own performance.

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The feedback sandwich

Kiss	Tell the learner about something positive you have noticed
Kick	Advise the learner of an area that could be improved and how they can do this
Kiss	Finish with an encouraging statement

Approaches to providing feedback

Good communication skills are important in the process of obtaining and giving feedback to candidates. Assessment performance maybe discussed and confirmed using the following:

- Face to face discussion
- Written comments.
- Telephone, fax or email communication
- Combination of the above mentioned methods.

Discussing performance with the candidates can be a little easier if the facilitator has established rapport with the candidate before and during the assessment.

Effective ways of providing feedback

- Start by asking the candidate to judge how well he/she performed.
- Reinforce all the positive aspects of the assessment.
- When positive feedback is called for, praise should be spread around freely and it should be as specific as possible. Saying "nice job" isn't good enough

When the goal is assessment for learning, provide constructive feedback. Such helps candidates know what they do and do not understand The same encourage them to learn from their errors.

You need to offer far more positive than negative feedback. You should aim for a ratio of at least five positives for every negative. By making enough positive deposits (specific statements of support or appreciation), you can make an occasional withdrawal (specific negative feedback) when there is problem.

- Ask the candidate to suggest areas for improvement
- Give feedback as soon as possible

Effective feedback should be given as soon as possible. The longer the delay between candidates' work and feedback, the longer they will continue to have some misconceptions. Also, delays reduce the relationship between candidates' performance and the feedback as the candidates can forget what they were thinking during the assessment.

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Discuss the areas for improvement in detail

Effective feedback should also *inform candidate clearly* what he/she did well and what needs modification- general comments just as -good work- K, or 'needs improvement.

- Discuss the need for further evidence
- Inform the candidate of your proposed final decision
- Discuss agreement or disagreement with decision
- Work out ways in which the gaps from assessment maybe filled
- Remind the candidate of the next procedures, e.g. recording information, signing the assessment forms
- Ask the candidate how you can improve assessments for future purposes.

Helpful strategies for feedback on negative assessment

- Be positive without raising any false expectations
- Be precise about the gaps in the candidate's competence
- Identify whether any part(s) of the assessment needs to be repeated and if so, which parts
- Emphasize and explain the results "Which competency has been and has not been achieved?"
- Suggest further learning or practice to fix the gaps
- Arrange further opportunity for candidate to complete assessment requirements.

Benefits of providing feedback on assessment performance

Candidates are usually anxious about results of assessment, particularly if they have not completed all the outcomes successfully. It is important, therefore, that debriefing should be a thorough and positive experience for the candidate

Feedback is beneficial both to the assessor and the candidate to provide for the following:

- review/evaluation of assessors performance
- review/evaluation of assessment process and assessment documents
- chance to explain assessment decisions made
- identifying the candidate's strengths and weaknesses
- giving guidance for further training
- encouragement of candidate who has not achieved the required level of competence.

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Self-Check: 12.7-1

Provide feedback to the candidate's.

Questions:

1. How would you provide feedback to a candidate?
2. What are the benefits' of providing feedback on assessment performance?

Answer key: 12.7-1

Provide feedback to the candidate's.

Answers:

1. How would you provide feedback to a candidate?

I will

- Start by asking the candidate to judge how well he/she performed.
- Tell the learner about something positive I have noticed
- Advise the learner of an area that could be improved and how they can do this.
- Finish with an encouraging statement

2. When do you provide feedback to a candidate and why?

I will provide feedback as soon as possible. The longer the delay between candidates' work and feedback, the longer they will continue to have some misconceptions. Also, delays reduce the relationship between candidates' performance and the feedback as the candidates can forget what they were thinking during the assessment.

3. What are the benefits of providing feedback on assessment performance?

Feedback is beneficial both to the assessor and the candidate to provide for the following:

- review/evaluation of assessor's performance
- review/evaluation of assessment process and assessment documents
- chance to explain assessment decisions made
- identifying the candidate's strengths and weaknesses
- giving guidance for further training
- encouragement of candidate who has not achieved the required level of competence.

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4. Outline the stages of a review cycle

Answer:

Stages of a review cycle



Job-12.7-1: Organise Competency Based Assessment

- Interpret assessment plan and confirm assessment requirements for conducting assessment with relevant people
- Arrange materials and physical resources required for assessment
- Explain discuss and clarify assessment process with the trainee including of assessment, reasonable adjustments, re-assessment and appeals
- Determine candidates needs to establish any allowable adjustment in the assessment procedures where appropriate

Task-1.1 Establish the Assessment Context

Task-1.2 Prepare the candidates for assessment

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Task Sheet :12.7-1

Establish the assessment context

- ✓ Establish the context and purpose of the assessment
- ✓ Identify the relevant competency standards and assessment guidelines.
- ✓ Interpret the competency standards and identify the evidence requirements

Task Sheet :12.7-2

Prepare the Candidates for Assessment

- Explain the context and purpose of the assessment and the assessment process with the trainees.
- Explain the competency standards to be assessed and the evidence to be collected
- Advise on self-assessment, including process and criteria
- Arrange materials and physical resources required for assessment.
- Establish any allowable adjustments in the assessment procedure.
- Explain, discuss and clarify re-assessment and appeals procedure.
- Seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process
- Determine if the candidate is ready for assessment and decide on the time and place of the assessment
- Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- Gather evidence and make assessment decision
- Provide feedback
- Record and report Assessment results

Job-12.7-2:

Conduct Assessment

- Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- Gather evidence and make assessment decision
- Provide feedback
- Record and report Assessment results

Task-2.1 Gather Evidence and Make Assessment Decision

Task-2.2 Provide Feedback

Task-2.3 Record and Report Assessment Results

Task :2.1 Gather Evidence and Make Assessment Decision

Collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and Evidence Guide in the relevant units of competency

- Evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency
- Consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- Record details of evidence collected
- Make a judgement about the candidate's competence based on the evidence and the relevant unit(s) of competency.

Task:2.2 Provide Feedback

- Provide clear and constructive feedback on the assessment decision
- Provide information on ways of overcoming any identified gaps in competency revealed by the assessment
- Provide the opportunity to discuss the assessment process and outcome

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Task:12.7.3 Record and Report Assessment Results

- Record assessment results using the approved recording format.
- Check the results have been recorded correctly.
- Discuss assessment record with the candidate.
- Submit assessment record to person responsible for keeping the documents
- Sign assessment record.

Review of Competency

Below is your self assessment rating for module “Organise and Conduct Competency Based Assessment”

Assessment performance Criteria	Yes	No
1.1 Assessment plan is interpreted and organisational/ legal/ethical requirements for conducting assessment with relevant people are confirmed.		
1.2 Materials and physical resources required for assessment are arranged.		
1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the trainee, including opportunities for assessment, reasonable adjustment, re-assessment and appeals.		
1.4 Context and purpose of assessment is explained to candidates in line with the requirements of the relevant Assessment Guidelines.		
2.1 Pre-assessment instruments are prepared in accordance with the level and number of learners.		
2.2 Reasonable adjustments are ensured as and when required		
2.3 Evidence is gathered using the assessment tools specified in the assessment plan.		
2.4 Current competencies and prior learning are determined and credited.		
2.5 Characteristics and profile of learners are documented.		
3.1 Principles of assessment and the rules of evidence are applied in gathering assessment evidence.		
3.2 Agreed assessment methods and instruments are used to gather, organise and document evidence in a format suitable to determine competence.		
3.3 Incorporate reasonable adjustment in the evidence gathering procedures, where appropriate in line with the Assessment Guidelines		
4.1 Collected evidence are examined and made assessment decision in line with agreed assessment plan based on relevant unit of competencies		

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4.2 Clear and constructive feedback is provided to the trainee regarding the assessment decision and a follow-up action plan is developed, where required.		
5.1 Assessment outcomes are recorded promptly and accurately according to assessment policies and procedures and organisational requirements		
5.2 Assessment records are completed and processed according to agreed procedure.		
5.3 Assessment decision is informed to the relevant parties where required, according to confidentiality conventions.		
6.1 Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant assessment guidelines.		
6.2 Ways of overcoming any gaps in competency are explored with the candidate.		
6.3 The candidate is advised of available reassessment in line with organisational policy and procedure		
6.5 Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organisational policy and procedures		

I now feel ready to under take my formal competency assessment.

Signed:

Date:



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