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|---|--|
| 3. Monitor and report on service delivery | 3.1 Customer satisfaction with service delivery is regularly checked in accordance with organisational requirements. |
|   | 3.2 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements. |
|   | 3.3 Customer feedback is regularly sought and used to improve the provision of products and services.                |

### RANGE STATEMENT

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

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customer needs and expectations may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing services
- accuracy of information
- fairness/politeness
- prices/value

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture

Customers' complaints may include:

- service errors
- service not delivered on time
- customer satisfaction with service quality

Customers can be:

- internal or external
- regular
- new
- those with special needs

Designated individuals may include:

- supervisor
- customers
- colleagues

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for services
- pricing policies
- refund policy and procedures

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

Opportunities for enhancing quality of service may include:

- procedures for delivery of service
- extending timelines
- update of customer service charter

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

### (1) Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

### (2) Pre-requisite Relationship of Units

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- knowledge of the principles of excellent customer service
- understanding the organisation's business structure, products and services
- understanding the organisation's policy and procedures for customer service including handling customer complaints
- knowledge of service standards and best practice models
- understanding the principles of quality assurance
- understanding public relations and product promotion
- consultation methods, techniques and protocols
- techniques for dealing with customers, including customers with special needs

Skills

The ability to:

- use verbal and non-verbal communication effectively
- assess information for relevance and accuracy; source additional information as required
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to deal with customer enquiries or complaints
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

**(5) Method of Assessment**

Review of a portfolio containing the following

- Evidence(lesson plans and attendance register) of training sessions in a number of contexts using a range of delivery methods to competency requirements
- Training materials and resources
- Trainers self assessment of their own training delivery
- Documentation on reaction of appropriate personnel and training participants to delivery of training sessions (Clients, feedback to training delivery)
- Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the critical Employability Skill Levels at the end of this unit.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

**BSBCOR0071A: Operate a personal computer**

## Competency Descriptor:

This unit describes the competencies required to start up a personal computer or business computer terminal, correctly navigate the desktop environment and use a range of basic functions.

Competency Field: Business Administration Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Start computer and access basic system information and features	1.1	Computer is started or user logged on according to user procedures.
		1.2	Basic functions and features are identified using system information.
		1.3	Desktop configuration is customised in a manner suitable to meet individual requirements and/or special needs and according to company guidelines.
		1.4	Information on disks is erased and disks are formatted when necessary using the appropriate and correct procedures.
		1.5	Available help functions are used as required.
2.	Navigate and manipulate desktop environment	2.1	Desktop icons are correctly selected, opened and closed to access features (directories/folders, files, network devices, recycle bin and waste basket).
		2.2	Different roles and parts of the desktop window are identified for particular functions.
		2.3	The opening, resizing and closing of desktop windows for navigation purposes follow correct procedures.
		2.4	Shortcuts from the desktop are created if necessary with assistance from appropriate persons.
3.	Organise basic directory and folder structures	3.1	Directories/folders with subdirectories/subfolders are created and named according to established guidelines.
		3.2	Directory/folder attributes (size, date, name etc) are identified.

- 3.3 Sub-directories/folders are moved between directories/folders following correct and appropriate procedures.
  - 3.4 Directories/folders are renamed as required.
  - 3.5 Directories/folders and subdirectories/folders are accessed via different paths.
- 4. Organise files for use
  - 4.1 The most commonly used types of files in a directory/folder are identified.
  - 4.2 Files are created and suitably named when required.
  - 4.3 Groups of files are selected, opened and renamed as required.
  - 4.4 Files are copied or cut and pasted across directories.
  - 4.5 Files are copied to disk where necessary.
  - 4.6 Deleted files are restored as necessary.
  - 4.7 Software tools are used to locate files.
- 5. Print information
  - 5.1 Information printed is from installed printer.
  - 5.2 Progress of print jobs is reviewed and deleted as required.
  - 5.3 Default printer is changed for installed list if available.
- 6. Shutdown computer
  - 6.1 All open applications are closed using correct procedures
  - 6.2 Computer is shutdown in accordance with user procedures.

## RANGE STATEMENT

This Range statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of Government which affect business operation, especially in regard to( OHS) and environmental issues, equal opportunity, industrial relations, anti -discrimination.
- relevant industry codes of practice

IT components may include:

- hardware
- software
- communication packages

Software may include, but are not limited to:

- word processing
- spread sheet
- graphical
- imaging
- internet access

Functions may include, but not limited to:

- print
- help
- format
- edit
- search

Documents may include but are not limited to:

- help files
- established files and applications

Operating systems may include:

- command line and graphical user interface

Disks may include but are not limited to:

- diskettes
- CDs
- zip disks

Hardware components may include:

- personal computer
- network system
- printer
- attached peripherals

OHS standards may include:

- statutory requirements
- OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customisation requirements

Operating systems including:

- command line
- graphic user interface

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealing with an appropriate range and variety of situations.

### (1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- Ability to perform start up and filing procedures, file name convention
- Navigates and manipulates the desktop environment within the range of assigned workplace tasks
- Indicate compliance with organizational policies and procedures
- Perform all tasks in accordance with standard operating procedures
- Use software tools effectively
- Interactively communicate with others to ensure safe and effective workplace

### (2) Pre-requisite Relationship of Units

- BSBBAD0011A                      Prepare for work
- BSBBAD0121A                    Communicate in the workplace

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination
- organisational benchmarks for keyboarding
- basic ergonomics of keyboard and computer use
- main types of computers and basic features of different operating systems
- main parts of a computer
- storage devices and basic categories of memory
- relevant types of software
- suitable file naming conventions
- general security, viruses, privacy legislation and copyright

Skills

The ability to:

- identify work requirements, comprehend basic workplace documents and interpret basic user manuals
- identify lines of communication, request advice, question effectively, follow instructions and receive feedback
- solve routine problems in the workplace, while under direct supervision
- use equipment safely while under direction, apply basic keyboard and mouse manipulation skills
- utilise logging procedures relating to accessing a PC
- relate to people from a range of social, cultural and ethnic backgrounds and abilities

**(4) Resource Implications**

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace including:

- personal computer
- access to printer

**(5) Method of Assessment**

Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills will assist in the collection of evidence.

Simulated activities must closely reflect the workplace.

Peers and supervisors must be available to give information on the extent and the quality of contribution made.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Competency Standards.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the critical employability skill and the Business Services Common Competencies for the particular NVQ-J Level. Refer to the Critical Employability Skills at the end of this unit.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
Carries out established processes Makes judgement of quality using given criteria	Manages processes Selects the criteria for the evaluation process	Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation
Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.











Sources of information may include:

- 
- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures

Policy may include:

- purposes of training
- industrial relations issues
- what and who is to be trained
- timing of training
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of trainers
- allowable adjustments to training /assessment to suit characteristics of training participants
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing arrangements
- qualifications

Record system may be:

- paper based system, such as forms or checklists
- computer-based system using magnetic or optical storage
- a combination of both paper and computer-based system.

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Training policy
- Description of the client and stakeholders .
- Documentation on the features of the training system .
- Report on sources of information researched to determine training system .
- Summary of available financial, physical and human resources .
- Analysis of possible constraints for training implementation.
- Report of the design, development, maintenance and security of the record keeping system.
- Documented review procedures for training system .
- Description of selection criteria and training programs for trainers and other personnel involved in the training system.
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided :

- How stakeholders were consulted and agreement was reached on operational features and quality assurance procedures
- How the following criteria were incorporated in the training system:
  - fairness, equity and accessibility of the training system
  - security and access requirements of the record keeping system
  - selection criteria for training personnel
  - selection and training of training personnel
  - feasibility, cost effectiveness and practicability of training system
  - review procedures, currency of records
  - currency of records
- How and why information needed in the development of the training system was sourced .
- How the resources needed were researched and availability confirmed .
- How the features of the training system, implementation plan and quality assurance procedures were verified.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation
- familiarity with relevant industry/enterprise competency or performance standards
- analysis of competencies to determine appropriate training system requirements
- knowledge of quality assurance methodology
- knowledge of record keeping systems, particularly those related to training
- knowledge of compliance requirements for copyright and other regulatory requirements
- knowledge of client work systems and equipment.
- Knowledge of review/evaluation methodology, particularly as it relates to training

Skills

The ability to:

- identification and correct use of equipment, processes and procedures:
- planning own work including predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace.

**(4) Resource Implications**

- access to clients, sources of information and resources for the development of a training system

**(5) Method of Assessment**

Review of a portfolio containing the following

- Training policy
- Description of the client and stakeholders .
- Documentation on the features of the training system .
- Report on sources of information researched to determine training system.
- Summary of available financial, physical and human resources .
- Analysis of possible constraints for training implementation .
- Report of the design, development, maintenance and security of the record keeping system
- Documented review procedures for training system.
- Description of selection criteria and training programs for trainers and other personnel involved in the training system.
- Documentation of quality assurance mechanisms.

Questioning – oral/written relating to:

- How stakeholders were consulted and agreement was reached on operational features and quality assurance procedures
- How the following criteria were incorporated in the training system:
  - fairness, equity and accessibility of the training system
  - security and access requirements of the record keeping system
  - selection criteria for training personnel
  - selection and training of training personnel
  - feasibility, cost effectiveness and practicability of training system
  - review procedures, currency of records
  - currency of records
- How and why information needed in the development of the training system was sourced
- How the resources needed were researched and availability confirmed
- How the features of the training system, implementation plan and quality assurance procedures were verified.

#### (6) Context of Assessment

- Assessment should occur on the job or in a simulated workplace.

### CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**CSETDP0074A: Design training courses**

## Competency Descriptor:

This unit describes the skills and knowledge required for designing training courses as part of a training system to meet client identified outcomes and where appropriate, receive formal recognition.

## Competency Field:

Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Determine the need for a course	1.1	Stakeholders are identified and consulted to establish training aims and requirements.
		1.2	Course proposal is outlined in terms of stakeholders' aims.
		1.3	Relevant endorsed training packages and curriculum are sourced and assessed for relevance to course proposal.
		1.4	Any licensing/regulatory or government policies relevant to the course proposal are identified.
		1.5	Potential employment markets and career opportunities for training participants are recorded and documented.
		1.6	Results of monitoring activities for related courses are sourced and analysed, where appropriate.
2.	Identify the learner profile	2.1	Potential learners are identified.
		2.2	Profiles of learners on entry to the course are developed and learner profiles are examined to determine language and literacy requirements.
3.	Develop course structure	3.1	Core and elective units/modules are identified.
		3.2	The relationship between units of competence/modules and course outcomes is documented.
		3.3	Entry and exit points are identified and documented.
		3.4	Prerequisites for the course and for specific units/modules within the course are identified and documented.

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|----|--|-----|---|
| 4. | Determine the training and assessment requirements | 4.1 | The professional development and competency requirements of trainers and assessors are identified in consultation with appropriate personnel.   |
|    |  | 4.2 | The trainer and assessor requirements are checked for consistency with industry/training package assessment guidelines, where appropriate.  |
|    |  | 4.3 | Essential learning resources, materials, facilities, equipment and human resources are identified.  |
| 5. | Define the training content                        | 5.1 | The competencies to be acquired by learners are clearly specified.  |
|    |  | 5.2 | Entry level competencies are identified and documented.   |
|    |  | 5.3 | Requirements for on the job training or assessment are identified and documented.   |
|    |  | 5.4 | Appropriate evidence and assessment methods are identified and documented.  |
| 6. | Develop course monitoring arrangements             | 6.1 | Mechanisms for ongoing course monitoring are negotiated, agreed and documented in consultation with appropriate personnel.  |
|    |  | 6.2 | Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise competency standards and learner needs are defined and documented. |
| 7. | Identify career/educational pathways               | 7.1 | Course entry and exit points are linked to occupational and educational opportunities.  |
|    |  | 7.2 | Articulation points with higher or related qualifications are identified, negotiated with course owners and documented.   |

## RANGE STATEMENT

Stakeholders and relevant parties may include:

- professional associations
- employer associations
- union/employee associations
- secondary, vocational and higher education sector representatives
- potential learners
- trainers/teachers
- regulatory authorities
- partner organisations
- enterprise(s)/organisation(s)
- industry training advisory bodies
- industry sector
- government bodies
- community sector

A training course proposal may include:

- stakeholder(s) aims and objectives
- course outcomes
- identified learners
- career and educational pathways
- scope and need for course

A training course may include:

- a set of training programs (or modules)
- courses may be designed and documented (curriculum) to:
  - meet a whole or part qualification in a training package
  - be submitted for formal recognition
  - meet industry/enterprise competency standards
- meet stakeholder aims and objectives

Appropriate personnel may include:

- support personnel (administration)
- technical experts (e.g. language and literacy specialists)
- existing and former learners

Licensing, regulatory and government policies may include:

- qualifications framework and regulations for issuing statements of attainment, qualifications
- relevant equal employment opportunity and anti-discrimination legislation, regulations and policies
- relevant licensing or accreditation arrangements
- relevant policies or agreement(s) on any of the following:
  - purposes of training and assessment
  - human resource management issues
  - what and who are to be trained/ assessed
  - timing of training/ assessments
  - links with other human resources functions
  - appeal/review mechanisms
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - allowable adjustments to the assessment procedure
  - record keeping requirements
  - recognition of prior learning/recognition of current competencies
  - development costs and resources
  - evaluation
  - licensing

## Learner profiles might include:

- generic or technical competencies of potential clients
- relevant prior learning (formal and informal) and employment
- language, literacy and numeracy skills (LL&N)

## Course outcomes may include:

- qualifications
- units of competence
- learning outcomes (module/program outcomes)
- satisfaction of requirements for
  - licensing
  - memberships of professional associations
  - further education opportunities
  - employment

## Course monitoring arrangements may include:

- panel of external evaluators
- feedback from learners - during and after course delivery
- survey responses from industry/enterprises about the course outcomes
- supervisors/managers
- assessment/training personnel

- other training organisations (partners)
- moderation mechanisms of assessment decisions
- conduct of regular internal and external reviews
- sampling and evaluation of competencies
- networking of trainers and assessors involved in course implementation

## Course requirements:

- entry requirements may include
  - pre requisite competencies
  - access to the workplace
- training requirements may include
  - job placement
  - field placement
  - access to specialist equipment and facilities
  - minimum competencies to be held by trainers
- assessment requirements may include:
  - minimum competencies to be held by assessors
- assessment conditions including location, timing and access to resources

## Sources of information / documents may include:

- performance standards which may include:
  - industry/enterprise competency standards
  - licensing requirements
  - job descriptions
  - standard operating procedures
- conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures
- applicable Statutory, National legislation and related regulations concerning:
  - occupational health & safety in terms of duties of employers, employees, suppliers and contractors
  - workplace relations
  - workers compensation
- equal opportunity, anti-discrimination and affirmative action

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms.
- Description of career pathways, including qualification entry and exit points.

Assessment requires evidence of the following processes to be provided:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched.
- How the course monitoring arrangements were developed.

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- mechanisms to implement relevant access and equity principles
- relevant training packages, competency and other performance standards to course proposal
- accreditation and any licensing or regulatory requirements
- course monitoring mechanisms
- compliance with requirements for copyright and other regulatory requirements
- language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel

#### Skills

The ability to:

- skills in planning own work including predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace
- skills in applying OHS and other workplace policies and procedures and any related legislation or regulatory requirements

**(4) Resource Implications**

- access to stakeholders, information and resources to meet the required skills and knowledge and to develop course proposal, course documentation and course monitoring mechanisms

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms.
- Description of career pathways, including qualification entry and exit points.

Questioning – oral/written relating to:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched
- How the course monitoring arrangements were developed.

**(6) Context of Assessment**

- Assessment may occur off the job.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSETDA0024A:            Develop assessment procedures**

Competency Descriptor:

This unit describes the skills and knowledge required to develop assessment procedure for a target group, including determining evidence requirements and selecting appropriate assessment methods.

Competency Field:

Education and Training

**ELEMENT OF COMPETENCY    PERFORMANCE CRITERIA**

1.	Establish evidence requirements	1.1	The purpose of the assessment and the target group to be assessed is identified and confirmed with stakeholders.
		1.2	The type of evidence required to infer competency is established.
		1.3	The process of interpreting and recording the evidence is established and documented.
		1.4	Evidence requirements are specified to assure: <ul style="list-style-type: none"> <li>- validity</li> <li>- authenticity</li> <li>- sufficiency</li> </ul>
		1.5	Links to existing relevant assessment system(s) are defined.
		1.6	Where required, any additional review mechanisms are identified and documented.
		1.7	Where required, the reporting formats for the assessment process and recording of outcomes are designed.
		1.8	The development, implementation and review costs of the assessment procedure are estimated.
2.	Identify assessment methods	2.1	The context and location of assessments are described and specified.
		2.2	The facilities and physical resources needed to conduct assessments are identified and documented.



- 2.3 The number of assessors and any required supports to implement the assessment process is determined.
  - 2.4 The instructions for the persons being assessed are drafted.
  - 2.5 The assessment method(s) to be used are selected and allowable adjustments are proposed to cater for characteristics of persons being assessed.
  - 2.6 The instructions for interpreting the evidence and making a decision of competence are documented.
  - 2.7 Descriptions of likely performances are established and verified with appropriate personnel.
  - 2.8 Other related competencies are identified for inferring full or partial competence from the evidence gathered.
  - 2.9 The rules for verifying assessment decisions are determined.
  - 2.10 Any limits, variations or restrictions on the assessment tools are specified.
3. Identify potential available assessment tools
    - 3.1 Available assessment tools appropriate to evidence required to infer competency are identified and evaluated in relation to applicability for the:
      - characteristics of persons being assessed
      - assessment contexts
      - - assessors

- 3.2 Where appropriate, a panel of specialists is convened to critique tools for:
  - reliability
  - validity
  - fairness
  - relevance to the workplace context
  - content accuracy
  - ease of use
  - cost effectiveness
  - appropriateness of language
  - avoidance of bias
- 3.3 Adjustments to the tools and methods are made to ensure applicability to the context, competencies and characteristics of persons being assessed.
4. Pilot test the assessment methods and tools
  - 4.1 The tools and assessment method is pilot tested with a sample from the target group.
  - 4.2 Allowable adjustments to the assessment method and tools are prepared.
  - 4.3 Additional assessors (if required) are trained to administer the assessment tools in a consistent manner.
  - 4.4 The assessments tools and methods are administered to the target sample.
  - 4.5 Responses from the target sample and the assessors are compiled and analysed.
  - 4.6 The appropriateness of the assessment method and the ease of use and language level of the assessment tools are determined.
  - 4.7 Improvements and changes to the assessment tools are made where necessary.

- |    |                                |     |   |
|----|--------------------------------|-----|---|
| 5. | Document assessment procedures | 5.1 | Any influences that may affect (bias) the assessment decision are identified and documented.  |
|    |                                | 5.2 | Any allowable adjustments to the assessment methods and tools to meet the characteristics of persons being assessed are documented. |
|    |                                | 5.3 | The criteria for making decisions of competent or not yet competent are reviewed, and if necessary, adjusted.                       |
|    |                                | 5.4 | The assessment procedure(s) and administration instructions are documented.   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Stakeholders may include:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• industry/professional/trade associations</li> <li>• trainers/teachers and assessors</li> <li>• team leaders/managers/employers</li> <li>• training and assessment coordinators</li> <li>• participants/employees/learners</li> <li>• technical/subjects experts including</li> <li>• language, literacy and numeracy specialists</li> </ul> | <ul style="list-style-type: none"> <li>• government regulatory bodies</li> <li>• union/employee representatives</li> <li>• consultative committees</li> <li>• relevant industry training advisory bodies</li> <li>• funding bodies</li> <li>• Statutory Training/Recognition Authorities</li> </ul> |
|--|---|

Purpose of assessment:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level; awarding a qualification
- providing a statement of attainment;
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- trade group
- community sector
- government organisation

Evidence might be interpreted using a range of reference frames. These include:

- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance

Evidence for assessment:

Type of evidence may include:

- indirect
- direct
- supplementary
- combination of the above

Allowable adjustment to assessment methods/tools may include:

- provision of support services (e.g., reader, interpreter, attendant caregiver, scribe)
- use of special equipment (e.g. word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers

Characteristics of persons being assessed:

- language, literacy and numeracy levels
- cultural and language background
- educational background or general knowledge
- physical ability
- work organisation or roster
- age
- gender
- experience in assessment
- level of confidence, nervousness or anxiety
- previous experience with topic

Appropriateness of evidence types may include:

- cost effectiveness
- practicability
- flexibility
- communication skills of person(s) being assessed
- assessment experience and characteristics of persons being assessed

Assessment methods may include combinations of:

- direct observation of performance or product
- practical tasks
- projects written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements

Specialist panel may include:

- technical specialists
- language, literacy and numeracy specialists
- assessment specialists
- management and enterprise representatives
- industry representatives
- union/employee representatives
- potential and past candidates

Operational constraints may include:

- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the technical area to be assessed
- availability of persons being assessed because of matters such as work organisation
- geographical location of persons being assessed

Record systems may include:

- paper based systems
- computer-based systems using magnetic or optical storage
- combination of both paper and computer based systems

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Links to existing relevant assessment system(s) include:

- recording and reporting requirements
- appropriate personnel and requirements for receiving information about the assessment
- appeal process
- quality assurance mechanisms

Assessment system:

The assessment system may be developed (and endorsed) by:

- the industry
- the enterprise
- the training organisation
- a combination of the above

Assessment procedure should include:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to assessment methods and tools

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- A description of the stakeholders, target group, the purpose of assessment
- A description of the competencies to be assessed, and evidence required to infer competency
- Documentation on steps taken to develop the assessment procedures, including the piloting of assessment methods and tools in accordance with performance criteria
- Documented assessment procedures.

Assessment requires evidence of the following processes to be provided:

- How the target group and stakeholders were determined and consulted
- Why particular assessment methods and tools were selected
- How assessment methods and tools were piloted

How other persons were involved in the development of the assessment procedure including:

- the panels of specialists that reviewed the materials - their roles and responsibilities
- the characteristics of the candidates that piloted the tasks and provided feedback in detail
- the characteristics of the trial sample.

### (2) Pre-requisite Relationship of Units

- CSETDA0014A      Develop assessment tools

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant industry/enterprise training packages, competency or other performance standards
- assessment methods, their purposes and uses
- skills in applying assessment methods and tools to elicit evidence, in a relevant context, from target group
- development and modification of assessment tools for a defined group of competencies, assessment contexts and to meet the characteristics of persons being assessed
- language and literacy skills to comprehend sources of information and to prepare required documentation
- compliance requirements for copyright and other regulatory requirements

Skills

The ability to:

- identify and correct use of equipment, processes and procedures
- plan own work including predicting
- consequences and identifying improvements
- establish required evidence
- identify assessment methods
- identify, develop or modify assessment tools
- pilot test the assessment methods or tools
- document assessment procedures

**(4) Resource Implications**

- access to target group, stakeholders, competencies or other standards of performance, information and resources needed to address required knowledge and skills and for the development assessment procedures

**(5) Method of Assessment**

Review of a portfolio containing the following

- A description of the stakeholders, target group, the purpose of assessment
- A description of the competencies to be assessed, and evidence required to infer competency
- Documentation on steps taken to develop the assessment procedures, including the piloting of assessment methods and tools in accordance with performance criteria
- Documented assessment procedures.

Questioning – oral/written relating to:

- How the target group and stakeholders were determined and consulted
- Why particular assessment methods and tools were selected
- How assessment methods and tools were piloted
- How other persons were involved in the development of the assessment procedure including:
  - the panels of specialists that reviewed the materials - their roles and responsibilities
  - the characteristics of the candidates that piloted the tasks and provided feedback in detail
  - the characteristics of the trial sample.

**(6) Context of Assessment**

Assessment may occur off the job

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**CSETDA0034A:            Develop assessment tools**

Competency Descriptor:

This unit describes the skills and knowledge required to select, develop, validate and document new assessment tools.

Competency Field:

Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify the context for the assessment tool	1.1	The purpose of the assessment, the target group and the competency or other standard of performance to be assessed is identified.
		1.2	Evidence required to infer competency is identified.
		1.3	Assessment methods are evaluated to establish requirements of assessment tools, particularly: <ul style="list-style-type: none"> <li>- resources – human, materials and equipment</li> <li>- assessment location and context</li> <li>- administration ease</li> <li>- the characteristics of the target group</li> </ul>
		1.4	Requirements of the assessment system in relation to the assessment tools are identified: <ul style="list-style-type: none"> <li>• storage and security of documentation</li> <li>• appropriate personnel and differing needs for receiving information about the assessment tools</li> <li>• evaluation and review process</li> <li>• quality assurance mechanisms</li> </ul>
		1.5	Develop, implement and review costs of the assessment tools.
		1.6	A plan for the development of the assessment tools is prepared.

2. Draft assessment tools in accordance with plan
  - 2.1 Assessment tools are designed to assess the relevant competencies using appropriate format for:
    - language, numeracy requirements
    - visual representation and where appropriate sound
    - question and activity types
    - media
    - sequence of activities
    - choice in activities
  - 2.2 Assessment tools require that the person being assessed demonstrates the components of competency.
  - 2.3 The assessment tools are checked for the following characteristics:
    - reliability
    - validity
    - fairness
    - relevance to the workplace context
    - content accuracy
    - ease of use
    - cost effectiveness
    - avoidance of bias
    - testing the required scope of the competencies
  - 2.4 Adjustments to the tools and procedures are made as required.
3. Develop instructions for assessment tools
  - 3.1 The instructions for the persons to be assessed are drafted.
  - 3.2 The instructions for administering each assessment tool are drafted to include the resources needed to conduct the assessment and the context for the use of the tools.
  - 3.3 Evidence of competency to be demonstrated is documented and incorporated in the assessment tools.
  - 3.4 Allowable adjustments identified in the assessment procedures are noted and included in the instructions.

- 3.5 The rules for verifying assessment decisions are identified and any limits, variations or restrictions on the assessment tools are specified.
- 4. Pilot the assessment tools
  - 4.1 The tools are pilot tested with a small sample selected across the range of the target group.
  - 4.2 Feed back from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools.
  - 4.2 Improvements and changes to the assessment tools are made where necessary.
- 5. Validate assessment tools
  - 5.1 An adequate sample of the target group to be assessed is selected.
  - 5.2 Assessors are trained (if required), to administer the assessment tools in a consistent manner.
  - 5.3 The assessment tools are administered to the target sample, responses compiled and analysed assessment tools are modified according to the findings.
  - 5.4 Any influences that may affect (bias) the assessment decision are identified and documented.
- 6. Finalise assessment tools
  - 6.1 Validated and appropriately amended tools are incorporated in assessment procedure(s).
  - 6.2 Documentation in paper and/or electronic form is filed in appropriate secure, accessible locations.

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Target group may include:

- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- a trade
- a community organisation
- a government organisation.

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification
- providing a statement of attainment
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies

Evidence for assessment may include:

Evidence might be interpreted using a range of reference frames including:

Type of evidence may include :

- direct
- indirect
- supplementary
- combination of the above

- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance

Appropriateness of evidence types includes:

Components of competency include:

- cost effectiveness
- practicability
- communication skills of person(s) being assessed
- assessment experience and special needs of person(s) being assessed

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts

The assessment system may be developed (and endorsed) by:

- the industry
- the enterprise
- the Accredited Training Organisation
- a combination of the above

Assessment instruments may be amended to ensure:

- ease of use
- language and other literacy/numeracy requirements are met in terms of the relevant competencies
- appropriateness for the assessment context and competencies
- costs/time effectiveness for candidates and assessors

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which are to be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Allowable adjustment to assessment tools include:

- provision of support services ( e.g., reader, interpreter, attendant caregiver, scribe)
- use of special equipment (e.g. word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers

Assessment methods may include:

- direct observation of performance or product
- practical tasks
- projects
- written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements

Operational constraints may include:

- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the vocational area to be assessed
- costs/time effectiveness for candidates and assessors
- availability of person(s) being assessed because of matters such as rosters, shift work
- geographical location of person(s) being assessed

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed.
- A report on the piloting of the assessment tools including any changes proposed and made.

Assessment requires evidence of the following processes to be provided:

- How the target group was identified.
- How the plan for the development of the assessment tools was prepared .
- How the assessment tools meet the components of competency for the target group.
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

### (2) Pre-requisite Relationship of Units

- CSETDA0004A – Develop assessment procedures.

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- relevant training packages, competency or other standards of performance
- different methodology for developing assessment tools
- compliance with requirements for copyright and other regulatory requirements
- language and literacy skills to collect and interpret relevant information
- communicate with stakeholders and appropriate personnel

#### Skills

The ability to:

- apply evaluation methodology particularly in relation to pilot testing assessment tools
- plan own work including predicting consequences and identifying improvements
- apply relevant workplace policies and procedures and any related legislation or regulatory requirements
- apply communication skills appropriate to the culture of the workplace.

**(4) Resource Implications**

- Access to a target group, information and resources to meet the required skills and knowledge to development of assessment tools.

**(5) Method of Assessment**

Review of a portfolio containing the following:

- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed
- A report on the pilot test of the assessment tools including any changes proposed and made.

Questioning – oral/written relating to:

- How the target group was identified
- How the plan for the development of the assessment tools was prepared
- How the assessment tools meet the components of competency for the target group
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

**(6) Context of Assessment**

Assessment may occur off the job.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**CSETDA0014A: Plan assessment**

## Competency Descriptor:

This unit describes the skills and knowledge required to plan assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and develop/select assessment tools relevant to a context.

## Competency Field:

Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish evidence required for a specific context	1.1	The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance is established.
		1.2	Specified evidence requirements which: <ul style="list-style-type: none"> <li>a) assured valid and reliable inferences of competency,</li> <li>b). authenticated the performance of the person being assessed and confirmed that competency is current.</li> </ul>
		1.3	Sufficient evidence is specified to show consistent achievement of the specified standards.
		1.4	The estimated cost of gathering the required evidence is established.
2.	Establish suitable assessment method(s)	2.1	Assessment methods are selected which are appropriate for gathering the type and amount of evidence required.
		2.2	Opportunities to consolidate evidence gathering activities are identified.
		2.3	Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed.

- 3. Develop/Select assessment tools appropriate to a specific assessment context
  - 3.1 An assessment tool is developed/selected to gather valid, reliable and sufficient evidence for a specific assessment context.
  - 3.2 The designed/selected assessment tool mirror the language used to demonstrate the competency in a specific context.
  - 3.3 Clear instructions (spoken or written) are documented including any adjustments which may be made to address the characteristics of the person(s) being assessed.
  - 3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment.
  
- 4. Pilot test assessment procedure
  - 4.1 Assessment methods and tools are pilot tested with an appropriate sample of people to be assessed.
  - 4.2 Evaluation of the methods and tools used in the pilot test provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration.
  - 4.3 Appropriate adjustments are made to improve the assessment method based on pilot test.
  - 4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable.

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

The assessment plan should specify the following:

- the purpose of assessment
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards
- employee classification
- remuneration
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

The assessment plan may be developed by:

- the enterprise
- an accredited organization
- an assessor
- a combination

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to recognise prior learning/ current competencies
  - to identify training needs or progress.
- location of the assessment such as:
  - on the job or off the job
  - combination of both
- Assessment Guidelines of NCTVET or the Accredited Training Organisation

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the competency.

The assessment procedure may be developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- the industry
- the enterprise
- the training organisation
- a combination of the above.

Assessment methods may include:

- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books/or and portfolios of evidence
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- a combination of the above

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to the production of projects and exercises
- sets of verbal/written/computer based

Appropriate Personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- Statutory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors team leaders
- technical specialists.

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed

Assessment environment and resources to be considered include:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Allowable adjustments may include:

- provision of personal support services (eg, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg word processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

Documentation in relation to:

- specific assessment context, including the purpose of assessment
- features of the assessment system
- characteristics of the person being assessed
- evidence of competency required
- plan of opportunities for gathering the evidence required
- assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- assessment tool(s) for the specific assessment context, which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
- assessment procedure for the specific context.

Assessment requires evidence of the following processes to be provided:

- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel.

**(2) Pre-requisite Relationship of Units**

- CSETDA0004A Develop assessment procedures

**(3) Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- knowledge of the Assessment Guidelines of NCTVET

Skills

The ability to:

- Skills in the application of various assessment methods, relevant to workplace context
- Planning of own work including predicting consequences and identifying improvements

Language, literacy and numeracy skills required to:

- read and interpret relevant information to plan assessment
- give clear and precise information / instructions in spoken or written form
- adjust spoken and written language to suit target audience
- write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
- prepare required documentation using clear and comprehensible language and layout
- calculate and estimate costs
- Communication skills appropriate to the culture of the workplace and the individual(s).

**(4) Resource Implications**

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures, NCTVET's assessment guidelines
- Access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel.

**(5) Method of Assessment**

Review of a portfolio containing the following

- the specific assessment context, including the purpose of assessment .
- features of the assessment system .
- characteristics of the person being assessed .
- evidence of competency required .
- the assessment plan.
- the selected assessment methods including any allowable adjustments to meet characteristics of person(s) being assessed .
- the assessment tool(s) for the specific assessment context, which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
- the assessment procedure for the specific context.

Questioning – oral/written relating to:

- how the context of assessment was specified
- how the characteristics of the person(s) being assessed were identified
- why a particular assessment method was selected
- how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- how the assessment tool was developed for the specified context
- how the assessment tool was validated and ratified by appropriate personnel.

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**CSETDA0044A: Conduct assessment**

Competency Descriptor:

This unit describes the skills and knowledge required to conduct assessment.

Competency Field:

Education and Training

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1	Identify and explain the context of assessment	1.1	The context and purpose of assessment are discussed and confirmed with the person(s) being assessed.
		1.2	The relevant performance standards to be used in the assessment (eg. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed.
		1.3	The assessment procedure is clarified and expectations of assessor and candidate are agreed.
		1.4	Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed.
		1.5	The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure.
		1.6	Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed.
2.	Plan evidence gathering opportunities	2.1	Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency.
		2.2	The need to gather additional evidence which may not occur as part of the workplace or training activities are identified.
		2.3	Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure.

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|----|------------------------------|---|
| 3. | Organise assessment          | 3.1 The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment.  |
|    |                              | 3.2 Appropriate personnel are informed of the assessment.   |
|    |                              | 3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel. |
| 4. | Gather evidence              | 4.1 Verbal and non-verbal communication strategies are employed to promote a supportive assessment environment to gather evidence.  |
|    |                              | 4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools.   |
|    |                              | 4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable.   |
|    |                              | 4.4 The evidence gathered is documented in accordance with the assessment procedure.  |
| 5. | Make the assessment decision | 5.1 The evidence is evaluated in terms of the principles of quality evidence.   |
|    |                              | 5.2 The evidence is evaluated according to the dimensions of competency   |
|    |                              | 5.3 Guidance is sought, when in doubt, from a more experienced assessor(s)  |
|    |                              | 5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure   |
| 6  | Record assessment results    | 6.1 Assessment results are recorded accurately in accordance with the specified record keeping requirements   |
|    |                              | 6.2 Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel   |

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|----|--|-----|--|
| 7. | Provide feedback to persons being assessed | 7.1 | Clear and constructive feedback in relation to performance is given to the person(s) being assessed, using language and strategies to suit the person(s) including guidance on further goals/training opportunities. |
|    |  | 7.2 | Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed.  |
|    |  | 7.3 | The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged.   |
| 8. | Report on the conduct of the assessment    | 8.1 | Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure.  |
|    |  | 8.2 | Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure.  |
|    |  | 8.3 | Suggestions for improving any aspect of the assessment process are made to appropriate personnel.  |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

The assessment system may be developed by:

- the industry
- the enterprise
- the Accredited Training Organisation
- a combination of the above

Specific assessment context may be determined by:

- purpose of the assessment, such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies
- location of the assessment, such as
  - on the job or off the job
  - combination of both
- the Assessment Guidelines of NCTVET of the Accredited Training Organisation
- features of assessment system

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- other training institution, HEART/NTA, NCTVET
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists
- a combination of the above

Assessment methods may include:

- work samples and /or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of logbooks and portfolios
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- a combination of the above

Assessment procedure may include:

- The assessment procedure developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance
- a combination of the above

Principles of quality evidence include:

- validity
- authenticity
- sufficiency
- currency
- consistent achievement of the specified standard

Allowable adjustments may include:

- provision of personal support services (e.g., reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (e.g. work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Recording procedures may include:

- forms designed for the specific assessment result (paper or electronic)
- checklists for recording observations/process used (paper or electronic)
- combination of the above

Dimensions of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skill
- transfer and application of knowledge and skills to new contexts

Assessment environment and resources to be considered may include:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

Assessment reporting:

- final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- summative assessment reports, where issued, will indicate units of competency where additional learning is required

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Description of the assessment context, including the purpose of assessment,
- The relevant competency or other performance standard and assessment procedure used
- Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- Conduct of assessment in accordance with competency requirements

### Critical Aspects of Evidence (Cont'd)

- Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Assessment requires evidence of the following processes to be provided:

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment was conducted to ensure that :
  - all arrangements and activities were understood by all parties
  - the person was put at ease and the supportive assessment environment was created
  - language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

### (2) Pre-requisite Relationship of Units

- CSETDA0024A – Plan assessment

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency

Knowledge (cont'd)

Knowledge of:

- the assessment guidelines of the NCTVET/training institution/organization
- planning and organizing own work including contingencies and identifying improvements
- how to apply various assessment strategies methods/tools, relevant to workplace context
- language, literacy and numeracy skills required to:
  - give clear and precise instructions and information in spoken or written form
  - seek confirmation of understanding from the person(s) being assessed
  - adjust language to suit target audience
  - prepare required documentation using clear and comprehensible language and layout
  - ask probing questions and listen strategically to understand responses of the person being assessed
  - seek additional information for clarification purposes
  - use verbal and non-verbal language to promote a supportive assessment environment
  - use language of negotiation and conflict resolution to minimise conflict
- communication skills appropriate to the culture of the workplace and the individual(s).

Skills

The ability to:

- apply various assessment methods/tools, relevant to workplace context
- language, literacy and numeracy skills required to:
  - give clear and precise instructions and information in spoken or written form
  - seek confirmation of understanding from the person(s) being assessed
  - adjust language to suit target audience
  - prepare required documentation using clear and comprehensible language and layout
  - ask probing questions and listen strategically to understand responses of the person being assessed
  - seek additional information for clarification purposes
  - use verbal and non-verbal language to promote a supportive assessment environment
  - use language of negotiation and conflict resolution to minimise conflict
  - Communication skills appropriate to the culture of the workplace and the individual(s).

**(4) Resource Implications**

- Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures.
- Access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel.



**(5) Method of Assessment**

Review of a portfolio containing the following:

- Description of the assessment context, including the purpose of assessment,
- The relevant competency or other performance standard and assessment procedure used
- A description of how the assessment was conducted.
- A record of the assessment results in accordance with the specified assessment procedure and record keeping requirements.
- Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Questioning – oral/written relating to:

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard

How the assessment was conducted to ensure that:

- all arrangements and activities were understood by all parties
- the person was put at ease and the supportive assessment environment was created
- language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(6) Context of Assessment**

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

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**CSETDA0054A: Review assessment**

Competency Descriptor:

This unit describes the skills and knowledge required to review assessment procedures in a specific context .

Competency Field:

Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Review the assessment procedure(s)	1.1	Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria.
		1.2	The review process established by the enterprise, industry or registered training organisation is followed.
		1.3	The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation. eg NCTVET
		1.4	Review activities are documented, findings are substantiated and the review approach evaluated.
2.	Check consistency of assessment decision	2.1	Evidence from a range of assessments is checked for consistency across the dimensions of competency.
		2.2	Evidence is checked against the key competencies.
		2.3	Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon.
3.	Report review findings	3.1	Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes.
		3.2	Records are evaluated to determine whether the needs of appropriate personnel have been met.
		3.3	Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed.

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present

Assessment system may be developed by:

- the industry
- the enterprise
- the Accredited Training Organisation
- a combination of the above

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies
- location of the assessment such as
  - on the job or off the job
  - combination of both
- Assessment Guidelines of NCTVET or the Accredited Training Organisation
- features of assessment system

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- training qualifications/awards, employee classification, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
- difficulties encountered during the planning and conduct of the assessment
- motivation of the person(s) being assessed

Evaluation criteria in review process should include:

- frequency of assessment procedure
- budgetary constraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- location and resource suitability
- reliability, validity, fairness and flexibility of the assessment tool(s)
- relevance of assessment to specified context
- grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
- ease of administration
- access and equity considerations
- practicability

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster

Assessment procedure:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above

Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- other training institutions, HEART/NTA, NCTVET
- training and assessment coordinators
- relevant managers/supervisor/team leaders
- technical specialists

The assessment procedure should specify the following:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed

Assessment methods may include a combination of:

- work samples and or simulations
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of logbooks and portfolios
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning

Assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relations to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance
- A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:

- provision of personal support services (eg, reader, interpreter, attendant caregiver, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of an y papers

Assessment environment and resources to be considered:

- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a pe riod of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Assessment requires evidence of the following processes to be provided:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- the review process established by the industry, enterprise or training organisation
- f evaluation methodologies relevant to the assessment context
- Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- relevant organisational policies and procedures of the workplace and/or job roll
- the understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency

Skills

The ability to:

- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills required to:
  - read and interpret review procedures
  - participate in discussions and listen strategically to evaluate information critically
  - gather, select and organise findings from a number of sources
  - present findings in a short report to relevant personnel
  - make recommendations based on \ findings
  - determine cost effectiveness
- Communication skills appropriate to the culture of the workplace and the individual(s)

**(4) Resource Implications**

- access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms
- access to assessment decisions, relevant workplace equipment, appropriate personnel

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Documented process for the review of the assessment procedure(s)
- A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Questioning – oral/written relating to:

- How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- Why particular review/evaluation methodologies were chosen
- How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**CSETDA0074A: Design and establish the assessment system**

Competency Descriptor:

This unit describes the skills and knowledge required to design and establish an assessment system.

Competency Field:

Education and Training

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Determine client needs	1.1	The needs of the client are identified.
		1.2	Client services are determined and established to stakeholders' satisfaction.
		1.3	Stakeholder relationships are maintained through a range of communication mechanisms.
		1.4	A service support structure is established and made known to clients.
2.	Determine assessment boundaries	2.1	The purpose(s) of the assessment system is established through consultation with the client and other stakeholders.
		2.2	A policy document is developed in consultation with stakeholders and clients.
		2.3	The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures are identified.
		2.4	The system is verified to take into account the realities and constraints of particular contexts.
3.	Establish assessment system features	3.1	The key operational features of the system are determined in consultation with stakeholders
		3.2	The key operational features of the system are verified for fairness, equity and access with appropriate personnel and agreed features documented.
4.	Match needs with resources	4.1	Applicable competency standards or other performance standards are identified.
		4.2	The expertise and roles of internal and external individuals and organisations/partners are identified.

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|----|--|---|
|    | 4.3  | A budget, detailing development costs, implementation and maintenance costs of the proposed assessment system, is developed in consultation with appropriate personnel, including partner organisations, if applicable. |
| 5. | Design and develop record system                         |   |
|    | 5.1  | A record keeping system is designed which is secure, confidential and easy to administer, yet allows the storage of complex or detailed information.  |
|    | 5.2  | The record keeping system is designed to allow easy tracking of persons' progress towards the attainment of qualifications, units of competency or of learning outcomes.  |
|    | 5.3  | The record keeping system is verified to allow for appropriate certification requirements, where relevant.  |
|    | 5.4  | Adherence to legislative requirements and procedures are established which enable the record keeping system to be updated with ease when required.  |
|    | 5.5  | The record keeping system is verified for consistency with accepted enterprise / industry procedures for record keeping.  |
| 6. | Establish procedures for the review of assessment        |   |
|    | 6.1  | Review procedures are designed after consultation with stakeholders and verified to allow for fair and consistent responses to grievances.  |
|    | 6.2  | Review procedures are designed to ensure that relevant legislative and regulatory requirements are met.   |
| 7. | Select and provide for training and support of assessors |   |
|    | 7.1  | Selection criteria for assessors is established in consultation with appropriate personnel.   |
|    | 7.2  | Appropriate training strategies or programs for assessors to acquire or update competencies are identified, modified or developed.  |
|    | 7.3  | Training programs selected or developed for assessors are verified to meet the Assessment and Workplace Training Competency Standards and other required competencies.  |

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| 8. | Establish quality assurance procedures | 8.1 | Quality assurance procedures, including verification processes are developed in consultation with system stakeholders.   |
|    |  | 8.2 | The verification processes involve a representative sample of assessment activities and make effective use of resources. |
|    |  | 8.3 | The quality assurance procedures are piloted for fairness, efficiency and effectiveness.                                 |
|    |  | 8.4 | The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel.   |
|    |  | 8.5 | Procedures are established to determine the level of compliance with the assessment system.                              |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- personal needs

Stakeholders may include:

- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- Statutory Training/Recognition Authorities e.g. HEART/NTA, NCTVET

Key operational features may include:

- employee classification, remuneration and progression
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for the issuing of qualifications or statements of attainment and for recognising and recording current competencies
- partnership arrangements

Purpose of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employees' competency for the purpose of career advancement
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning

Policy may include:

- purposes of assessment
- human resource management issues
- what and who is to be assessed
- timing of assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation

Operational constraints may include:

- time available
- relative cost
- availability of stakeholders and other personnel
- budgetary constraints
- geographical and resource constraints.

Characteristics of persons being assessed may include:

- language, literacy and numeracy needs
- cultural, educational and general knowledge background
- gender , gender, physical ability
- level of confidence
- previous experience with the topic
- experience in assessment

Quality assurance procedures may include may include:

- conduct of regular internal and external reviews (persons being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

Sources of information may include:

- industry/enterprise competency standards
- training packages
- curriculum and other training program information
- licensing requirements
- job descriptions
- discussions with client group
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- standard operating procedures
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports

Record system may include:

- paper-based system, such as forms on checklists
- computer-based system using magnetic or optical storage
- combination of both paper and computer-based system

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided :

- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- relevant industry/enterprise competency or performance standards
- the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- record keeping systems particularly related to assessment
- quality assurance methodology
- compliance with requirements for copyright and other regulatory requirements
- client work systems and equipment
- review/evaluation methodology, particularly as it relates to assessment

Skills

The ability to:

- identification and correct use of equipment, processes and procedures
- planning own work including predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace

**(4) Resource Implications**

- access to relevant clients, stakeholders and sources of information required to address required skills and knowledge and to design and establish an assessment system

**(5) Method of Assessment**

Review of a portfolio containing the following

- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

Questioning – oral/written relating to:

- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

**(6) Context of Assessment**

Assessment should occur on the job or in a simulated workplace.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



## **CSETDA0084A:           Manage the training/assessment system**

Competency Descriptor:

This unit describes the skills and knowledge required to manage a training and/or assessment system. The unit applies equally to those operating in assessment only or training and assessment contexts.

Competency Field:

Education and Training

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Communicate the system	1.1	System features and procedures are documented and circulated to appropriate personnel.
		1.2	Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and/or assessment system.
		1.3	Recognised products and services are accurately presented to prospective clients.
		1.4	The contribution of training and assessment to organisational goals is reported.
2.	Support trainers and/or assessors	2.1	Checks are made to ensure assessors and/or trainers meet the relevant competency standards and system requirements.
		2.2	The training needs of trainers and/or assessors arising from their roles are identified.
		2.3	Procedures are developed for trainers and/or assessors to update competency, and to review and reflect on their work.
		2.4	Trainers and/or assessors are provided with accurate advice and ongoing support in their roles.
		2.5	Procedures to facilitate networking amongst trainers and assessors are established.
3.	Manage the record keeping system	3.1	Records are maintained for currency and adherence to government regulatory and organisational requirements.
		3.2	The record keeping system is maintained to ensure confidentiality and security of information.

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- |    |                                       |  |
|----|---------------------------------------|--|
|    | 3.3                                   | The record keeping system is reviewed and updated to meet changing technology and system requirements.   |
| 4. | Maintain quality assurance procedures |  |
|    | 4.1                                   | The quality assurance procedures are monitored against requirements, non-conformities are noted and appropriate action is taken.   |
|    | 4.2                                   | Internal audits of the training and assessment system are undertaken, non-conformities are noted and corrective action implemented.  |
|    | 4.3                                   | Information from the quality assurance process is used to: <ul style="list-style-type: none"><li>- enable appropriate planning, resourcing and recording arrangements</li><li>- identify any special requirements of persons being trained or assessed</li><li>- assess the training and development for trainers and assessors.</li></ul> |
|    | 4.4                                   | Validity, reliability, fairness and accuracy of the implementation of the training and assessment system are checked and reports developed.  |
| 5. | Maintain records for audits           |  |
|    | 5.1                                   | Verification records are accurate and the frequency and purpose of audits are identified.  |
|    | 5.2                                   | Accurate reports on audits and advisory activities are made available.   |
|    | 5.3                                   | Reports describe accurately whether the organisation meets the required criteria.  |
|    | 5.4                                   | Concerns regarding the design and implementation of training and/or assessment and the interpretation of standards are clearly and promptly reported to the auditing body.   |
|    | 5.5                                   | Clear recommendations for improvements to training and assessment practices, training and assessment system and infrastructure requirements are developed.   |
|    | 5.6                                   | Identified good practice is reported clearly and accurately.   |

## RANGE STATEMENT

The Range Statement explains the scope and context of the unit of competency allowing for differences between workplaces. The scope of variables chosen for training and assessment requirements will depend on the particular work situation.

The following variables may be present:

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- users of training information such as training providers, employers, human resource departments
- Training/Recognition Authorities

Purpose of training may include:

- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions

Purposes of assessment may include:

- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning

System may be developed by:

- the industry
- the enterprise
- the training organisation
- a combination of the above

## EVIDENCE GUIDE

Competency in this unit needs to be assessed over a period of time, in a range of contexts, and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence

### (1) Critical Aspects of Evidence

Assessment requires evidence of the following products to be collected:

- Records which are current and meet legislative, industry/enterprise requirements .
- A record keeping system which maintains confidentiality is secure and effectively uses appropriate technology .
- Documentation used to inform all appropriate personnel about the training and assessment system.
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance .
- Documentation on the implementation of quality assurance procedures, including
- Moderation and monitoring of training and assessment decisions .
- An appeal procedure for assessment decisions .
- Conduct of regular internal or external reviews and evaluation .
- Sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy .
- Modifications of the system based on evaluations and reviews .
- Referral of any recommended changes/modifications to the system.
- Assessment requires evidence of the following processes to be provided :
- How opportunities are provided for trainers and assessors to practice and maintain current competency.
- How the security and confidentiality of records are maintained .
- How support is given to the implementation of quality assurance procedures .
- How networking is achieved amongst trainers and assessors .
- How the quality assurance procedures are implemented .
- Why particular procedures were chosen for internal/external review of the training and assessment system.
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review .
- How the record keeping system is maintained including how it meets legislative and organisational requirements.
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- knowledge of relevant industry/enterprise competency or performance standards
- knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- knowledge of quality assurance methodology
- knowledge of compliance with requirements for copyright and other regulatory requirements
- knowledge and application of audit procedures as they relate to training and assessment systems

Skills

The ability to:

- focus of operation of work systems and equipment
- identification and correct use of equipment, processes and procedures
- planning own work including predicting consequences and identifying improvements
- communication skills appropriate to the culture of the workplace

**(4) Resource Implications**

- access to a training and assessment system and relevant information and resources on management and review procedures

**(5) Method of Assessment**

Review of a portfolio containing the following:

- Records which are current and meet legislative, industry/enterprise requirements .
- A record keeping system which maintains confidentiality is secure and effectively uses appropriate technology .
- Documentation used to inform all appropriate personnel about the training and assessment system.
- Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance .
- Documentation on the implementation of quality assurance procedures, including:
  - Moderation and monitoring of training and assessment decisions .
  - An appeal procedure for assessment decisions .
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  - Sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy .
  - Modifications of the system based on evaluations and reviews .
  - Referral of any recommended changes/modifications to the system.

Questioning – oral/written relating to:

- How opportunities are provided for trainers and assessors to practice and maintain current competency
- How the security and confidentiality of records are maintained
- How support is given to the implementation of quality assurance procedures
- How networking is achieved amongst trainers and assessors
- How the quality assurance procedures are implemented
- Why particular procedures were chosen for internal/external review of the training and assessment system
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review
- How the record keeping system is maintained including how it meets legislative and organisational requirements
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.

**(6) Context of Assessment**

- Assessment may occur on the job or in a simulated workplace.

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