



Job Details	<b>Qualifications Pack Code</b>	NSD/Q0004		
	<b>Job Role</b>	Lead Assessor		
	<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
	<b>Sector</b>	IT-ITES	<b>Drafted on</b>	14/03/2015
	<b>Sub-sector</b>	IT Services	<b>Last reviewed on</b>	18/03/2015
	<b>Occupation</b>	Lead Assessor	<b>Next review date</b>	18/03/2017

<b>Job Role</b>	<b>Lead Assessors provide leadership, advice and direction to Assessors and have a key role in assuring the quality of assessment services in an organisation.</b>
<b>Role Description</b>	Lead Assessors provide leadership, advice and direction to Assessors. They have a key role in assuring the quality of assessment services in an organisation through monitoring assessment practices and systems and providing recommendations for continuous improvement.
<b>NSQF level</b>	6
<b>Minimum Educational Qualifications*</b>	Qualification Pack Lead Assessor
<b>Maximum Educational Qualifications*</b>	Not Applicable
<b>Training</b> (Suggested but not mandatory)	As per the standards set by relevant SSC to practice in different industry sectors.
<b>Experience</b>	As per the standards set by relevant SSC to practice in different industry sectors.
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li>1. NSD/N0011: Provide advanced assessment practice</li> <li>2. NSD/N0012: Lead assessment validation processes</li> <li>3. NSD/N0013: Lead and coordinate assessment systems and services</li> <li>4. NSD/N0014: Develop and implement Recognition of Prior Learning strategies</li> <li>5. NSD/N0003: Deliver competency based training</li> <li>6. NSD/N0007: Train and assess assessors</li> </ol>
<b>Performance Criteria</b>	As described in the relevant OS units

Definitions

Keywords /Terms	Description
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise occupational standard of a Qualification Pack..
Assessment Context	The environment in which the assessment of competency will be carried out. This may be the environment where the work is performed 'in situ', a simulated environment which replicates the work environment, various contexts which address different aspects of the competency. It also includes physical and operational factors, the assessment system within which assessment is carried out, the range of opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which the assessment takes place.
Assessment Judgement	The exercise of thinking skills by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence and whether the candidate is competent or not yet competent based on the evaluated evidence.
Assessment Methods	The particular technique/s used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third party feedback, portfolios and review of products.
Assessment Only Pathway	The achievement of NOS or QPs recognised through a process of formal assessment by an assessor which involves evaluative judgement of collected evidence arising from any combination of formal or informal education and training and education, work experience and/or general life experience; recognition of competence held through a process of assessment that is not directly linked to a structured learning process to support achievement of the competencies.
Assessment quality management	Processes that could be used to help achieve comparability of standards. Typically, there are three major components to quality management of assessments: quality assurance, quality control and quality review.
Assessment System	A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations are consistent, fair, valid and reliable, and may include: grievances and appeals process, validation systems and processes, reporting/recording arrangements, acquisition of physical and human resources, administrative procedures, roles and responsibilities, partnership arrangements, quality assurance mechanisms, risk management strategies, and documented assessment processes.
Assessment Tool	An assessment tool includes the following components: the context and conditions for the assessment, the tasks to be administered to the candidate, an outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.
Assessor	An assessor means an individual or organisation responsible for the assessment of NOS in accordance with the National Skills Qualifications Framework.
Authenticity	One of the rules of evidence and relates to ensuring the evidence is from, or of,

	the candidate, not another person; i.e. the assessor needs to be satisfied that the evidence gathered is the candidate's own work.
Candidate	The person presenting for assessment
Client	A person (learner/candidate) or an organisation, that uses or purchases training and/or assessment services.
Code	The unique alpha-numeric identifier allocated to the NOS and QPs
Competency	Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Competency based assessment	Competency based assessment is a purposeful process of systematically gathering, interpreting, recording and communicating to stakeholders, information on candidate development against industry National Occupational Standards (NOS) and/or learning outcomes.
Consistency of evidence	The evidence gathered needs to be evaluated for its consistency with other assessments of the candidate's performance, including the candidate's usual performance levels.
Construct validity	The extent to which certain explanatory concepts or constructs account for the performance on a task. It is concerned with the degree to which the evidence collected can be used to infer competence in the intended area, without being influenced by other non-related factors (e.g. literacy levels).
Content validity	The match between the required knowledge and skills specified in the NOS and the assessment tool's capacity to collect such evidence.
Contingency Management Skills	One of the four dimensions of competency. These skills involve the requirement to respond to irregularities and breakdowns in routine.
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS , these include communication related skills that are applicable to most job roles
Credit	The value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications which reduces the amount of learning required to achieve a qualification.
Credit Transfer	A process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications.
Currency	One of the rules of evidence. In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.
Currency in assessment	One of the rules of evidence and relates to the age of collected evidence. Competency requires demonstration of current performance – therefore the evidence collected must be current/very recent.
Currency in practice	Keeping up-to-date with the technical area of work which is the focus/subject area of delivery/assessment and keeping up-to-date as a trainer/VET practitioner/VET professional with developments in training/assessment/VET practice.
Decision making rules	The rules to be used to make judgements as to whether competency has been achieved (note that if grades or scores are also to be reported, the scoring rules

	should outline how performance is to be scored). Such rules should be specified for each assessment tool. There should also be rules for synthesising multiple sources of evidence to make overall judgements of performance.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Dimensions of Competency	Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills. .
Direct Observation	An assessment method which involves opportunities to view real work/real time activities in the workplace or work activities in a simulated workplace environment
Elements	Elements of a NOS that describe actions or outcomes which are demonstrable and assessable.
Entry Requirements	Specified prior knowledge, skill, and experience, expressed in terms of competency, and may include licensing or industry recognised standards. Where entry requirements are identified, these are mandatory.
Evidence	Information gathered to support a judgement of competence against the specifications of the relevant unit or units of NOS.
Face validity	The extent to which the assessment tasks reflect real work-based activities.
Fairness	One of the principles of assessment. Fairness in assessment requires: consideration of the individual candidate’s needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed of, participates in, and consents to, the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment are provided.
Flexibility (assessment)	One of the principles of assessment. To be flexible, assessment should: reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of NOS.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Job/Role Environment Skills	One of the four dimensions of competency. These skills involve demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others.
Knowledge	Conceptual and procedural forms of knowledge and the dispositions (the values and attitudes) that underpin them. Conceptual knowledge comprises facts, information, propositions, assertions and concepts that range in levels of increasing complexity. Procedural knowledge comprises techniques, skills and the ability to secure goals.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an

	individual needs in order to perform to the required standard
Language, Literacy and Numeracy (LLN)	Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately and in a range of contexts, and the integration of speaking, listening, and critical thinking with reading and writing. LLN includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.
National Occupational Standards (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
National Skills Qualification Framework (NSQF)	The policy framework that defines all qualifications recognised nationally in post-compulsory education and training in India.
National Skills Qualification Framework Alignment	Alignment to the National Skills Quality Framework: (NSQF): occurs when a group of NOS within a QP are a viable NSQF level (in line with the guidance provided in the current National Skills Quality Framework notification and National Skill Development Agency guidance)
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Organizational Context	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
Predictive validity	A form of criterion validity concerned with the ability of the assessment outcomes to accurately predict the future performance of the candidate.
Principles of Assessment	To ensure quality outcomes, assessment should be: fair; flexible; valid; reliable; sufficient.
Qualifications Pack (QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Recognition of Prior Learning (RPL)	An assessment process that involves assessment of the individual's relevant prior learning to determine the credit outcomes of an individual application for credit.
Reliability	One of the principles of assessment and refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability requires a standard benchmark of assessor competence and relevant vocational competence or access to subject matter expertise, and can only be achieved when assessors share a common interpretation of the unit/s being assessed.
Rules of evidence:	Closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.

Sector Skills Councils (SSCs)	National bodies contracted by the NSDC to develop and maintain NOS and QPs specific to the industry area(s) for which they have coverage and to accredit training affiliates and assessment bodies.
Simulation	A form of evidence gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role-plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate: <ul style="list-style-type: none"> <li>• technical skills</li> <li>• required knowledge</li> <li>• generic skills such as decision making and problem solving</li> <li>• workplace practices such as effective communication.</li> </ul>
Skills	An ability to perform a particular activity which may be developed by training or practice which may be intellectual, manual, motor, perceptual, social. Specified skills are identified as part of each NOS and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.
Sub-functions	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Sufficiency	One of the principles of assessment and also one of the rules of evidence. Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.
Task Management Skills	One of the four dimensions of competency. These skills involve demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment.
Task Skills	One of the four dimensions of competency. These skills encompass the ability to perform individual tasks.
Technical and Vocational Education and Training ( )	The sector responsible for developing the skills and knowledge of individuals for work. It includes undertaken in industries, enterprises, government agencies, and community and school settings.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Unit Code	Unit Code is a unique identifier for an Occupational Standard , which is denoted by an 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Validity	One of the principles of assessment and also one of the rules of evidence. Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that: <ul style="list-style-type: none"> <li>• assessment against the units of NOS must cover the broad range of skills and knowledge that are essential to competent performance</li> <li>• assessment of knowledge and skills must be integrated with their</li> </ul>

	<p>practical application</p> <ul style="list-style-type: none"> <li>judgement of competence must be based on sufficient evidence. Evidence should be gathered on a number of occasions and in a range of contexts, using different assessment methods. The specific evidence requirements of the units provide advice relating to sufficiency.</li> </ul>
Validity in assessment	<p>There are five major types of validity: face, content, criterion (predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g., competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.</p>
Vertical	<p>Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry. In the column “</p>
Vocational Competency	<p>Broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the sector.</p>



Acronyms	Keywords /Terms	Description
		Training and vocational education and training

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SSC/N9015 Provide advanced assessment practice

# National Occupational Standard

## Overview

This Occupational Standard describes the knowledge, understanding and skills required to provide advanced assessment practice

<b>Unit Code</b>	<b>SSC/N9015</b>
<b>Unit Title (Task)</b>	<b>Provide advanced assessment practice</b>
<b>Description</b>	This occupational standard specifies performance outcomes, skills and knowledge required to lead assessment processes among a group or team of assessors within an Assessment Body. It also focuses on continuously improving processes used by the assessor and the assessment team.
<b>Scope</b>	<p>This unit typically applies to those who are working to improve their own practices and who have a role in providing guidance to others (e.g. Lead Assessors) who are undertaking assessments for an Assessment Body.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Develop and enhance assessment expertise</li> <li>• Practise assessment</li> <li>• Lead and influence other assessors</li> <li>• Evaluate and improve assessment approaches</li> </ul>
<b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
1. Develop and enhance assessment expertise	<p>PC1. Access, read and analyse current research on assessment and incorporate into own practice</p> <p>PC2. Source and access opportunities to enhance assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice</p>
2. Practise assessment	<p>PC3. Demonstrate a range of assessment methods in assessment practice in order to meet the requirements of the relevant National Occupational Standards</p> <p>PC4. Demonstrate the use of a range of assessment tools and instruments to meet the context requirements of a range of candidates</p>
3. Lead and influence other assessors	<p>PC5. Influence fellow assessors by modelling high standards of ethical and compliance practices</p> <p>PC6. Establish professional development needs of the assessor group</p> <p>PC7. Design and implement approaches to build the skills and experience of the group</p> <p>PC8. Use individual facilitation techniques to guide and support assessors as they work to improve their own assessment practice</p>
4. Evaluate and improve assessment approaches	<p>PC9. Systematically monitor the assessment processes and activities of the assessor group using evaluation criteria</p> <p>PC10. Analyse the outcomes of the monitoring process</p> <p>PC11. Report the analysis of the assessment monitoring to relevant people</p> <p>PC12. Propose and implement improvements to assessment approaches</p> <p>PC13. Participate in and reflect upon assessment moderation process</p>

<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Assessment policies and procedures such as:</p> <ol style="list-style-type: none"> <li>a. candidate selection</li> <li>b. rationale and purpose of competency-based assessment</li> <li>c. assessment records, and data and information management</li> <li>d. recognition of prior learning and credit arrangements</li> <li>e. assessment reporting procedures</li> <li>f. assessment appeals</li> <li>g. candidate grievances and complaints</li> <li>h. validation and moderation</li> <li>i. evaluation and internal audit</li> <li>j. costs and resourcing</li> <li>k. access and equity, and reasonable adjustment</li> <li>l. partnership arrangements</li> <li>m. links with overall quality management system.</li> </ol>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Competency-based assessment, including:</p> <ol style="list-style-type: none"> <li>a. technical and vocational education and training as a competency based system</li> <li>b. NOS as the basis of qualifications</li> <li>c. the Principles of Assessment</li> <li>d. the Rules of Evidence</li> <li>e. criterion referenced assessment as distinct from norm-referenced assessment</li> <li>f. reporting of competency based assessment</li> </ol> <p>KB2. How to interpret National Occupational Standards and other related assessment information to determine the evidence needed to demonstrate competency, including:</p> <ol style="list-style-type: none"> <li>a. the components of competency and National Occupational Standards</li> <li>b. assessment of dimensions of competency</li> <li>c. all components of a QP-NOS</li> </ol> <p>KB3. SSC requirements for assessment for particular QPs</p> <p>KB4. Organisational and ethical responsibilities associated with the assessment system</p> <p>KB5. Methods and techniques to systematically monitor assessment practice such as:</p> <ol style="list-style-type: none"> <li>a. how effectively and accurately the designated National Occupational Standards are being interpreted by assessors as the benchmarks for assessment</li> <li>b. how the Principles of Assessment are being applied in assessment practice</li> <li>c. assessors' application of assessment instruments and tools</li> <li>d. how the Rules of Evidence are being applied in gathering</li> </ol>

	<p>evidence</p> <p>e. whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system</p> <p>f. whether NSDC/NSDA/NSQF/SSC and organisational, legal and ethical requirements are being met.</p> <p>KB6. Assessment appeals mechanisms within the organisation</p> <p>KB7. Different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well-constructed assessment tools</p> <p>KB8. How to interpret and apply the Principles of Assessment:</p> <ol style="list-style-type: none"> <li>a. Fairness</li> <li>b. Flexibility</li> <li>c. Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential</li> <li>d. Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater) and how they guide assessment, validation, appeals processes</li> </ol> <p>KB9. How to interpret and apply the Rules of Evidence:</p> <ol style="list-style-type: none"> <li>a. Validity</li> <li>b. Sufficiency</li> <li>c. Authenticity</li> <li>d. Currency</li> </ol> <p>KB10. Principles of reasonable adjustment</p> <p>KB11. Assessment strategies and assessment plans and their components</p> <p>KB12. Applications of technology to improve or assist in quality assessment</p> <p>KB13. Roles and responsibilities of assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process</p> <p>KB14. Strategies which ensure the assessment process is transparent and credible</p> <p>KB15. Organisational and ethical responsibilities associated with the assessment system, including:</p> <ol style="list-style-type: none"> <li>a. maintaining client privacy and confidentiality</li> <li>b. providing accurate information</li> <li>c. duty of care under common law</li> <li>d. compliance with NSDC/NSDA/NSQF/SSC requirements</li> <li>e. copyright and privacy laws, including the use of electronic technology.</li> </ol> <p>KB16. The different types of assessment methods, including suitability for collecting various types of evidence, such as:</p> <ol style="list-style-type: none"> <li>a. direct observation, for example: <ol style="list-style-type: none"> <li>i. real work/real time activities at the workplace</li> <li>ii. work activities in a simulated workplace environment</li> </ol> </li> <li>b. structured activities, for example:</li> </ol>
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	<ul style="list-style-type: none"> <li>i. simulation exercises and role-plays such as hypotheticals, problem-based exercises, simulated 'real world' scenarios</li> <li>ii. projects</li> <li>iii. presentations</li> <li>iv. activity/job sheets</li> <li>c. questioning, for example:             <ul style="list-style-type: none"> <li>i. written questions</li> <li>ii. interviews</li> <li>iii. self-assessment</li> <li>iv. verbal questioning</li> <li>v. questionnaires</li> <li>vi. oral or written examinations</li> </ul> </li> <li>d. portfolios of evidence, for example:             <ul style="list-style-type: none"> <li>i. collection of work samples compiled by candidate</li> <li>ii. product with supporting documentation</li> <li>iii. historical evidence</li> <li>iv. journal or log book</li> <li>v. information about life experience</li> </ul> </li> <li>e. review of products, for example:             <ul style="list-style-type: none"> <li>i. testimonials and reports from employers and supervisors</li> <li>ii. evidence of training</li> <li>iii. authenticated prior achievements</li> <li>iv. interview with employer, supervisor, or peer</li> </ul> </li> </ul> <p>KB17. The components of assessment tools such as:</p> <ul style="list-style-type: none"> <li>a. the National Occupational Standards to be assessed</li> <li>b. the target group, context and conditions for the assessment</li> <li>c. the tasks to be administered to the candidate such as:             <ul style="list-style-type: none"> <li>i. templates/proforma</li> <li>ii. specific questions or activities</li> <li>iii. evidence/observation checklists</li> <li>iv. checklists for the evaluation of work samples</li> <li>v. candidate self-assessment materials</li> </ul> </li> <li>d. an outline of the evidence to be gathered from the candidate</li> <li>e. the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules)</li> <li>f. the administration, recording and reporting requirements.</li> <li>g. the evidence of how validity and reliability have been tested and built into the design and use of the tool.</li> </ul> <p>KB18. Ethical and compliance practices such as:</p> <ul style="list-style-type: none"> <li>a. access and equity principles and practice</li> <li>b. SSC requirements relating to assessment and registration</li> <li>c. certification procedures and requirements</li> <li>d. confidentiality and privacy requirements</li> <li>e. defined resource parameters</li> <li>f. environmental issues</li> <li>g. equal opportunity and anti-discrimination requirements</li> <li>h. ethical standards</li> </ul>
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	<ul style="list-style-type: none"> <li>i. maintaining and retrieving assessment information</li> <li>j. HSE policies, procedures and programs</li> <li>k. quality and continuous improvement processes and standards</li> <li>l. recording and reporting assessment results</li> </ul> <p>KB19. A range of approaches to build the skills and experience of assessors such as:</p> <ul style="list-style-type: none"> <li>a. attending forums, conferences, workshops</li> <li>b. networking through assessor networks, communities of practice and membership of representative organisations</li> <li>c. participating in projects</li> <li>d. professional and staff development activities.</li> </ul> <p>KB20. A range of assessment processes such as:</p> <ul style="list-style-type: none"> <li>a. access and equity processes</li> <li>b. assessment appeals procedures</li> <li>c. assessment records, data and information management</li> <li>d. assessment reporting procedures</li> <li>e. candidate grievances or complaints procedures</li> <li>f. candidate selection</li> <li>g. evaluation</li> <li>h. internal auditing</li> <li>i. links with overall quality management system</li> <li>j. reasonable adjustment</li> <li>k. recognition of prior learning, credit arrangements</li> <li>l. resourcing</li> <li>m. validation processes.</li> </ul>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/individual on the job needs to demonstrate: SA1. literacy skills to prepare required documentation and information for those involved in the assessment process
	<b>Reading Skills</b>
	The user/individual on the job needs to demonstrate: SA2. literacy skills to read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to demonstrate: SA3. communication skills to: <ul style="list-style-type: none"> <li>• to influence others</li> <li>• promote and implement quality standards</li> <li>• guide and support assessors one on one</li> <li>• communicate appropriately with people from diverse backgrounds</li> </ul> SA4. conflict resolution skills to: <ul style="list-style-type: none"> <li>• manage difficulties with and between assessors and between assessors, candidate or others</li> </ul>

	<ul style="list-style-type: none"> <li>• address appeals situations and processes</li> </ul> <p>SA5. leadership skills to:</p> <ul style="list-style-type: none"> <li>• influence and motivate others</li> <li>• guide and support others</li> <li>• manage conflict</li> <li>• make informed decisions and recommendations</li> </ul> <p>SA6. team and group skills to:</p> <ul style="list-style-type: none"> <li>• build relationships and networks with colleagues</li> <li>• encourage, accept and utilise feedback.</li> </ul>
	<p><b>Technology skills</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA7. technology skills to use appropriate equipment and software to communicate effectively</p>
<b>B. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/ individual on the job needs to demonstrate:</p> <p>SB1. N/A</p>
	<p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB2. A systematic approach to monitoring assessment processes and activities</p> <p>SB3. Project management skills to implement improvements to assessment practice</p> <p>SB4. Research skills to determine sampling methods to be used to access information</p>
	<p><b>Customer Centricity</b></p> <p>The user/ individual on the job needs to demonstrate:</p> <p>SB5. An understanding of assessor needs</p>
	<p><b>Problem Solving</b></p> <p>The user/ individual on the job needs to demonstrate:</p> <p>SB6. problem solving skills to anticipate future implications for own and others' decisions and reliably evaluate alternative solutions</p>
	<p><b>Analytical Thinking</b></p> <p>The user/ individual on the job needs to demonstrate:</p> <p>SB7. analysis and interpretation skills to</p> <ul style="list-style-type: none"> <li>• analyse current research on assessment and incorporate into own practice</li> <li>• evaluate assessment methods and tools</li> <li>• access and interpret organisation's standards and values</li> <li>• analyse the effectiveness of the organisation's assessment process</li> </ul> <p>SB8. evaluation skills to:</p> <ul style="list-style-type: none"> <li>• evaluate validation process and determine and implement improvements</li> <li>• systematically evaluate own or others' practice to improve</li> </ul>



	performance or understanding
	<b>Critical Thinking</b>
	The user/ individual on the job needs to demonstrate: SB9. N/A

## NOS Version Control

NOS Code	SSC/N9015		
Credits (NSQF)	TBD	Version number	1.0
Industry	IT-ITES	Drafted on	14/03/2015
Industry Sub-sector	IT Services	Last reviewed on	18/03/2015
Occupation	Lead Assessor	Next review date	18/03/2017

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SSC/N9011 Lead assessment validation processes

# National Occupational Standard

## Overview

This Occupational Standard describes the knowledge, understanding and skills required to lead assessment validation processes

<b>Unit Code</b>	<b>SSC/N9011</b>
<b>Unit Title (Task)</b>	<b>Lead assessment validation processes</b>
<b>Description</b>	This unit specifies the performance outcomes, skills and knowledge to provide leadership in assessment validation processes
<b>Scope</b>	<p>Validation is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same National Occupational Standard/s. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence.</p> <p>Validation forms part of the quality systems of the assessment body and is undertaken to improve the quality of the assessment process.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Monitor assessment practice</li> <li>• Coordinate assessment validation activities</li> </ul>
<b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
1. Monitor assessment practice	<p>PC1. Work with colleagues to systematically monitor assessment practice</p> <p>PC2. Actively support other assessors as they work to improve assessment practice</p> <p>PC3. Develop and implement plans to systematically monitor assessment activities through direct observation, sampling of records and moderation between assessors</p> <p>PC4. Analyse assessment records ensuring organisational and ethical requirements are being met and appropriate advice is provided to improve record keeping</p>
2. Coordinate assessment validation activities	<p>PC5. Initiate validation activities in line with quality assurance and quality management policies and procedures and organisational and ethical requirements</p> <p>PC6. Undertake risk assessment and analysis to determine the purpose, focus and context of validation activities and develop validation schedule</p> <p>PC7. Determine approaches to validation</p> <p>PC8. Determine and confirm participants in validation and organise any materials and resources needed for validation</p> <p>PC9. Provide guidance to support participants throughout the validation process</p> <p>PC10. Finalise and process validation documentation in accordance with assessment system and organisational procedures and present to relevant people, within an agreed timeframe</p> <p>PC11. Identify recommendations from validation processes and forward to the appropriate authority</p>

Knowledge and Understanding (K)	
<p><b>B. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA2. Assessment policies and procedures such as:</p> <ol style="list-style-type: none"> <li>a. candidate selection</li> <li>b. rationale and purpose of competency-based assessment</li> <li>c. assessment records, and data and information management</li> <li>d. recognition of prior learning and credit arrangements</li> <li>e. assessment reporting procedures</li> <li>f. assessment appeals</li> <li>g. candidate grievances and complaints</li> <li>h. validation and moderation</li> <li>i. evaluation and internal audit</li> <li>j. costs and resourcing</li> <li>k. access and equity, and reasonable adjustment</li> <li>l. partnership arrangements</li> <li>m. links with overall quality management system.</li> </ol>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Relevant Sector Skills Council requirements for assessment</p> <p>KB2. Different types of assessment tools, the features of well-constructed assessment tools and why, what assessment methods and instruments work for what types of evidence</p> <p>KB3. How to interpret and apply the Principles of Assessment and the Rules of Evidence to guide assessment and validation processes</p> <p>KB4. The Rules of Evidence, why are they important, particularly in a validation context</p> <p>KB5. Assessment strategies and assessment plans and their components</p> <p>KB6. Purpose and focus of carrying out validation, different approaches to assessment validation and the critical aspects of validation</p> <p>KB7. Different activities and tools for validation</p> <p>KB8. Organisational and ethical responsibilities associated with the assessment system</p> <p>KB9. Methods and techniques to systematically monitor assessment practice such as:</p> <ol style="list-style-type: none"> <li>a. how effectively and accurately the designated National Occupational Standards are being interpreted by assessors as the benchmarks for assessment</li> <li>b. how the Principles of Assessment are being applied in assessment practice</li> <li>c. assessors' application of assessment tools</li> <li>d. how the Rules of Evidence are being applied in gathering evidence</li> <li>e. whether assessment is being conducted in accord with the policies and procedures</li> <li>f. whether SSC and organisational, legal and ethical requirements are being met.</li> </ol>

	<p>KB10. The range of purpose, focus and context of validation activities such as:</p> <ol style="list-style-type: none"> <li>a. part of organisational quality assurance arrangements</li> <li>b. addressing an identified area of risk in assessment practice and quality</li> <li>c. demonstrating compliance with the SSC affiliation requirements</li> <li>d. providing evidence for internal or external audit</li> <li>e. improving assessment practices</li> <li>f. evaluating the quality of assessment tools</li> <li>g. providing professional development for assessors</li> <li>h. increasing assessor confidence</li> <li>i. determining whether different assessors using the same tools collect the same types and levels of evidence</li> <li>j. determining whether different assessors interpret the same evidence similarly</li> <li>k. determining whether assessment decisions reflect the Rules of Evidence.</li> </ol> <p>KB11. The variety of approaches to validation such as:</p> <ol style="list-style-type: none"> <li>a. analysing and reviewing assessment tools</li> <li>b. analysing and reviewing collected evidence</li> <li>c. analysing and reviewing assessment decisions</li> <li>d. examining assessment records</li> <li>e. examining assessment systems</li> <li>f. discussing the assessment process, issues and difficulties in interpretation</li> <li>g. holding interviews with each other or with management, assessors, candidates</li> <li>h. analysing client feedback</li> <li>i. observing assessment conduct</li> <li>j. using validation tools</li> <li>k. examining assessor qualifications</li> <li>l. analysing appeals processes</li> <li>m. recording evidence of validation processes and outcomes.</li> </ol>
<b>Skills (S) [Optional]</b>	
<b>C. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to demonstrate: SA1. literacy skills to prepare required documentation and information for those involved in the assessment validation process
	<b>Reading Skills</b>
The user/individual on the job needs to demonstrate : SA2. Ability to read and interpret reports and recommendations for improvement	
	<b>Oral Communication (Listening and Speaking skills)</b>
The user/individual on the job needs to demonstrate: SA3. communication skills to:	

	<ul style="list-style-type: none"> <li>influence others</li> <li>promote and implement quality standards</li> </ul> <p>SA4. leadership skills to:</p> <ul style="list-style-type: none"> <li>influence and motivate others</li> <li>gain commitment to validation processes and make recommendations to improve processes</li> </ul> <p>SA5. team and group skills to:</p> <ul style="list-style-type: none"> <li>build relationships and networks with colleagues</li> <li>encourage, accept and utilise feedback.</li> </ul>
	<p><b>Technology skills</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA6. technology skills to use appropriate equipment and software to communicate effectively</p>
<b>D. Professional Skills</b>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA7. Decision making skills to consider recommendations from assessment validation processes and make judgements on implementing recommended improvements</p>
	<p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA8. planning skills to schedule validations in a systematic manner informed by risk assessment</p> <p>SA9. planning skills and project management skills to implement improvements</p>
	<p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA10. N/A</p>
	<p><b>Problem Solving</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA11. problem solving skills to reliably evaluate alternative solutions to validation issues</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA12. analysis and interpretation skills to analyse the effectiveness of the organisation's assessment validation process</p> <p>SA13. evaluation skills to evaluate validation process and determine and implement improvements</p>
	<p><b>Critical Thinking</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SA14. N/A</p>

## NOS Version Control

NOS Code	SSC/N9011		
	Credits (NSQF)	TBD	Version number
Industry	IT-ITES	Drafted on	14/03/2015
Industry Sub-sector	IT Services	Last reviewed on	18/03/2015
Occupation	Lead Assessor	Next review date	18/03/2017

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SSC/N9016 Lead and coordinate assessment systems and services

# National Occupational Standard

## Overview

This Occupational Standard describes the knowledge, understanding and skills required to lead and coordinate assessment systems and services

<b>Unit Code</b>	<b>SSC/N9016</b>
<b>Unit Title (Task)</b>	<b>Lead and coordinate assessment systems and services</b>
<b>Description</b>	This occupational standard specifies performance outcomes, skills and knowledge required to provide leadership in assessment and to coordinate appeals processes.
<b>Scope</b>	<p>Assessment leadership and coordination involve a complex mix of extending own and others' expertise in assessment practice, guiding and leading assessors, monitoring assessment practice and taking responsibility for appeals processes. This occupational standard may apply to Lead Assessors or to those in a management role within an Assessment Body.</p> <p>Co-delivery of <i>NOS 12 Lead assessment validation processes</i> should be considered</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Develop and enhance assessment expertise</li> <li>• Lead assessment activities</li> <li>• Monitor assessment practice</li> <li>• Manage assessment appeals</li> </ul>
<b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
1. Develop and enhance assessment expertise	<p>PC1. Access, read and analyse current research on assessment and incorporate into own practice</p> <p>PC2. Source and access opportunities to enhance assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice</p>
2. Lead assessment activities	<p>PC3. Develop and confirm assessment strategies in assessment-only pathways such as recognition of prior learning</p> <p>PC4. Discuss and confirm roles, responsibilities and accountabilities of relevant persons in assessment</p> <p>PC5. Confirm and document SSC and organisational requirements relating to the competence of assessors</p> <p>PC6. Establish and maintain strategies for communication and networking with and between assessors</p> <p>PC7. Liaise with Assessment Coordinator regarding scheduled assessments to ensure that suitable assessors are matched and available</p> <p>PC8. Oversee assessment events and use leadership skills to provide clear direction, advice and support to assessors</p> <p>PC9. Identify professional development needs and opportunities for assessors and make recommendations to relevant personnel</p>
3. Monitor assessment practice	<p>PC10. Influence fellow assessors by modelling high standards of ethical and compliance practices</p> <p>PC11. Systematically monitor assessment practice of assessors using</p>

	<p>evaluation criteria</p> <p>PC12. Use individual facilitation techniques to guide and support assessors as they work to improve their own assessment practice</p> <p>PC13. Coordinate assessment validation activities</p> <p>PC14. Analyse and report on the outcomes of the monitoring process</p>
4. Manage assessment appeals	<p>PC15. Access and interpret policies and procedures for assessment appeals</p> <p>PC16. Access, read and interpret documented appeal claims</p> <p>PC17. Interview parties to the appeal and use negotiation skills to achieve resolution prior to formal appeal, where appropriate</p> <p>PC18. Institute the appeals mechanism and set a timetable to hear unresolved claims in accordance with procedures</p> <p>PC19. Provide guidance and leadership to those hearing appeals and other parties during the appeal process to ensure fairness, equity, verity and relevance</p> <p>PC20. Check all documentation relevant to the appeal process for accuracy and completeness</p> <p>PC21. Confirm and record decision in accordance with policy and procedures and communicate outcomes to the parties</p>
<b>Knowledge and Understanding (K)</b>	
<b>C. Organizational Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA3. Assessment policies and procedures such as:</p> <ul style="list-style-type: none"> <li>a. candidate selection</li> <li>b. rationale and purpose of competency-based assessment</li> <li>c. assessment records, and data and information management</li> <li>d. recognition of prior learning and credit arrangements</li> <li>e. assessment reporting procedures</li> <li>f. assessment appeals</li> <li>g. candidate grievances and complaints</li> <li>h. evaluation and internal audit</li> <li>i. costs and resourcing</li> <li>j. access and equity, and reasonable adjustment</li> <li>k. partnership arrangements</li> <li>l. links with overall quality management system</li> </ul>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Competency-based assessment</p> <p>KB2. How to interpret National Occupational Standards and other related assessment information to determine the evidence needed to demonstrate competency</p> <p>KB3. SSC requirements for assessment</p> <p>KB4. Organisational and ethical responsibilities associated with the assessment system</p> <p>KB5. Methods and techniques to systematically monitor assessment practice such as:</p> <ul style="list-style-type: none"> <li>a. how effectively and accurately the designated National Occupational Standards are being interpreted by assessors as the benchmarks for assessment</li> <li>b. how the Principles of Assessment are being applied in</li> </ul>

	<p>assessment practice</p> <ul style="list-style-type: none"> <li>c. assessors' application of assessment methods and assessment tools</li> <li>d. how the Rules of Evidence are being applied in gathering evidence</li> <li>e. whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system</li> <li>f. whether SSC and organisational, legal and ethical requirements are being met.</li> <li>g. how client/candidate needs are being met</li> <li>h. whether organisational and ethical requirements are being met</li> </ul> <p>KB6. Assessment appeals mechanisms within the organisation</p> <p>KB7. Different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well-constructed assessment tools</p> <p>KB8. How to interpret and apply the Principles of Assessment and Rules of Evidence to assessment and appeals processes</p> <p>KB9. assessment strategies and assessment plans and their components</p> <p>KB10. applications of technology to improve or assist in quality assessment</p> <p>KB11. roles and responsibilities of assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process</p> <p>KB12. organisational and ethical responsibilities associated with the assessment system</p> <p>KB13. A range of assessment methods, their purposes and applications such as:</p> <ul style="list-style-type: none"> <li>a. observation</li> <li>b. portfolios</li> <li>c. practical and theoretical tests</li> <li>d. product development review</li> <li>e. simulations</li> <li>f. structured aural/written questioning techniques</li> <li>g. structured activities</li> <li>h. third party feedback</li> </ul> <p>KB14. The components of assessment tools such as:</p> <ul style="list-style-type: none"> <li>a. the NOS to be assessed</li> <li>b. the target group, context and conditions for the assessment</li> <li>c. the tasks to be administered to the candidate</li> <li>d. an outline of the evidence to be gathered from the candidate</li> <li>e. the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules)</li> <li>f. the administration, recording and reporting requirements.</li> <li>g. the evidence of how validity and reliability have been tested and built into the design and use of the tool.</li> </ul> <p>KB15. Ethical and compliance practices such as:</p>
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	<ul style="list-style-type: none"> <li>a. access and equity principles and practice</li> <li>b. SSC requirements relating to assessment and registration</li> <li>c. certification procedures and requirements</li> <li>d. confidentiality and privacy requirements</li> <li>e. defined resource parameters</li> <li>f. environmental issues</li> <li>g. equal opportunity requirements</li> <li>h. ethical standards</li> <li>i. anti-discrimination</li> <li>j. maintaining and retrieving assessment information</li> <li>k. HSE policies, procedures and programs</li> <li>l. quality and continuous improvement processes and standards</li> <li>m. recording and reporting assessment results</li> <li>n. affiliation body requirements.</li> </ul>
<b>Skills (S)</b>	
<b>E. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA8. literacy skills to prepare required documentation and information for those involved in the assessment process, to prepare plans and schedules and write reports and recommendations for improvement</p>
	<b>Reading Skills</b>
<p>The user/ individual on the job needs to demonstrate:</p> <p>SA9. literacy skills to read and interpret research on assessment on , policies and procedures, appeal claims and reports of appeals</p>	
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA10. communication skills to:</p> <ul style="list-style-type: none"> <li>• promote and implement quality standards</li> <li>• guide and support assessors one on one</li> <li>• guide and support those considering assessment appeals</li> <li>• consult with: <ul style="list-style-type: none"> <li>○ assessors in own organisation and on site</li> <li>○ assessors in own organisation operating in different site/s</li> <li>○ assessors of another organisation which is in partnership with own organisation</li> <li>○ personnel of own/another organisation who provide vocational/subject matter expertise and who work with the assessor/s in team assessments</li> <li>○ other personnel who assist the assessor in collecting evidence of candidate/s competence</li> <li>○ other personnel impacted by the assessment process</li> </ul> </li> </ul> <p>SA11. leadership skills to:</p> <ul style="list-style-type: none"> <li>• influence and motivate others</li> </ul>

	<ul style="list-style-type: none"> <li>• guide and support others</li> <li>• manage conflict</li> <li>• present in a confident, assured and unhesitant manner in response to challenging situations</li> <li>• acknowledge and respect the attitudes and beliefs of others</li> <li>• promote active and genuine participation</li> </ul> <p>SA12. team and group skills to:</p> <ul style="list-style-type: none"> <li>• build relationships and networks with colleagues</li> <li>• encourage, accept and utilise feedback.</li> </ul> <p>SA13. individual facilitation skills such as coaching, mentoring and tutoring to identify any gaps in assessor skills/competence; explain legal/organisational/policy requirements; clarify assessment issues; provide encouragement and direction; provide feedback/advice /guidance; problem solve</p>
	<p><b>Technology skills</b></p> <p>The user/ individual on the job needs to demonstrate:</p> <p>SA14. technology skills to use appropriate equipment and software (e.g. tablets and automated assessment systems including online) to communicate effectively and to collect and record evidence as required</p>
<p><b>F. Professional Skills</b></p>	<p><b>Decision Making</b></p>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SB1. leadership skills to:</p> <ul style="list-style-type: none"> <li>• initiate action and direct decision making</li> <li>• model behavioural and personal presentation standards</li> <li>• make recommendations for improvement</li> </ul>
	<p><b>Plan and Organize</b></p>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SB2. Planning and organizing skills to:</p> <ul style="list-style-type: none"> <li>• Manage assessment appeals</li> <li>• Manage time effectively</li> </ul>
	<p><b>Customer Centricity</b></p>
<p>The user/ individual on the job needs to demonstrate:</p> <p>SB3. How to identify and meet client and candidate needs such as:</p> <ul style="list-style-type: none"> <li>• clear information and advice on the assessment process</li> <li>• timeliness and recognition of readiness for assessment</li> <li>• assessment tools that support integrated assessment</li> <li>• advice, support and guidance from assessor/s on participation and role in the assessment process</li> <li>• reasonable adjustment needs</li> <li>• cultural sensitivity</li> </ul>	
<p><b>Problem Solving</b></p>	
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SB4. problem solving skills to:</p>

	<ul style="list-style-type: none"> <li>• anticipate future implications for own and others' decisions</li> <li>• reliably evaluate alternative solutions</li> <li>• make informed decisions and recommendations</li> </ul>
	<b>Analytical Thinking</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SB5. analysis and interpretation skills to:</p> <ul style="list-style-type: none"> <li>• evaluate assessment methods and tools</li> <li>• access and interpret organisation’s standards and values</li> <li>• analyse the effectiveness of the organisation's assessment process</li> </ul> <p>SB6. evaluation skills to:</p> <ul style="list-style-type: none"> <li>• determine sampling methods to be used to access information</li> <li>• systematically evaluate personal or others’ practice to improve performance or understanding</li> </ul>
	<b>Critical Thinking</b>
	<p>The user/individual on the job needs to know and understand:</p> <p>SB7. N/A</p>

## NOS Version Control

NOS Code	SSC/N9016		
Credits (NSQF)	TBD	Version number	1.0
Industry	IT-ITES	Drafted on	14/03/2015
Industry Sub-sector	IT Services	Last reviewed on	18/03/2015
Occupation	Lead Assessor	Next review date	18/03/2017

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SSC/N9012 Develop and implement Recognition of Prior Learning strategies

# National Occupational Standard

## Overview

This Occupational Standard describes the knowledge, understanding and skills required to develop and implement Recognition of Prior Learning strategies

National Occupational Standard

<b>Unit Code</b>	<b>SSC/N9012</b>
<b>Unit Title (Task)</b>	<b>Develop and implement Recognition of Prior Learning strategies</b>
<b>Description</b>	This occupational standard specifies the performance outcomes, skills and knowledge to develop and implement a recognition strategy in the context of organisational development.
<b>Scope</b>	<p>This occupational standard applies to the role of some Lead Assessors.</p> <p>It requires the ability to work in partnership with training organisations and employers to prepare information and advice on Recognition of Prior Learning (RPL), to identify evidence gathering opportunities and to evaluate a recognition-based assessment process. It also focuses on continuously improving recognition processes within an organisation.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>Analyse job descriptions and workplace performance measures of an organisation</li> <li>Determine the range of evidence that can contribute to Recognition of Prior Learning</li> <li>Prepare a RPL package for employees of an organisation</li> <li>Monitor RPL assessment for National Occupational Standards/ Qualification Packs</li> <li>Evaluate RPL procedures</li> </ul>
<b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
1. Analyse job descriptions and workplace performance measures of an organisation	<p>PC1. In collaboration with a training organisation determine the scope of the organisation’s need for RPL services and gap training services</p> <p>PC2. Liaise with appropriate personnel to confirm that contractual arrangements are in place for the identified scope of services</p> <p>PC3. Compile information on job descriptions and other workplace documentation and source data on individuals' work performance</p> <p>PC4. Review performance appraisal processes and documentation in an organisation and align to National Occupational Standards and assessment criteria</p> <p>PC5. Map job roles to Qualification Packs and associated National Occupational Standards to identify matches and gaps</p> <p>PC6. Investigate opportunities for evidence gathering in the workplace</p>
2. Determine the range of evidence that can contribute to RPL	<p>PC7. Interpret the work performance, applied skills and knowledge requirements for identified National Occupational Standards</p> <p>PC8. Nominate sources and types of evidence that comply with the Rules of Evidence and Principles of Assessment for identified National Occupational Standards</p>

<p>3. Prepare an RPL package for employees of an organisation</p>	<p>PC9. Interpret and explain Assessment Body policies and procedures for RPL</p> <p>PC10. Contextualise the performance requirements for National Occupational Standards for employees in an organisation</p> <p>PC11. Document exemplars and evidence lists to support candidates prepare for recognition</p> <p>PC12. Document recognition tools and the evaluation instruments for the RPL assessments to be undertaken</p> <p>PC13. Provide advice and support to managers and candidates to facilitate collection of workplace evidence for RPL</p>
<p>4. Monitor RPL assessment for National Occupational Standards/ Qualification Packs</p>	<p>PC14. Allocate assessors to the project and implement processes to ensure consistency in interpretation of tools</p> <p>PC15. Monitor the evidence collection process</p> <p>PC16. Monitor decision making in assessment against Assessment Body policies and procedures including facilitating assessment moderation between the allocated assessors</p> <p>PC17. Monitor feedback provided to the candidate and training organisation</p> <p>PC18. Review gaps in evidence and prepare candidate gap learning plan in consultation with training organisation</p>
<p>5. Evaluate RPL procedures</p>	<p>PC19. Undertake a review of the advice to candidates, supervisors and employers</p> <p>PC20. Review compiled evidence lists in terms of their applicability and the evidence generated</p> <p>PC21. Gather feedback from the employing organisation and candidate on the Assessment Body recognition services as part of continuous improvement processes</p> <p>PC22. Review recognition approaches, processes, inputs and practice against the Assessment Body's policies</p> <p>PC23. Identify changes and enhancements and amend Assessment Body's policies, procedures and/or the recognition package</p> <p>PC24. Prepare a report detailing proposed changes to improve both the processes and outcomes</p>

**Knowledge and Understanding (K)**

<p><b>D. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA4. Assessment body's assessment system policies and procedures such as:</p> <ul style="list-style-type: none"> <li>a. candidate selection</li> <li>b. rational and purpose of competency-based assessment</li> <li>c. assessment records/data management/ information management</li> <li>d. recognition of prior learning/credit arrangements</li> <li>e. assessors - needs, qualifications, maintaining currency</li> <li>f. assessment reporting procedures</li> <li>g. assessment appeals</li> <li>h. candidate grievances/complaints</li> <li>i. validation</li> <li>j. evaluation/internal audit</li> </ul>
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	<ul style="list-style-type: none"> <li>k. costs/resourcing</li> <li>l. access and equity/reasonable adjustment</li> <li>m. links with overall quality management system</li> </ul>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB12. Sector Skills Council requirements for assessment</p> <p>KB13. How to interpret and apply the Principles of Assessment and Rules of Evidence to assessment</p> <p>KB14. Principles of reasonable adjustment</p> <p>KB15. How to interpret National Occupational Standards and other related assessment information to determine the evidence required to demonstrate competency including:</p> <ul style="list-style-type: none"> <li>a. the components of a National Occupational Standard</li> <li>b. Sector Skills Council Assessment Guidelines</li> <li>c. the organisations assessment system, policies and procedures</li> <li>d. different types of RPL approaches and tools</li> <li>e. the principles of assessment and how they guide assessment processes</li> <li>f. assessment validation</li> <li>g. roles and responsibilities in the RPL process, including HSE obligations and duty of care</li> </ul> <p>KB16. Organisational and ethical responsibilities associated with the assessment system, including:</p> <ul style="list-style-type: none"> <li>a. maintaining client privacy and confidentiality</li> <li>b. providing accurate information</li> <li>c. duty of care under common law</li> <li>d. copyright and privacy laws, including the use of electronic technology.</li> </ul> <p>KB17. How to interpret and use in a RPL process work performance measures such as:</p> <ul style="list-style-type: none"> <li>a. organisational key performance indicators (KPIs)</li> <li>b. organisational goals and objectives</li> <li>c. organisational targets for teams and individuals</li> <li>d. quantitative and qualitative performance measures</li> <li>e. performance appraisal processes and documentation</li> </ul> <p>KB18. How to interpret and use performance appraisal processes and documentation such as:</p> <ul style="list-style-type: none"> <li>a. annual employee reporting documents and templates</li> <li>b. employee key performance indicators (KPIs)</li> <li>c. duty statements</li> <li>d. employment contracts</li> <li>e. contractor statements of work</li> <li>f. log books</li> <li>g. employment specifications</li> <li>h. job task lists.</li> </ul> <p>KB19. How to develop RPL tools such as:</p> <ul style="list-style-type: none"> <li>a. evidence lists</li> <li>b. performance and evidence requirements</li> <li>c. suggested questions or discussion points</li> </ul>

	<ul style="list-style-type: none"> <li>d. structured professional interview</li> <li>e. observation checklists</li> <li>f. supporting statement templates</li> <li>g. advice to candidates</li> <li>h. advice to employers</li> <li>i. recognition policies and procedures</li> <li>j. appeal procedures</li> </ul>
<b>Skills (S)</b>	
<b>G. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA15. literacy skills to:</p> <ul style="list-style-type: none"> <li>• Document accurately: <ul style="list-style-type: none"> <li>▪ the advice to assessors and candidates</li> <li>▪ the RPL tools and the evaluation instruments for the recognition assessments undertaken</li> </ul> </li> <li>• prepare required documentation and records/reports of recognition outcomes in the required format</li> </ul>
	<b>Reading Skills</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA16. literacy skills to:</p> <ul style="list-style-type: none"> <li>• read and interpret relevant information to conduct RPL assessment</li> </ul>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA17. communication skills to:</p> <ul style="list-style-type: none"> <li>• explain the RPL process to the candidate</li> <li>• give clear and precise instructions and advice</li> <li>• discuss the recognition process with other relevant people</li> <li>• discuss the assessment outcome with the candidate and training organisation</li> </ul>
	<b>Technology skills</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA18. technology skills to use appropriate equipment and software (e.g. tablets and automated assessment systems including online) to communicate effectively and to collect and record evidence as required</p>
<b>H. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SB10. Make decisions on validity of RPL processes, tools and instruments</p>
	<b>Plan and Organize</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SB11. Project management skills to organise individual and group based RPL services</p>

	<b>Customer Centricity</b>
	The user/ individual on the job needs to demonstrate how to identify: SB12. client organisational needs and scope of services to be delivered SB13. candidate needs and how to meet and support them
	<b>Problem Solving</b>
	The user/ individual on the job needs to demonstrate: SB14. problem solving skills to: <ul style="list-style-type: none"> <li>deal with contingencies in the provision of RPL services</li> <li>provide advice to assessors and candidates on quality and relevance of evidence</li> </ul>
	<b>Analytical Thinking</b>
	The user/ individual on the job needs to demonstrate: SB15. analysis and interpretation skills to: <ul style="list-style-type: none"> <li>unpack National Occupational Standards</li> <li>interpret job description and performance appraisal information and map to National Occupational Standards and Qualification Packs</li> <li>identify candidate needs</li> </ul> SB16. research and evaluation skills to: <ul style="list-style-type: none"> <li>research workplace sources of evidence</li> <li>access RPL policies and procedures</li> <li>evaluate evidence</li> <li>evaluate the RPL process.</li> </ul>
	<b>Critical Thinking</b>
The user/ individual on the job needs to demonstrate: SB17. N/A	

## NOS Version Control

<b>NOS Code</b>	<b>SSC/N9012</b>		
<b>Credits (NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>IT-ITES</b>	<b>Drafted on</b>	<b>14/03/2015</b>
<b>Industry Sub-sector</b>	<b>IT Services</b>	<b>Last reviewed on</b>	<b>18/03/2015</b>
<b>Occupation</b>	<b>Lead Assessor</b>	<b>Next review date</b>	<b>18/03/2017</b>

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SSC/N9008 Deliver competency based training

# National Occupational Standard

## Overview

This Occupational Standard describes the knowledge, understanding and skills required to deliver competency based training



<b>Unit Code</b>	<b>SSC/N9008</b>
<b>Unit Title (Task)</b>	<b>Deliver competency based training</b>
<b>Description</b>	This National Occupational Standards specifies the performance outcomes, skills and knowledge to deliver competency based training. It typically applies to a trainer and applies to group based delivery.
<b>Scope</b>	<p>Application of this unit should be contextualised to reflect specific workplace requirements and practices.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Organise and check training facilities and aids</li> <li>• Assist learner to develop a strategy to address their needs and interests</li> <li>• Conduct training session</li> <li>• Collect and review learner feedback</li> <li>• Undertake post-training activities</li> </ul>
<b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
1. Organise and check training facilities and aids	<p>PC1. Prepare and set up suitable training facilities, training equipment, aids and tools considering the learners’ requirements, learning styles and preferences, and the specifications of the session plan.</p> <p>PC2. Carry out a risk assessment of the learning environment</p>
2. Conduct training session	<p>PC3. Explain competency-based training and assessment system to the learners and provide learners with information about how the competencies to be achieved relate to job profiles, educational and training pathway requirements and employment opportunities</p> <p>PC4. Conduct learning session according to session plan including demonstration of work skills where appropriate</p> <p>PC5. Deliver training using a range of training processes such as delivering information, explanation, demonstration, interaction, learner practice and consolidation to optimise learner experiences</p> <p>PC6. Apply learning principles and appropriate training methods and make reasonable adjustments to delivery - and session plans if required - according to individual and group learner needs</p> <p>PC7. Provide additional assistance to individual learners as required to achieve session outcomes</p> <p>PC8. Create and maintain a positive learning environment</p> <p>PC9. Maintain professional relationships with learners and manage learner behaviour to maintain a positive learning environment</p> <p>PC10. Maintain and store learners records according to organisational policy and procedures</p>

<p>3. Undertake formative assessment</p>	<p>PC11. Undertake formative assessment by using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance</p> <p>PC12. Use assessment tools to:</p> <ul style="list-style-type: none"> <li>• monitor learner progress against program and session objectives</li> <li>• identify learner learning needs against required curriculum</li> <li>• assess learning styles</li> <li>• assess learner soft skills</li> <li>• provide feedback to learners on progress</li> </ul> <p>PC13. Complete learner assessment records accurately and submit or process as required in the required timeframes</p>
<p>4. Collect and review learner feedback</p>	<p>PC14. Distribute feedback forms to learners and encourage learners to complete them without undue influence</p> <p>PC15. Collect and review feedback forms to identify any implications for own practice</p> <p>PC16. Summarise the feedback and transmit all forms and the summary to supervisor / evaluation or instructional design team</p> <p>PC17. Maintain learner confidentiality according policies and procedures.</p> <p>PC18. Evaluate own planning and delivery skills</p>
<p>5. Undertake post-training activities</p>	<p>PC19. Perform housekeeping activities such as:</p> <ul style="list-style-type: none"> <li>• monitoring the cleanliness and tidiness of the training room</li> <li>• notifying maintenance requirements of any damaged items to appropriate personnel</li> <li>• securing equipment and tools in safe places in accordance with procedures</li> </ul> <p>PC20. Ensure that training equipment and tools are maintained by:</p> <ul style="list-style-type: none"> <li>• Checking that training equipment and tools are in good operating order</li> <li>• Reporting training equipment and tools that are not in good operating order in accordance with organisational procedures</li> <li>• Where training equipment and tools are identified as a safety hazard, taking immediate action to remediate the hazard including removing from the room and report in accordance with organisational procedures</li> </ul> <p>PC21. Complete learner records accurately and submit or process and in the required timeframes</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>E. Organizational Context</b> (Knowledge of the</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA5. Training Organisation’s system policies and procedures such as:</p> <ul style="list-style-type: none"> <li>a. candidate selection</li> </ul>

<p>company / organization and its processes)</p>	<ul style="list-style-type: none"> <li>b. rational and purpose of competency-based assessment</li> <li>c. assessment records/data management/ information management</li> <li>d. recognition of prior learning/credit arrangements</li> <li>e. trainer - needs, qualifications, maintaining currency</li> <li>f. learner grievances/complaints</li> <li>g. evaluation</li> <li>h. costs/resourcing</li> <li>i. access and equity/reasonable adjustment</li> </ul> <p>KA6. links with overall quality management system</p> <p>KA7. organizational record-management systems and reporting requirements</p> <p>KA8. policies and procedures relevant to the learning environment</p> <p>KA9. Health Safety and Environment issues relating to delivery of competency based training</p> <p>KA10. Work area inspection procedures and practices</p> <p>KA11. Waste and dangerous materials disposal procedures and practices</p> <p>KA12. Procedures for the recording, reporting and maintenance of workplace equipment</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB20. Principles of adult learning and how to apply them in training delivery such as:</p> <ul style="list-style-type: none"> <li>a. training needs to be learner-centred to engage learners</li> <li>b. adults have a need to be self-directing and decide for themselves what they want to learn</li> <li>c. adults have a range of life experience, so connecting learning to experience is meaningful</li> <li>d. adults have a need to know why they are learning something</li> <li>e. the learning process needs to support increasing learner independence</li> <li>f. emphasis on experimental and participative learning</li> <li>g. use of modelling</li> <li>h. the learning process should reflect individual circumstances</li> </ul> <p>KB21. Theories adult learning and how to apply them in training delivery such as:</p> <ul style="list-style-type: none"> <li>a. behavioural learning theory</li> <li>b. cognitive learning theory</li> <li>c. information processing theory</li> <li>d. andragogy</li> </ul> <p>KB22. Theories of learning styles and how to apply them in training delivery such as:</p> <ul style="list-style-type: none"> <li>a. auditory</li> <li>b. visual</li> </ul>

	<ul style="list-style-type: none"><li>c. kinaesthetic</li><li>d. left/right brain</li><li>e. global/analytical</li><li>f. theoretical</li><li>g. activist</li><li>h. pragmatist</li><li>i. reflective</li></ul> <p>KB23. How to set up training facilities, training equipment and tools such as:</p> <ul style="list-style-type: none"><li>a. Room appropriate to the style of delivery</li><li>b. Data projector and laptop computer and speakers (or overhead projector with relevant PowerPoint slides)</li><li>c. Projection screen</li><li>d. Flip charts with butchers paper and markers</li><li>e. Whiteboard and whiteboard markers</li><li>f. Facilitator's Guide</li><li>g. Learner's Guide and any other learning materials and resources</li><li>h. Other equipment specified in session plan</li></ul> <p>KB24. Competency based curriculum documents and learning materials</p> <p>KB25. The use of assessment tools to identify individual learning needs such as:</p> <ul style="list-style-type: none"><li>a. one-to-one discussion</li><li>b. self-assessment</li><li>c. formal assessment tools</li></ul> <p>KB26. How to identify and meet individual learner needs and styles such as:</p> <ul style="list-style-type: none"><li>a. Visual</li><li>b. Auditory</li><li>c. Kinaesthetic</li><li>d. Physical</li><li>e. Language</li><li>f. specific learning difficulties.</li></ul> <p>KB27. How to apply assessment tools (in a formative assessment context) such as:</p> <ul style="list-style-type: none"><li>• the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods</li><li>• instruments to be used for gathering evidence, such as:<ul style="list-style-type: none"><li>▪ profile of acceptable performance measures</li><li>▪ templates and proformas</li><li>▪ specific questions or activities</li><li>▪ evidence and observation checklists</li><li>▪ checklists for evaluating work samples</li><li>▪ candidate self-assessment materials</li><li>▪ procedures, information and instructions for the</li></ul></li></ul>
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	<p>assessor and candidate relating to the use of assessment instruments and assessment conditions.</p> <p>KB28. factors that affect learning such as:</p> <ol style="list-style-type: none"> <li>a. physical e.g. temperature, health, hunger, personal concerns;</li> <li>b. social, emotional e.g. attitude, motivation, behaviour, cognitive, environmental</li> </ol> <p>KB29. Techniques to create and maintain a positive learning environment such as:</p> <ol style="list-style-type: none"> <li>a. encouraging learner participation</li> <li>b. using interactive learning approaches to transfer skills and knowledge to learners</li> <li>c. using the diversity of the group as a resource to support learning</li> <li>d. using facilitation skills to ensure effective participation and group management</li> <li>e. using presentation skills to convey understanding of key concepts and central ideas</li> <li>f. monitoring non-verbal and verbal communication of participants</li> <li>g. using learning resources to enhance the learning experience for all learners</li> <li>h. delivering at appropriate pace</li> <li>i. ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences</li> <li>j. summarising key concepts and ideas at strategic points to facilitate learner understanding</li> <li>k. monitoring learner progress with tasks and learning activities based on session plan.</li> <li>l. measuring the achievement of learning outcomes by formative assessment</li> </ol> <p>KB30. Techniques to provide constructive feedback to improve learner's competence.</p> <p>KB31. How to administer and interpret formative assessment tools and instruments</p> <p>KB32. How to implement program delivery and session delivery plans</p> <p>KB33. Industry area and subject matter of the delivery</p> <p>KB34. Characteristics and needs of individual learners in the group</p> <p>KB35. Different delivery methods and techniques appropriate to face-to-face group delivery</p>
<b>Skills (S)</b>	
<b>I. Core Skills/</b>	<b>Writing Skills</b>

<b>Generic Skills</b>	The user/ individual on the job needs to demonstrate how to: SA1. Complete and maintain student records and documentation SA2. Use writing on white boards and flip charts as a training tool
	<b>Reading Skills</b>
	The user/individual on the job needs to demonstrate how to: SA3. read and follow learning programs and session plans SA4. read and analyse learner information
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to demonstrate: SA5. Presentation skills to ensure delivery is engaging and relevant, including: <ul style="list-style-type: none"> <li>• speaking with appropriate tone and pitch</li> <li>• using language appropriate to audience</li> <li>• presenting in a confident and enthusiastic manner</li> <li>• demonstrates a sound knowledge of the subject matter</li> <li>• delivering information in a clear, concise, and logical manner</li> <li>• encouraging and dealing appropriately with questions</li> <li>• using active listening techniques such as paying attention, observing behaviour and body language, interpreting body language, paraphrasing, reflecting and respectful responding</li> <li>• effectively using various audio-visual media to enhance presentations</li> </ul> SA6. Group facilitation skills to ensure that: <ul style="list-style-type: none"> <li>• every individual has an opportunity for participation and input including drawing out the quiet participants and controlling the domineering ones</li> <li>• ground rules are established</li> <li>• group cohesion is maintained</li> <li>• information is captured in people’s own words</li> <li>• instructions are given clearly and briefly</li> <li>• appropriate communication skills are modelled: listening; repeating and summarizing</li> <li>• behaviours being taught are modelled</li> <li>• time and pace are taken care of</li> <li>• time is managed to ensure content is covered</li> <li>• discussion is kept on track and balanced among participants by monitoring time spent</li> <li>• disrupters are managed effectively</li> <li>• behaviour that puts others at risk is observed, interpreted and addressed</li> <li>• discussion and group interaction are enhanced</li> </ul>

	<p>SA7. The application of active listening techniques such as:</p> <ul style="list-style-type: none"> <li>• Appropriate brief encouragers</li> <li>• Reflection of feelings /thoughts, behaviours and experience (content)</li> <li>• Hearing the learner’s concerns</li> <li>• Paraphrasing (reflection of content)</li> <li>• Using open and closed questions to expand or clarify understanding</li> <li>• Understanding the learner’s context</li> <li>• Summarising and closure</li> <li>• Open and closed questions</li> <li>• Balancing the frequency of questions</li> </ul> <p>SA8. How to:</p> <ul style="list-style-type: none"> <li>• motivate learners to transfer skills and knowledge</li> <li>• engage with the learner</li> <li>• maintain appropriate relationships and ensure inclusivity</li> </ul>
	<p><b>Technology skills</b></p> <p>The user/individual on the job needs to demonstrate how to:</p> <p>SA9. use computers to produce documents, prepare PowerPoint presentations, and communicate through email and the web</p>
<p><b>J. Professional Skills</b></p>	<p><b>Decision Making</b></p> <p>The user/individual on the job needs to demonstrate how to:</p> <p>SB1. N/A</p> <p><b>Plan and Organize</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB2. Time management skills to:</p> <ul style="list-style-type: none"> <li>• determine time allocations for each part of the session plan</li> <li>• determine overall session time</li> <li>• determine how many sessions may be required</li> <li>• schedule training sessions</li> </ul> <p><b>Customer Centricity</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB3. Observation skills to monitor individual and group progress</p> <p><b>Problem Solving</b></p> <p>The user/individual on the job needs to demonstrate:</p> <p>SB4. Use of conflict resolution and negotiation skills to:</p> <ul style="list-style-type: none"> <li>• identify critical points, issues, concerns and problems</li> <li>• identify options for changing behaviours</li> </ul> <p>SB5. Managing inappropriate behaviour such as:</p> <ul style="list-style-type: none"> <li>• violent or inappropriate language</li> <li>• verbal or physical abuse or bullying</li> <li>• insensitive verbal or physical behaviour towards other</li> </ul>

	<p>learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities</p> <ul style="list-style-type: none"> <li>• dominant or overbearing behaviour</li> <li>• disruptive behaviour</li> <li>• non-compliance with safety instructions.</li> </ul>
	<p><b>Analytical Thinking</b></p>
	<p>The user/individual on the job needs to demonstrate how to:</p> <p>SB6. Recognise and be sensitive to individual difference and diversity, for example:</p> <ul style="list-style-type: none"> <li>• being sensitive to and valuing culture</li> <li>• acting without bias/discrimination</li> <li>• responding to individuals with particular needs</li> </ul>
	<p><b>Critical Thinking</b></p>
	<p>The user/individual on the job needs to demonstrate:</p> <p>SB7. The applications of reflection skills to:</p> <ul style="list-style-type: none"> <li>• identify areas for improvement</li> <li>• maintain own skill development</li> </ul>



## NOS Version Control

<b>NOS Code</b>	SSC/N9008		
<b>Credits (NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	IT-ITES	<b>Drafted on</b>	14/03/2015
<b>Industry Sub-sector</b>	IT Services	<b>Last reviewed on</b>	18/03/2015
<b>Occupation</b>	Lead Assessor	<b>Next review date</b>	18/03/2017

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SSC/N9022 Train and assess assessors

# DRAFT

# National Occupational Standard

## Overview

This Occupational Standard describes the knowledge, understanding and skills required to train and assess assessors

<b>Unit Code</b>	<b>SSC/N9022</b>
<b>Unit Title (Task)</b>	<b>Train and assess assessors</b>
<b>Description</b>	This occupational standard specifies the specifies performance outcomes, skills and knowledge required to select and adapt competency based learning materials (CBLM) and apply advanced facilitation skills to train assessors
<b>Scope</b>	<p>This occupational standard applies to the work role of Lead Assessors.</p> <p>The unit covers sector requirements to:</p> <ul style="list-style-type: none"> <li>• Select and use appropriate CBLMs to support learning</li> <li>• Model appropriate competency-based assessment practices</li> <li>• Manage learning relationship with adult learners</li> <li>• Assess learners</li> <li>• Evaluate training practice</li> </ul>
<b>Elements and Performance Criteria(PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
1. Select and use appropriate CBLMs to support learning	<p>PC1. Ascertain skills and backgrounds of participants to identify learner and program needs.</p> <p>PC2. Examine relevant Qualification Packs for Assessors, curriculum documents and existing competency based learning materials (CBLM) and resources for suitability.</p> <p>PC3. Adapt content and format of CBLMs and resources in accordance with learner and program needs, to use in learning sessions.</p> <p>PC4. Devise session/lesson plans that integrate activities to develop competency based assessment skills, appropriate to learner and program needs and learning styles.</p> <p>PC5. Plan opportunities for learners to demonstrate achievement of occupational standards.</p>
2. Model appropriate competency-based assessment practices	<p>PC6. Identify training approaches that support the development of participants’ skills and knowledge in competency-based assessment practices.</p> <p>PC7. Facilitate training in accordance with the session plans, using appropriate learning strategies and adult learning principles.</p> <p>PC8. Undertake formative assessment by monitoring individual learning and using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance.</p>
3. Manage learning relationship with adult learners	<p>PC9. Establish productive relationships with learners.</p> <p>PC10. Acknowledge learners’ current level of knowledge and skills and use that to inform training delivery.</p> <p>PC11. Encourage self-directed learning by fostering learner independence</p> <p>PC12. Provide guidance and mentoring support to learners and follow up progress.</p>

4. Assess learners	<p>PC13. Prepare the assessment environment and candidates for assessment</p> <p>PC14. Administer assessment instruments and tools and gather evidence as basis for decision</p> <p>PC15. Make the assessment decision</p> <p>PC16. Record and report on individual learner’s progress and assessment decisions</p> <p>PC17. Provide feedback to the appropriate authority</p>
5. Evaluate training practice	<p>PC18. Collect feedback on training delivery from relevant parties.</p> <p>PC19. Review training practices in light of feedback received and develop an action plan to make improvements</p>

**Knowledge and Understanding (K)**

<p><b>F. Organizational Context</b> (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA13. Training Organisation’s system policies and procedures such as:</p> <ul style="list-style-type: none"> <li>a. candidate selection</li> <li>b. rational and purpose of competency-based assessment</li> <li>c. assessment records/data management/ information management</li> <li>d. recognition of prior learning/credit arrangements</li> <li>e. trainer - needs, qualifications, maintaining currency</li> <li>f. learner grievances/complaints</li> <li>g. evaluation</li> <li>h. costs/resourcing</li> <li>i. access and equity/reasonable adjustment</li> </ul> <p>KA14. Organisation Code of Practice / Ethics / Conduct</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Competency based curriculum documents and learning materials</p> <p>KB2. Characteristics and needs of individual learners in the group</p> <p>KB3. Program delivery and session delivery plans</p> <p>KB4. How to evaluate the appropriateness of learning materials and resources</p> <p>KB5. A variety of training methods and group facilitation techniques and their appropriateness for different learners and learning situations</p> <p>KB6. Theories and principles of adult learning and how to apply them in training delivery</p> <p>KB7. The application of learning principles such as:</p> <ul style="list-style-type: none"> <li>a. learners have a range of life experience, so connecting learning to experience is meaningful</li> <li>b. learners have a need to know why they are learning something</li> <li>c. learners have a need to be self-directing</li> <li>d. training needs to be learner-centred to engage learners</li> <li>e. the learning process needs to support increasing learner independence</li> <li>f. emphasis on experimental and participative learning</li> <li>g. use of modelling</li> </ul>

	<p>h. the learning process should reflect individual circumstances</p> <p>KB8. Theories adult learning and how to apply them in training delivery such as:</p> <ol style="list-style-type: none"> <li>a. behavioural learning theory</li> <li>b. cognitive learning theory</li> <li>c. information processing theory</li> <li>d. andragogy</li> </ol> <p>KB9. Theories of learning styles and how to apply them in training delivery such as:</p> <ol style="list-style-type: none"> <li>a. auditory</li> <li>b. visual</li> <li>c. kinaesthetic</li> <li>d. left/right brain</li> <li>e. global/analytical</li> <li>f. theoretical</li> <li>g. activist</li> <li>h. pragmatist</li> <li>i. reflective</li> </ol> <p>KB10. Health Safety and Environment issues and implications for organizing training</p> <p>KB11. Techniques to create and maintain a positive learning environment such as:</p> <ol style="list-style-type: none"> <li>a. encouraging learner participation</li> <li>b. using interactive learning approaches to transfer skills and knowledge to learners</li> <li>c. using the diversity of the group as another resource to support learning</li> <li>d. using effective facilitation skills to ensure effective participation and group management</li> <li>e. using effective presentation skills to convey understanding of key concepts and central ideas</li> <li>f. monitoring non-verbal and verbal communication of participants</li> <li>g. using learning resources effectively to enhance the learning experience for all learners</li> <li>h. delivering at appropriate pace</li> <li>i. ensuring and encouraging two-way communication including provide opportunities for learners to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences</li> <li>j. summarising key concepts and ideas at strategic points to facilitate learner understanding</li> <li>k. monitoring learner progress with tasks and learning activities based on session plan.</li> <li>l. measuring the achievement of learning outcomes by</li> </ol>
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	<p>formative assessment</p> <p>KB12. How to identify and meet diversity needs such as:</p> <ol style="list-style-type: none"> <li>a. Different socio-economic and/or cultural backgrounds</li> <li>b. Different physical abilities</li> <li>c. Different technical expertise and the level of training in technical area</li> <li>d. Difference in learning aptitude</li> <li>e. Individual's motivation to learn new skills</li> </ol> <p>KB13. How to develop content for session plans such as:</p> <ol style="list-style-type: none"> <li>a. introductions</li> <li>b. outline of objectives/content to be addressed</li> <li>c. ice breakers to be used</li> <li>d. delivery methods for each part of the session</li> <li>e. plan of learning activities to be used within the session</li> <li>f. timelines/duration for each learning activity</li> <li>g. formative assessment points/opportunities</li> <li>h. learning materials required</li> <li>i. summary/overview/wrap up</li> </ol> <p>KB14. A variety of training approaches such as:</p> <ol style="list-style-type: none"> <li>a. Multi-sensory approaches and activities and resources that build on learners existing competency to develop new competencies</li> <li>b. Sequencing activities to reflect increasing level of skill and responsibility development</li> <li>c. Using a variety of learning modalities to suit visual, kinaesthetic and auditory learning styles</li> <li>d. Using a variety of learning activities including:             <ol style="list-style-type: none"> <li>i. Presentations</li> <li>ii. Simulations</li> <li>iii. Icebreakers</li> <li>iv. Hands-on- activities</li> <li>v. Case studies</li> </ol> </li> <li>e. Encouraging learners to use own life experiences to illustrate and clarify learning</li> <li>f. Exploring learners previous experiences of training and assessment to develop positive perceptions about the CBT&amp;A system</li> </ol> <p>KB15. How to interpret and apply the Principles of Assessment:</p> <ol style="list-style-type: none"> <li>a. Fairness</li> <li>b. Flexibility</li> <li>c. Validity (face, content, criterion (i.e. predictive and concurrent), construct and consequential)</li> <li>d. Reliability (reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater)</li> </ol> <p>KB16. How to interpret and apply the Rules of Evidence:</p> <ol style="list-style-type: none"> <li>a. Validity</li> <li>b. Sufficiency</li> <li>c. Authenticity</li> </ol>
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	<p>d. Currency</p> <p>KB17. Principles of reasonable adjustment</p>
<b>Skills (S)</b>	
<b>K. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA19. literacy skills to:</p> <ul style="list-style-type: none"> <li>• complete and maintain documentation</li> <li>• write training documentation such as session plans</li> <li>• complete assessment instruments and tools</li> </ul>
	<b>Reading Skills</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA20. literacy skills to:</p> <ul style="list-style-type: none"> <li>• read and follow learning programs and plans</li> <li>• read and analyse learner information</li> <li>• read and use learning and assessment materials</li> </ul>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SA21. verbal and non-verbal communication skills including:</p> <ul style="list-style-type: none"> <li>• effective listening skills</li> <li>• questioning skills</li> <li>• use of appropriate body language</li> </ul> <p>SA22. interpersonal skills :</p> <ul style="list-style-type: none"> <li>• establishing a supportive environment and bringing together life experiences and points of view</li> <li>• liaise effectively with participants at all levels of training and assessment</li> </ul>
	<b>Technology skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA23. technology skills to use appropriate equipment and software (e.g. tablets and automated assessment systems including online) to communicate effectively and to collect and record evidence as required</p>
<b>L. Professional Skills</b>	<b>Decision Making</b>
	<p>The user/ individual on the job needs to demonstrate:</p> <p>SB18. How to undertake formative assessment</p> <p>SB19. How to weigh up the evidence and make summative assessment decisions</p> <p>SB20. How to consider and make reasonable adjustments</p>

	<b>Plan and Organize</b>
	The user/ individual on the job needs to demonstrate: SB1. Planning skills <ul style="list-style-type: none"> <li>to develop session plans</li> <li>prepare training resources and aids</li> <li>develop assessment plans</li> </ul> SB2. Organizing skills <ul style="list-style-type: none"> <li>To organize training</li> <li>Selection venues</li> <li>To organize training and assessment resources</li> </ul>
	<b>Customer Centricity</b>
	The user/ individual on the job needs to demonstrate: SB3. How to identify and meet learner and candidate needs SB4. How to apply the principles of learner centred delivery SB5. How to observe candidate performance and use appropriate instruments to records behaviours against criteria SB6. How to identify when candidate may need assistance during the assessment processes
	<b>Problem Solving</b>
	The user/ individual on the job needs to demonstrate: SB1. problem solving skills to: <ul style="list-style-type: none"> <li>Adjust strategies and address learning barriers</li> <li>Suggest alternative solutions</li> <li>Negotiate options</li> </ul>
	<b>Analytical Thinking</b>
	The user/ individual on the job needs to demonstrate: SB2. How to analyse learners skill requirements SB21. analysis and interpretation skills to: <ul style="list-style-type: none"> <li>interpret assessment tools and other assessment information, including those used in RPL</li> <li>identify candidate needs</li> <li>make judgements based on assessment of available evidence</li> </ul> SB3. Evaluation skills to: <ul style="list-style-type: none"> <li>Identify gaps in skills or knowledge</li> <li>Systematically evaluate own and other’s practice to improve performance or understanding</li> </ul>
	<b>Critical Thinking</b>
The user/ individual on the job needs to demonstrate: SB4. N/A	



## NOS Version Control

NOS Code	SSC/N9022		
Credits (NSQF)	TBD	Version number	1.0
Industry	IT-ITES	Drafted on	14/03/2015
Industry Sub-sector	IT Services	Last reviewed on	18/03/2015
Occupation	Lead Assessor	Next review date	18/03/2017

**CRITERIA FOR ASSESSMENT OF TRAINEES**

**Job Role: Lead Assessor**

**Qualification Pack: [Insert QP]**

**Sector Skill Council: [Insert SSC]**

**Guidelines for Assessment**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack , every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

# The design of the Assessment of each QP (including individual weightings against each PC) will require further consideration in view of:

- The need for holistic assessment - for example, one practical assessment per element, and question bank to test theory
- Design and deployment of assessment tools

		Marks Allocation			
		Total Mark	Out Of <sup>1</sup>	Theory (Must achieve at least 70%)	Skills, Practical (Must achieve 100%)
1. Develop and enhance assessment expertise	PC1. Access, read and analyse current research on assessment and incorporate into own practice	100%	50	70%	100%

<sup>1</sup> both theory and practical assessments have a total possible score of 100.

	PC2. Source and access opportunities to enhance assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice		50		
2. Practise assessment	PC3. Demonstrate a range of assessment methods in assessment practice in order to meet the requirements of the relevant National Occupational Standards	<b>100%</b>	50	70%	100%
	PC4. Demonstrate the use of a range of assessment tools and instruments to meet the context requirements of a range of candidates		50		
3. Lead and influence other assessors	PC5. Influence fellow assessors by modelling high standards of ethical and compliance practices	<b>100%</b>	25	70%	100%
	PC6. Establish professional development needs of the assessor group		25		
	PC7. Design and implement approaches to build the skills and experience of the group		25		
	PC8. Use individual facilitation techniques to guide and support assessors as they work to improve their own assessment practice		25		
4. Evaluate and improve assessment approaches	PC9. Systematically monitor the assessment processes and activities of the assessor group using evaluation criteria	<b>100%</b>	20	70%	100%
	PC10. Analyse the outcomes of the monitoring process		20		
	PC11. Report the analysis of the assessment monitoring to relevant people		20		

	PC12. Propose and implement improvements to assessment approaches		20		
	PC13. Participate in and reflect upon assessment moderation process		20		
		<b>TOTAL</b>	<b>400</b>		

				Marks Allocation	
		Total Mark	Out Of <sup>2</sup>	Theory (Must achieve at least 70%)	Skills, Practical (Must achieve 100%)
1. Monitor assessment practice	PC1. Work with colleagues to systematically monitor assessment practice	<b>100%</b>	20	70%	100%
	PC2. Actively support other assessors as they work to improve assessment practice		20		
	PC3. Develop and implement plans to systematically monitor assessment activities through direct observation, sampling of records and moderation between assessors		30		
	PC4. Analyse assessment records ensuring organisational and ethical requirements are being met and appropriate advice is provided to improve record keeping		30		
2. Coordinate assessment validation activities	PC5. Initiate validation activities in line with quality assurance and quality management policies and procedures and organisational and ethical requirements		10		
	PC6. Undertake risk assessment		10		

<sup>2</sup> both theory and practical assessments have a total possible score of 100.

	and analysis to determine the purpose, focus and context of validation activities and develop validation schedule	<b>100%</b>		70%	100%
PC7.	Determine approaches to validation		10		
PC8.	Determine and confirm participants in validation and organise any materials and resources needed for validation		10		
PC9.	Provide guidance to support participants throughout the validation process		20		
PC10.	Finalise and process validation documentation in accordance with assessment system and organisational procedures and present to relevant people, within an agreed timeframe		20		
PC11.	Identify recommendations from validation processes and forward to the appropriate authority		20		
		<b>TOTAL</b>	<b>200</b>		

				Marks Allocation	
		Total Mark	Out Of <sup>3</sup>	Theory (Must achieve at least 70%)	Skills, Practical (Must achieve 100%)
1. Develop and enhance assessment expertise	PC1. Access, read and analyse current research on assessment and incorporate into own practice		50		

<sup>3</sup> both theory and practical assessments have a total possible score of 100.

	PC2. Source and access opportunities to enhance assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice	100%	50	70%	100%
2. Lead assessment activities	PC3. Develop and confirm assessment strategies in assessment-only pathways such as recognition of prior learning	100%	20	70%	100%
	PC4. Discuss and confirm roles, responsibilities and accountabilities of relevant persons in assessment		10		
	PC5. Confirm and document SSC and organisational requirements relating to the competence of assessors		10		
	PC6. Establish and maintain strategies for communication and networking with and between assessors		10		
	PC7. Liaise with Assessment Coordinator regarding scheduled assessments to ensure that suitable assessors are matched and available		10		
	PC8. Oversee assessment events and use leadership skills to provide clear direction, advice and support to assessors		20		
	PC9. Identify professional development needs and opportunities for assessors and make recommendations to relevant personnel	20			
3. Monitor assessment practice	PC10. Influence fellow assessors by modelling high standards of ethical and compliance practices		20		
	PC11. Systematically monitor		20		

	assessment practice of assessors using evaluation criteria				
	PC12. Use individual facilitation techniques to guide and support assessors as they work to improve their own assessment practice	<b>100%</b>	20	70%	100%
	PC13. Coordinate assessment validation activities		20		
	PC14. Analyse and report on the outcomes of the monitoring process		20		
4. Manage assessment appeals	PC15. Access and interpret policies and procedures for assessment appeals	<b>100%</b>	10	70%	100%
	PC16. Access, read and interpret documented appeal claims		20		
	PC17. Interview parties to the appeal and use negotiation skills to achieve resolution prior to formal appeal, where appropriate		20		
	PC18. Institute the appeals mechanism and set a timetable to hear unresolved claims in accordance with procedures		10		
	PC19. Provide guidance and leadership to those hearing appeals and other parties during the appeal process to ensure fairness, equity, verity and relevance		20		
	PC20. Check all documentation relevant to the appeal process for accuracy and completeness		10		
	PC21. Confirm and record decision in accordance with policy and procedures and communicate outcomes to the parties		10		
			<b>TOTAL</b>		

				Marks Allocation	
		Total Mark	Out Of <sup>4</sup>	Theory (Must achieve at least 70%)	Skills, Practical (Must achieve 100%)
1. Analyse job descriptions and workplace performance measures of an organisation	PC1. In collaboration with a training organisation determine the scope of the organisation's need for RPL services and gap training services	<b>100%</b>	10	70%	100%
	PC2. Liaise with appropriate personnel to confirm that contractual arrangements are in place for the identified scope of services		10		
	PC3. Compile information on job descriptions and other workplace documentation and source data on individuals' work performance		20		
	PC4. Review performance appraisal processes and documentation in an organisation and align to National Occupational Standards and assessment criteria		20		
	PC5. Map job roles to Qualification Packs and associated National Occupational Standards to identify matches and gaps		30		
	PC6. Investigate opportunities for evidence gathering in the workplace		10		
2. Determine the range of evidence that can contribute to RPL	PC7. Interpret the work performance, applied skills and knowledge requirements for identified		50		

<sup>4</sup> both theory and practical assessments have a total possible score of 100.



	National Occupational Standards				
	PC8. Nominate sources and types of evidence that comply with the Rules of Evidence and Principles of Assessment for identified National Occupational Standards	<b>100%</b>	50	70%	100%
3. Prepare an RPL package for employees of an organisation	PC9. Interpret and explain Assessment Body policies and procedures for RPL	<b>100%</b>	20	70%	100%
	PC10. Contextualise the performance requirements for National Occupational Standards for employees in an organisation		20		
	PC11. Document exemplars and evidence lists to support candidates prepare for recognition		20		
	PC12. Document recognition tools and the evaluation instruments for the RPL assessments to be undertaken		20		
	PC13. Provide advice and support to managers and candidates to facilitate collection of workplace evidence for RPL		20		
4. Monitor RPL assessment for National Occupational Standards/ Qualification Packs	PC14. Allocate assessors to the project and implement processes to ensure consistency in interpretation of tools	<b>100%</b>	10	70%	100%
	PC15. Monitor the evidence collection process		20		
	PC16. Monitor decision making in assessment against Assessment Body policies and procedures including facilitating assessment moderation between the allocated assessors		20		
	PC17. Monitor feedback provided		20		

	to the candidate and training organisation				
	PC18. Review gaps in evidence and prepare candidate gap learning plan in consultation with training organisation		30		
5. Evaluate RPL procedures	PC19. Undertake a review of the advice to candidates, supervisors and employers	100%	10	70%	100%
	PC20. Review compiled evidence lists in terms of their applicability and the evidence generated		10		
	PC21. Gather feedback from the employing organisation and candidate on the Assessment Body recognition services as part of continuous improvement processes		20		
	PC22. Review recognition approaches, processes, inputs and practice against the Assessment Body's policies		20		
	PC23. Identify changes and enhancements and amend Assessment Body's policies, procedures and/or the recognition package		20		
	PC24. Prepare a report detailing proposed changes to improve both the processes and outcomes		20		
	<b>TOTAL</b>		<b>500</b>		

				Marks Allocation	
		<b>Total Mark</b>	<b>Out Of<sup>5</sup></b>	<b>Theory</b> (Must achieve at least 70%)	<b>Skills, Practical</b> (Must achieve 100%)

<sup>5</sup> both theory and practical assessments have a total possible score of 100.

1. Organise and check training facilities and aids	PC1. Prepare and set up suitable training facilities, training equipment, aids and tools considering the learners' requirements, learning styles and preferences, and the specifications of the session plan.	<b>100%</b>	50	70%	100%
	PC2. Carry out a risk assessment of the learning environment		50		
2. Conduct training session	PC3. Explain competency-based training and assessment system to the learners and provide learners with information about how the competencies to be achieved relate to job profiles, educational and training pathway requirements and employment opportunities	<b>100%</b>	10	70%	100%
	PC4. Conduct learning session according to session plan including demonstration of work skills where appropriate		20		
	PC5. Deliver training using a range of training processes such as delivering information, explanation, demonstration, interaction, learner practice and consolidation to optimise learner experiences		20		
	PC6. Apply learning principles and appropriate training methods and make reasonable adjustments to delivery - and session plans if required - according to		10		

	individual and group learner needs				
	PC7. Provide additional assistance to individual learners as required to achieve session outcome		10		
	PC8. Create and maintain a positive learning environment		10		
	PC9. Maintain professional relationships with learners and manage learner behaviour to maintain a positive learning environment		10		
	PC10. Maintain and store learners records according to organisational policy and procedures		10		
3. Undertake formative assessment	PC11. Undertake formative assessment by using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance	<b>100%</b>	30	70%	100%
	PC12. Use assessment tools to: <ul style="list-style-type: none"> <li>• monitor learner progress against program and session objectives</li> <li>• identify learner learning needs against required curriculum</li> <li>• assess learning styles</li> </ul>		40		

	<ul style="list-style-type: none"> <li>• assess learner soft skills</li> <li>• provide feedback to learners on progress</li> </ul>				
	PC13. Complete learner assessment records accurately and submit or process as required in the required timeframes		30		
4. Collect and review learner feedback	PC14. Distribute feedback forms to learners and encourage learners to complete them without undue influence	100%	10	70%	100%
	PC15. Collect and review feedback forms to identify any implications for own practice		20		
	PC16. Summarise the feedback and transmit all forms and the summary to supervisor / evaluation or instructional design team		30		
	PC17. Maintain learner confidentiality according policies and procedures		20		
	PC18. Evaluate own planning and delivery skills		20		
5. Undertake post-training activities	PC19. Perform housekeeping activities such as: <ul style="list-style-type: none"> <li>• monitoring the cleanliness and tidiness of the training room</li> <li>• notifying maintenance requirements of any damaged items to appropriate personnel</li> <li>• securing equipment and tools in safe places in accordance with procedures</li> </ul>		35		
	PC20. Ensure that training		35		

	<p>equipment and tools are maintained by:</p> <ul style="list-style-type: none"> <li>• Checking that training equipment and tools are in good operating order</li> <li>• Reporting training equipment and tools that are not in good operating order in accordance with organisational procedures</li> <li>• Where training equipment and tools are identified as a safety hazard, taking immediate action to remediate the hazard including removing from the room and report in accordance with organisational procedures</li> </ul>	100%		70%	100%
	PC21. Complete learner records accurately and submit or process and in the required timeframes		30		
		<b>TOTAL</b>	<b>500</b>		

				Marks Allocation	
		Total Mark	Out Of <sup>6</sup>	Theory (Must achieve at least 70%)	Skills, Practical (Must achieve 100%)
1. Select and use appropriate CBLMs to support learning	PC1. Ascertain skills and backgrounds of participants to identify learner and program needs.		20		
	PC2. Examine relevant Qualification Packs for Assessors, curriculum documents and existing competency based learning materials (CBLM) and		20		

<sup>6</sup> both theory and practical assessments have a total possible score of 100.

	resources for suitability.				
	PC3. Adapt content and format of CBLMs and resources in accordance with learner and program needs, to use in learning sessions.	<b>100%</b>	20	70%	100%
	PC4. Devise session/lesson plans that integrate activities to develop competency based assessment skills, appropriate to learner and program needs and learning styles.		20		
	PC5. Plan opportunities for learners to demonstrate achievement of occupational standards.		20		
2. Model appropriate competency-based assessment practices	PC6. Identify training approaches that support the development of participants' skills and knowledge in competency-based assessment practices.	<b>100%</b>	30	70%	100%
	PC7. Facilitate training in accordance with the session plans, using appropriate learning strategies and adult learning principles		35		
	PC8. Undertake formative assessment by monitoring individual learning and using appropriate tools and instruments to provide ongoing feedback and support to learners to improve their learning and performance.		35		
3. Manage learning relationship with adult learners	PC9. Establish productive relationships with learners.	<b>100%</b>	25	70%	100%
	PC10. Acknowledge learners' current level of knowledge and skills and use that to inform training delivery		25		

	PC11. Encourage self-directed learning by fostering learner independence		25		
	PC12. Provide guidance and mentoring support to learners and follow up progress		25		
4. Assess learners	PC13. Prepare the assessment environment and candidates for assessment	<b>100%</b>	20	70%	100%
	PC14. Administer assessment instruments and tools and gather evidence as basis for decision		20		
	PC15. Make the assessment decision		20		
	PC16. Record and report on individual learner's progress and assessment decisions		20		
	PC17. Provide feedback to the appropriate authority		20		
5. Undertake post-training activities	PC18. Collect feedback on training delivery from relevant parties.	100%	50	70%	100%
	PC19. Review training practices in light of feedback received and develop an action plan to make improvements		50		
		<b>TOTAL</b>	<b>500</b>		