

Manufacturing Learning
Australia

PMC 99

Assessor Guide

**Model forms and
candidate information**

for the

**Manufactured Mineral
Products Training
Package**

covering cement, ceramics, clay, concrete,
glass and related products

July 1999

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This Training Package was developed to define competency standards and the requirements for the awarding of qualifications in this industry sector. It is intended that they will be used by organisations who adopt them to determine training needs and structure competency development programs for relevant employees. It is also intended that they be used to assist workers in the industry to obtain a qualification which will be of use to the employee and the employer.

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Manufactured Mineral Products Training Package
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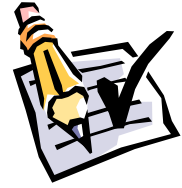
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Checklist for planning the assessment

Read the checklist below. For each assessment you carry out, make sure you complete the following steps. Keep a copy of the checklist in your portfolio to demonstrate that you have thoroughly planned your assessment.



Things to be completed



Ensure that a credible assessment system is in place.



Ensure you are clear about the purpose of assessment.



Talk with a representative from your RTO (this may be your own workplace) and make sure you understand their requirements.



Carefully read through the units of competency that you will be assessing against. Check that you have the skills and knowledge to assess against the standards. If you do not have the necessary technical skills, you will need to conduct the assessment with someone else. This person should be agreed to by the candidate.



Run an information session for the candidate(s) about assessment and what they need to do and to know.



Ensure the candidate agrees with the assessment process.



Support the candidate to carry out a self assessment against the unit of competency (see *Competency Checklists*)



Talk with the candidate about types of evidence that can be used to match the required units of competency. Encourage the candidate to think of pre-existing evidence that may be used.



Plan the assessment with the candidate: what, when, where, how and who will be involved, based on the agreed assessment process.



Identify what units of competency can be grouped together for assessment (see *Integrated Assessment - Examples*)



Make sure you have checklists, lists of questions, record sheets and any other materials ready for the assessment.



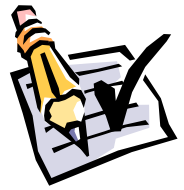
Organise equipment and materials, and inform other people about when the assessment will occur.



Ask the candidate if they would like a support person to be present during the assessment.

Checklist for carrying out the assessment

Read the checklist below. For each assessment you carry out, make sure you complete the following steps. Keep a copy of the checklist in your portfolio to demonstrate that you have carried out a thorough assessment.

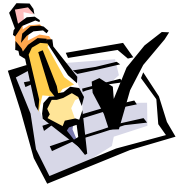


✓ **Things to be completed**

- Obtain agreement from all industry parties as to the assessment process and your role within it.
- Check the candidate is clear on the assessment tasks. You may need to run through the task again before assessment.
- Carry out the assessment. This may occur over a period of time, on a number of occasions and in a variety of assessment situations.
- Provide feedback to the candidate during the assessment where appropriate.
- Look at the evidence gathered and check that it is valid, sufficient, current and authentic.
- Make the assessment decision.
- Record the assessment results according to your RTO requirements for record keeping. Examples of record keeping pro-formas can be found in Section 6 of this *Assessor Guide*.
- Ensure that records of assessment are confidential.

Checklist for reviewing the assessment

Read the checklist below. For each assessment you carry out, make sure you complete the following steps. Keep a copy of the checklist in your portfolio to demonstrate that you have thoroughly reviewed your assessment.



Things to be completed



Provide feedback to the candidate on their performance and on the outcome of the assessment.



If the candidate is assessed as not yet competent, discuss with the candidate options to take to become competent.



If the candidate chooses to appeal the assessment decision, follow the appeals process (see Section 3).

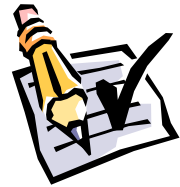


Review and evaluate the assessment.



Work with your RTO if a qualification is to be involved.

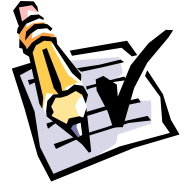
Checklist for matching assessment to the job role



Read the checklist below. For each assessment you carry out, make sure you complete the following steps. Keep a copy of the checklist in your portfolio to demonstrate that you have planned your assessment to suit the candidate's job role.

- ✓ **Things to be completed**
- Find out the units of competency needed to make up a qualification by referring to the *Qualifications Framework* in the Manufactured Mineral Products Training Package.
 - The industry partners should work out which units of competency you will be assessing, based on the tasks performed by the candidate in their job and the qualification they are working towards. Assessors may assist with this process as guided by the industry partners.
 - Group the units of competency together in natural groupings (see *Integrated Assessment – Examples*).
 - Decide whether you can do the assessment alone or a 'partner' is required.
 - Design the assessment tasks to suit the candidate's work situation. Check that the tasks are practical, reliable, cost effective and fair. Make sure the assessment tasks have been agreed by the industry parties involved and the candidate.
 - Check if there are any legal requirements of the assessment process you need to be aware of.
 - Check that the timing of the assessment is suitable with the candidate and their team leader.
 - Make sure that any equipment and machinery required for the assessment is organised.
 - Check that occupational health and safety requirements will be met during the assessment.
 - Arrange for the issue of national qualifications through a registered training organisation.

Checklist for units of competency



Read the checklist which is included on the disk. For each assessment you carry out, make sure you complete the following steps. Keep a copy of the checklist in your portfolio to demonstrate that you have carefully considered the units of competency you will be assessing against.



Things to be completed



Do you have a copy of the latest version of the endorsed competency standards?



Find out exactly which unit(s) of competency you will be assessing against.



Check that you understand what each element requires the candidate to do and/or to know.



Check that you understand what each performance criteria requires the learner to do and/or to know.



Read the range of variables section and identify the types of workplace situations in which competency can be demonstrated



Read the evidence guide and find out:

- what it tells you about where the assessment should be conducted
- what underpinning knowledge and skills are required by the worker before assessment
- how the unit may be grouped with other units for assessment.



Make sure you are confident that you have the expertise to assess against all of the elements in the required units.

Checklist for identifying candidate's special needs



Read the checklist below. For each assessment you carry out, make sure you complete the following steps. Keep a copy of the checklist in your portfolio to demonstrate that you have thoroughly considered the candidate's special needs.



Things to be completed



Ask the candidate if they have any special needs which might affect their performance in a workplace assessment.



If the candidate has special needs, ask them what aids or adjustments they might need.



Make the candidate aware that they are entitled to nominate a support person to be present at the assessment.



Make sure that you are assessing the candidate's abilities, not disabilities.



Consider reasonable adjustments which will prevent the candidate from being disadvantaged in their assessment because of their disability.



Arrange for the adjustments to happen; for example, book an interpreter.



Check that the assessment method is achievable by the candidate.



Ensure that you are assessing the benchmarks only, nothing more and nothing less.



Treat all information about special needs in confidence.



Checklist for designing new assessment tasks

The following checklist provides guidelines for designing new assessment tasks for assessment against units of competency in the Manufactured Mineral Products competency standards. Keep a copy of the checklist in your portfolio to demonstrate that you have thoroughly planned your assessment tasks.

✓ **Things to be completed**

- Seek approval of assessment tasks with the industry parties on site
- Plan to use a range of assessment methods: for example, demonstration, questioning, finished product, workplace performance, other references.
- Know the language, literacy and numeracy needs of the candidate and develop the task appropriately.
- Consider translating commonly used materials into community languages.
- Check that your task assesses what the standard requires the candidate to do and to know.
- Keep the activity simple with clear instructions about what the candidate is required to do and to know.
- Assess in the workplace wherever possible.
- Use terms and language in the assessment task that relate to the candidate's job and workplace.
- Consider gender and cultural issues when setting up the assessment task
- Check the requirements of the evidence guide for further information.
- Consider the cost requirements for the assessment task and avoid activities which take the candidate away from their normal work duties.
- Make sure the tasks are safe.
- Trial the assessment tasks and materials or review them with another assessor.
- Make sure the assessment tasks are clearly written up, improvements made and filed for easy reference in the future.

**So You're Thinking
About Assessment!!!**

**Information for
the candidate**



Answers to common questions about assessment



What is an assessment?

An assessment is a formal recognition of the skills and knowledge that you use in your job. It is your opportunity to show you are competent at what you do and to gain qualifications to prove it. Assessments are designed so that you can demonstrate your skills and knowledge to an assessor.

What skills and knowledge are we talking about?

The Manufactured Mineral Products competency standards describe the skills and knowledge needed to do a certain job at a certain level. You will be assessed to see if you are competent in these areas.

How do I know if I am competent?

Being competent means you can consistently do your job to the standard your workplace needs. The competency standards clearly describe the level of skill required.

Why should I have my skills assessed?

You can become qualified without doing any additional training. The qualification is a national qualification that can open up other job opportunities for you. You can get a whole certificate or small parts of a certificate and build on them over time until you get the whole qualification. You will also get recognition from the company and the other workers for your level of ability. Skills you have developed through life and previous work experience and training will be recognised, as well as the skills you have recently developed in your workplace.

Is assessment the same as it was at school?

No, as an adult and an experienced worker you will have a lot more say in what is assessed and how it is assessed. There will be no surprises in the assessment. The assessor wants you to be successful! Your skills will be assessed against the competency standards so you will not be competing against anyone else. The assessment format will be agreed upon by you, an employee representative and management representative.

How will I be assessed?

There are a variety of ways you can be assessed. The easiest and the best way is for an assessor to observe you doing your normal job. If that isn't possible, you can do a number of other assessment tasks; for example, practical demonstration, answer questions, find faults in a diagram or describe settings for a process. In some cases there may be written answers or a test, but it would only be about the skills required in your job. You should not have to read or write anything more difficult than the reading and writing you already do in your job.

**Do you get a pass or fail?**

No. Your results will say *competent* or *not yet competent*. You should find out the result of the assessment on the spot from your assessor. If you are not yet competent in some parts of the assessment, the assessor will explain why. You can try again or your assessor will provide feedback on how you can become competent.

Can I be assessed if my English is not so good?

Yes – you are only assessed on the skill involved in your job. If your English doesn't stop you doing your job, it is good enough for assessment. If you need an interpreter, your assessor can organise this.

Can I be assessed if I have trouble reading and writing?

Yes. Talk to your assessor; they can make sure the assessment tasks do not involve reading or writing. If you can do your job, you can do the assessment.

Can I be assessed if I have a disability?

If your disability does not stop you doing your job, it should not stop you being assessed. Talk to your assessor about managing your disability in the assessment.

Where will I be assessed?

You will probably be assessed in your workplace or maybe in a TAFE Institute. Sometimes it will be a combination of the two.

What do I need to know?

You will need to be clear about:

- why you are being assessed
- the Manufactured Mineral Products Competency Standards that cover your job
- the steps you will go through with the assessor
- what types of evidence you can present to show you are competent
- the possible results of an assessment
- how to appeal if you are not happy with the result or the process.

What if I'm not happy with my results?

You have the right to appeal. Your assessor should give you information about the process of appeal early in the planning of the assessment. The appeals process should be part of an assessment system that has been agreed upon by the industry parties on site.



What if I'm not happy with my assessor?

It is hoped that people who train as assessors have been well chosen by the company. If you feel there is a problem, you could ask for a support person to be present at meetings and assessment, or talk to your team leader or the person responsible for managing the assessment process in your company about having another assessor.

A good assessor will answer all of your questions in a way you can understand. The information in this guide should also help you.

What is evidence?

Evidence is the way you can prove you are competent in doing a task. Observation of you working on the job is the best form of assessment, however, it is worth collecting other evidence as well. You may not have to do any further assessment if you can provide enough evidence. You will already have some evidence from past jobs, training or life experience. You may need to start collecting evidence now to use in future assessments.

Evidence can include:

- demonstration of your work on the job
- demonstration of skills in another place like a TAFE College
- certificates or records of past training programs
- brochures which include descriptions of the training you have done
- references from previous employers, teachers, trainers or assessors
- performance appraisals
- job descriptions
- job cards
- work files
- work plans
- minutes of meetings
- samples of work completed
- photographs or videos
- articles in newsletters or journals about you or your work
- letters
- memos
- work diary.



Why is the assessor important?

The assessor will work closely with you. They will give you information and support you to have a say in how and when the assessment will be done. The assessor may work alone with you. Sometimes they will need to get help from a specialist in your field of work and will assess together with this person.

What makes a good assessor?

A good assessor will:

- make you feel confident about the assessment
- provide clear information about the assessment
- explain the competency standards in a way you can understand
- help you to collect evidence
- give you feedback about how you are going during the assessment
- explain how you can appeal if you are not happy with the assessment
- make sure you get the certificate when you are assessed as competent
- make sure you get advice about further training.

What can I do if I have a problem with my assessor?

Talk with your employee representative, team leader or someone in the company. Industry assessors are available from other companies, your union and the local TAFE Institute. You can also contact Manufacturing Learning Australia, which is the national Industry Training Advisory Board (ITAB) for your industry.



What are the steps in assessment?

This list of steps may not happen in the same order. Sometimes the assessor will join two or more steps together.

- You decide you want to be assessed.
- You meet with the assessor.
- The assessor provides information about assessment and the evidence you need to provide to show that you are competent.
- The assessor gives you information about the competency standards.
- You decide which areas you are already competent in.
- You collect evidence.
- The assessor decides, from your evidence, where you are already competent.
- You meet with the assessor.
- The assessor tells you which areas you haven't covered and need to be further assessed.
- You talk with the assessor about the best way you can show you are competent in these extra areas. You also talk about the best time and place for the assessment.
- The assessor organises the assessment.
- The assessment happens. This may happen over a period of time.
- The assessor tells you whether you are *competent* or *not yet competent* at the assessment.
- If you are competent, the assessor organises you to get a certificate.
- If you are not yet competent, you discuss another assessment with the assessor. You might do some extra training first.



Collecting evidence

This form is for you to make a list of everything you might be able to use as evidence for your assessment.

List the evidence down the first column. In the second column, write what the evidence might prove. Write down any sorts of evidence you can think of. Bring this list and the evidence to a meeting with your assessor. The assessor will decide if it is suitable.

Evidence	What does it prove?
<i>e.g Forklift ticket</i>	<i>Prerequisite for competency</i>
<i>Certificates from TAFE</i>	<i>Completion of courses</i>
<i>Photographs e.g of products, candidate on the job</i>	<i>Visual evidence</i>



Assessment Diary

You can use this diary to keep track of your contact with the assessor

Candidate name: _____

Assessor name: _____ Contact number: _____

Date	Place/Time	Who will be there?	Reason for the meeting or assessment	What do I have to bring or do beforehand?
Notes:				

Assessment evaluation forms



Section A: For the candidate

Please take the time to answer all questions as fully as possible.
Your feedback will help us improve the assessment process.

Assessment details

Candidate's name:
Candidate's contact details:
Principal assessor's name:
Date the assessment started:
Date the assessment finished:

Preparing for the assessment

1. Did your assessor help you to understand:
 - whether you were ready for assessment yes/no
 - what the competency standards said you had to do yes/no
 - what would happen at each stage of the assessment yes/no
 - who else would be involved in the assessment yes/no
 - what assessment tasks you would do yes/no
 - how to collect any existing evidence yes/no
 - the appeals process? yes/no

2. Did you have a say in how, when and where your assessment was done? yes/no

Comments

.....

3. Did you have any special needs which had to be taken into account in the assessment? yes/no

If you did, were you happy with how your needs were considered? yes/no

Comments

.....

The assessment tasks

4. Were you given clear instructions for all your assessment tasks? yes/no
- Comments

.....

5. Did your assessor help you feel comfortable, relaxed and able to perform at your best? yes/no

Comments

.....

6. Did your assessor give you clear feedback and encouragement while you were doing the assessment tasks? yes/no
Comments

After the assessment

7. Were you happy with how and when you were informed of the assessment outcome? yes/no
Comments

8. If you were assessed as *Not yet competent*, were you given clear information about:

- why you were not yet competent yes/no
- further training yes/no
- further assessment yes/no
- the appeals process? yes/no

Comments

.....

Overall

9. Was the assessment a positive experience for you? yes/no

Comments

.....

10. Can you suggest anything which would have improved the assessment process for you? (Include things which you, the assessor or someone else might have done or not done.)

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Section B: For participants other than the candidate



Please take the time to answer all questions as fully as possible.
Your feedback will help us improve the assessment process.

Assessment details

Candidate's name:

Principal assessor's name:

Your name:

Your contact details:

Date/s of your participation in the assessment:

1. Tick the box to show your relationship to the candidate.

workplace supervisor

workplace trainer

trainer

independent expert

other

2. Tick the box which explains your role in the assessment. (You might need to tick more than one box)

helping to organise practical details of the assessment

validating, corroborating the candidate's evidence

providing general support for the candidate

providing language, literacy and/or numeracy support for the candidate

providing support for the candidate's special needs

providing technical expertise or specialised workplace knowledge which the principal assessor does not have

other.....

3. Was the candidate happy to have you involved in the assessment? yes/no

Comments

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.....

4. Were you happy with your role in the assessment? yes/no

Comments

.....
.....

5. Did the candidate seem well prepared for the assessment? yes/no

Comments

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.....

6. Was the assessment conducted fairly? yes/no

Comments

.....
.....

7. Was the candidate informed of the outcome in a timely and appropriate way? yes/no

Comments

.....
.....

8. Can you suggest anything which would have improved the assessment process for you? (Include things which you, the candidate, the principal assessor or someone else might have done or not done.)

.....
.....
.....

Section C: For the principal assessor



Assessment details

Candidate's name:
Candidate's contact details:
Principal assessor's name:
Date the assessment started:
Date the assessment finished:

1. Were you happy with how you:
 - prepared for the assessment yes/no
 - prepared the candidate for assessment yes/no
 - conducted the assessment tasks yes/no
 - informed the candidate of the outcome yes/no
 - recorded the assessment yes/no
 - reported on the assessment to the RTO? yes/no

Comments

.....

2. List all those from whom you have sought feedback on the assessment. Next to each name, write the form of feedback. (written, oral, formal, informal)

.....
.....
.....

- 3 Taking into account your own reflections and the feedback from others, what suggestions do you have about:

- how this assessment might have been improved?

.....

- how the assessment system within which you have been working might be improved (include suggested changes to procedures, forms, personnel etc)?

.....