

Competency-Based Learning Materials

Conducting Competency Assessment



Technical Education and Skills Development Authority
National TVET Trainers Academy
Marikina City

Competency-Based Learning Materials

Conducting Competency Assessment

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TO GOD BE THE GLORY!



FELICIDAD B. ZURBANO

Director III

National TVET Trainers Academy




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How to Use This Competency-Based Learning Material

Welcome!

The unit of competency, "*Conduct Competency Assessment*", is one of the competencies of TRAINERS METHODOLOGY LEVEL I (TM1), a course which comprises the knowledge, skills and attitudes required for a TVET trainer to possess.


The module, *Conducting Competency Assessment*, contains training materials and activities related to identifying learner's requirements, preparing session plan, preparing basic instructional materials and organizing learning and teaching activities for you to complete.

In this module, you are required to go through a series of learning activities in order to complete each learning outcome. In each learning outcome are **Information Sheets, Self-Checks, Task Sheets and Job Sheets**. Follow and perform the activities on your own. If you have questions, do not hesitate to ask for assistance from your facilitator.

Remember to:

- Read information sheets and complete the self-checks. Suggested references are included to supplement the materials provided in this module.
- Perform the Task Sheets and Job Sheets until you are confident that your outputs conform to the Performance Criteria Checklist that follows the sheets.
- Submit outputs of the Task Sheets and Job Sheets to your facilitator for evaluation and recording in the **Accomplishment Chart**. Outputs shall serve as your portfolio during the Institutional Competency Evaluation. When you feel confident that you have had sufficient practice, ask your trainer to evaluate you. The results of your assessment will be recorded in your **Progress Chart and Accomplishment Chart**.

You must pass the Institutional Competency Evaluation for this competency before moving to another competency. A **Certificate of Achievement** will be awarded to you after passing the evaluation.

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Training Methodology I

List of Competencies

No.	Unit of Competency	Module Title	Code
1.	Plan Training Session	Planning Training Session	
2.	Facilitate Competency-Based Training	Facilitating Competency-Based Training	
3.	Supervise Work-Based Learning	Supervising Work-Based Learning	
4.	Conduct Competency Assessment	Conducting Competency Assessment	
5.	Maintain Training Facilities	Maintaining Training Facilities	
6.	Utilize Electronic Media in Facilitating Training Session	Utilizing Electronic Media in Facilitating Training Session	

Module Content

PROGRAM/COURSE : Trainers Methodology 1

UNIT OF COMPETENCY : Conduct Competency Assessment

MODULE : Conducting Competency Assessment

INTRODUCTION:

This module covers the knowledge, skills and attitudes in conducting assessment. It details the requirements for organizing assessment activities, preparing the candidate, gathering and evaluating evidence, recording assessment outcomes and providing feedback.


LEARNING OUTCOMES

Upon completion of this module you must be able to;


- Organize assessment activities
- Prepare the candidate
- Gather evidence
- Make the assessment decision
- Record assessment results
- Provide feedback to candidates

ASSESSMENT CRITERIA:

1. Assessment activities in the workplace, training center or assessment center are identified and organized in accordance with the relevant Evidence Guide
2. Resources required for assessment, as specified in the Evidence Guide and the assessment tools, are obtained, checked and arranged within a safe and accessible assessment environment.
3. Cost of assessment and assessment process are checked to ensure compliance with organizational policy and procedures.
4. Appropriate personnel are informed of the assessment activity in line with organizational policy
5. The context and purpose of assessment are explained to candidates in line with the requirements of the relevant Assessment Guidelines.


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6. Legal and ethical responsibilities associated with the assessment are explained to the candidates in line with the relevant Assessment Guidelines.
7. The competency standards to be assessed and the evidence to be collected are clearly explained to the candidate as contained in the assessment guidelines.
8. Evidence is gathered using assessment methods specified in the relevant Evidence guide
9. Evidence is gathered and documented in accordance with the assessment procedures specified in the relevant Assessment Guidelines.
10. Reasonable adjustments are incorporated in the evidence gathering procedures, where appropriate in line with the procedures detailed in the Assessment Guidelines.
11. Evidence is gathered and documented using the relevant assessment tools
12. The evidence is evaluated in terms of the rules of evidence
13. The evidence is evaluated according to the dimensions of competency
14. The assessment decision is made based on evaluation of the evidence and the requirement of relevant unit(s) of competency.
15. Assessment results are recorded accurately in accordance with approved record keeping guidelines of the organization
16. Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes in maintained according to the approved policy guidelines of the organization
17. Issuing of certificates is organized in line with approved policy guidelines of the organization
18. Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant Assessment Guidelines.
19. Ways of overcoming any gaps in competency are explored with the candidate.
20. The candidate is advised of available reassessment in line with organizational policy and procedures
21. Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organizational policy and procedures.

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Summary of Learning Outcome

Learning Outcome No.1	Organize Assessment Activities
<p>ASSESSMENT CRITERIA:</p> <ol style="list-style-type: none"> 1. Assessment activities in the workplace, training center are identified and organized in accordance with the relevant Evidence Guide. 2. Resources required for assessment, as specified in the Evidence Guide and assessment tools, are obtained, checked and arrange within a safe and accessible assessment environment. 3. Cost of assessment and assessment process are checked to ensure compliance with organizational policy and procedures. 4. Appropriate personnel are informed of the assessment activity in line with organizational policy. 	
<p>CONTENTS:</p> <ul style="list-style-type: none"> • Factors to be considered in organizing assessment activity. • Purpose of assessment, orientation, documentation and appointment. • Proponent of the assessment activity. • Assessors responsibility and assessor's guide. • Assessment center's responsibility. • Assessment resources and assessment packages/instruments. • Relevant workplace, community and school training center and equipment. • Standard Operating Procedures from community, enterprise / industry. 	
<p>CONDITIONS: The trainee must be provided with the following:</p> <ul style="list-style-type: none"> • PTQCS policies and guidelines in the conduct of assessment. • Assessment orientation guide. • Assessment documents, evidence plan/guides. • Assessment instruments. • Assessors guides • List of accredited assessment center and assessor. 	
<p>ASSESSMENT METHOD</p> <ul style="list-style-type: none"> • Written examination 	

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- Oral interview
- Demonstration

LEARNING EXPERIENCES	
Learning Outcome 1	Organize assessment activity
Learning Activities	Special Instructions
Read Information Sheet No. 1.1-1. Factors to be Considered in Organizing Assessment Activity	
Answer Self-Check 1.1-1	
Check your answer using the Answer Key No. 1.1-1	
Read Information Sheet No. 1.1-2; Purpose of Assessment, Orientation, Documentation and Appointment	
Answer Self-Check 1.1-2	
Check your answer using the Answer Key No. 1.1-2	
Read Information Sheet No. 1.1-3: Assessors Responsibility and	
Answer Self-Check 1.1-3	
Check your answer using the Answer Key No. 1.1-3	
Read Information Sheet No. 1.1-4: Assessment Centers Responsibility	
Answer Self-Check 1.1-4	
Check your answer using the Answer Key Nol.1-4	
Read Information Sheet No. 1.1-5: Assessment Resources and Assessment Packages/Instruments	
Answer Self-Check 1.1-5	
Check your answer using the Answer Key No 1.1-5	

Information Sheet 1.1-1

Factors to be Considered in Organizing Assessment Activity

Learning Objective:

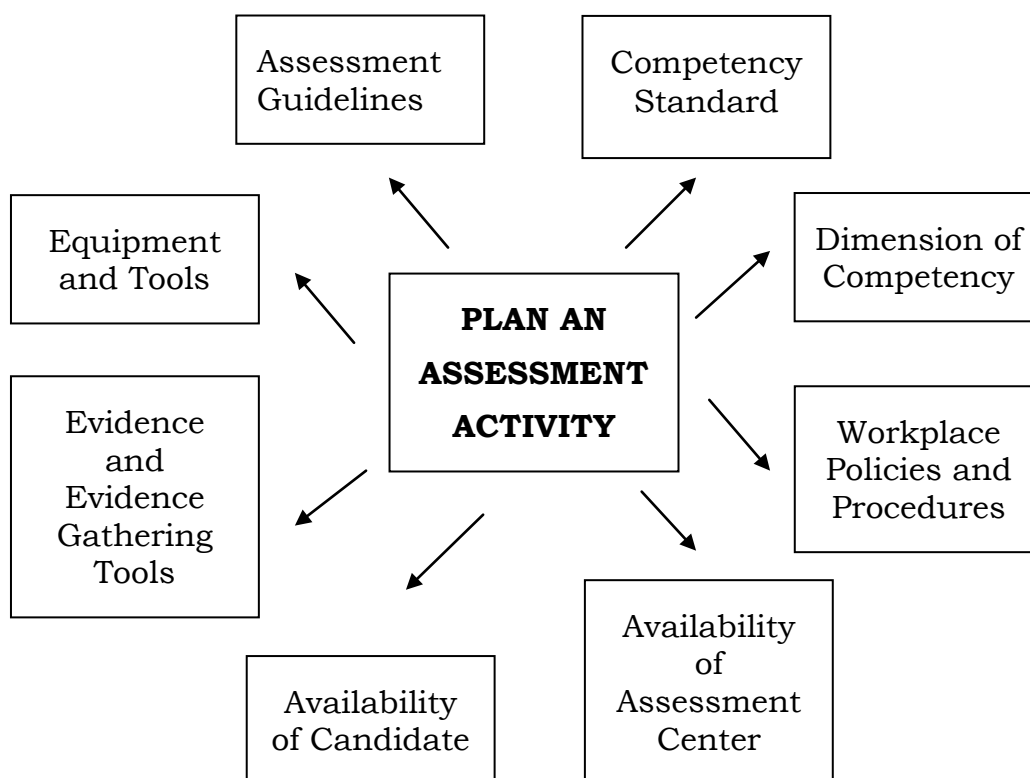
After reading this information sheet, you must be able to identify factors to be considered in organizing assessment activity.

Assessment- It is the process of collecting evidence and making judgments on whether competency has been achieved.


The three (3) messages that emerge from this definition of assessment are that:

- Assessment involves the collection of evidence
- Assessments involves the making of professional judgments
- Assessment is the benchmarks for the competency standard

Planning an assessment activity is a complex exercise. As illustrated in the diagram below, there is a wide range of factors that needs to be considered.



Factors to be considered in planning assessment activity

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Competency Standard

A document of nationally agreed industry statement which describes the workplace outcomes that industry recognizes as appropriate for competent performance. It defines the minimum required stock of knowledge, skills and attitude a person must possess to earn a particular qualification. It provides the benchmarks for national evaluation.

Specifically, the Evidence Guide of the unit of competency that defines or identifies the evidences required to determine the competence of the individual. It provides information on **critical aspect of the competency, underpinning knowledge, underpinning skills, resource implications, assessment method and context of assessment.**

If you are planning to become an assessor you must have a good knowledge of the competency standard of your qualification for you to gather quality evidences as listed in the assessment package.

Assessment Guidelines

The information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.

The assessor must follow the relevant Assessment Guidelines in order to ensure that:

- assessment processes are fair to all candidates
- assessment processes are implemented in a consistent manner
- assessment processes produce high quality and consistent outcomes.

Dimension of competency


Dimensions of competency must be taken into account when an assessor is gathering evidence of a candidate's competency for a unit, and assessment should be designed to address these accordingly.

Competency involves successful work performance. As such it is usually seen to comprise four dimensions, namely: task skills, task management skills, contingency management skills and job role environment skills.

- task skills – this involves undertaking a specific workplace task[s].

Example: Data are entered into the computer using appropriate application in accordance with company procedure.

- task management skills – this involves managing a number of different tasks to complete a whole work activity.

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Example: Following presentation feedback on product design is obtained from the appropriate personnel. Any modifications are identified and incorporated into the final design.

- contingency management skills – this involves responding to problems and irregularities when undertaking a work activity. This may involve dealing with:
 - ✓ breakdowns
 - ✓ changes in routine
 - ✓ unexpected or a typical results or outcomes
 - ✓ difficult or dissatisfied clients

Example: Notification of shift availability, or non attendance for shift, is given without undue delay and according to store policies and procedures.

- job/role environment skills – this involves dealing with the responsibilities and expectations of the work environment when undertaking a work activity. This may involve:
 - ✓ working with others
 - ✓ interacting with clients and suppliers
 - ✓ complying with standards operating procedures
 - ✓ observing enterprise policy and procedures.


Example: Reports is prepared/completed according to company requirements.

Workplace policies and procedures

Workplace policies often reinforce and clarify standard operating procedure in a workplace. Assessment should include activities that are very common in the workplace, such as safety practices, filling up of pertinent forms and reports, etc.

Evidence gathering tools

The evidence gathering tools are the specific questions or activities developed from the selected assessment method(s) to be used for the assessment.

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Assessment centers

This is where the actual assessment should take place; it must have a safe working condition, equipped with the resources needed to conduct assessment.

Critical information on the resources needed to conduct an assessment activity is located in the Resource Implications section of the Evidence Guide of the relevant unit of competency. This section provides details on the resources needed for the assessment activity.

It is the assessor's responsibility to ensure that the resources required for assessment are assembled and tested prior the assessment to be conducted. It is also the assessor's responsibility to ensure that a safe assessment environment is provided to the candidate. This includes ensuring that:


- Relevant personal protective equipment is available
- Tools and equipment are in good working condition
- The assessment site complies with relevant occupational and safety requirements.

If these conditions are not met, the assessment should not be conducted.

If candidates are expected to bring materials or equipment to the assessment they must be notified beforehand.

Assessment candidate

An individual seeking recognition of his/her competencies to acquire a certification.

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Self-Check 1.1-1


Direction: Match the Column A with Column B. Write the letter of your choice on the space provided. Please use capital letter only.

Column A

1. This refers to the standard procedures observed in workplace.
2. It covers all the relevant evidences for a unit of competency that should be observed and gathered during the assessment.
3. Refers to information given to the candidate and to the assessor on the required conditions during the conduct of assessment.
4. It provides the required skills, knowledge and attitude in assessing candidate's competency.
5. These are the selected activities and questions used in gathering evidences.


Column B

- A. Assessment Guidelines
- B. Assessment centers
- C. Dimensions of Competency
- D. Evidence Gathering Tools
- E. Unit of competency
- F. Workplace policies and procedures

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Answer Key 1.1-1

1. F
2. C
3. A
4. E
5. D

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Information Sheet 1.1-2

Purpose of Assessment, Orientation, Documentation and Appointment

Learning Objective:

After reading this information you must be able to:

1. explain the purpose of assessment.
2. explain the purpose of assessment orientation
3. explain the purpose of documentation
4. explain the purpose of appointment

The purpose of the assessment must be clear to both the assessor and the candidate. Properly determine if the assessment is for certification, licensing, OH&S or skills audit.

Assessment maybe carried out for a number of purposes such as:

Qualification

One purpose of the assessment is to officially identify a persons level of qualification. The qualifications correspond to a specific levels in the Philippine TVET Qualifications Framework (PTQF). An individual can be assessed against competency standards, to identify if they meet all the requirements and thus be issued with a formal qualification. The PTQF uses National Certificate for a qualification.

Recruitment


Assessment maybe carried out in order to recruit a person for a particular job or job position. The criteria for the position are generally stated as selection criteria and form the basis of the interview.

Education or training needs

Assessment can be a tool to identify training needs of employees. This can be a tool to design relevant training programs.

Employee classification

Industry may use competency standards for employees to move from one level to another. Subsequent to assessment against the relevant competency standard it can be determined whether individuals have the required competency for a corresponding level of performance.

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Assurance of progress

Assessment can provide feedback to trainees over a period of learning. Assessment result can be used to modify the way in which a training program is delivered to best suit the needs of trainees.

Recognition of Prior Learning

An important aspect of competency-based training is the recognition of prior learning. People may already possess various competencies gained through formal or informal learning and experience. These competencies can be recognized through assessment.

Purpose of Assessment Orientation

The purpose of the assessment orientation is to check candidate's readiness for assessment.

The assessment orientation usually being done at Assessment Centers. The candidates must be equipped with the following information on;

1. Qualification for assessment
2. Assessment and certification arrangements


Purpose of Assessment Documentation

The assessment documentation provides the following;

1. candidates' personal information, work experience, education/training, and qualification
2. candidates' result of the assessment
3. information on number of candidates assessed and certified on a certain qualification; and
4. review of assessment process.

Purpose of Assessment Appointment


The assessment appointment ensures that there will be an assessor on the scheduled date of assessment and to inform candidate on the schedule of assessment.

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Self-Check 1.1-2


Direction: Read the following statements carefully. Write True if the statement is correct and False if the statement regarding purpose of assessment is incorrect. Write your answer on the space provided.

- _____ 1. Assessment will determine the qualification level of an individual.
- _____ 2. The result of the assessment can be used to modify the way training program is delivered to best suit the needs of the trainees.
- _____ 3. Competency based education focus only on the learning acquired during the duration of the training.
- _____ 4. Industry requirement for a particular job should be disregard in the assessment.
- _____ 5. Training needs of an employee can also be determined during assessment.

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Answer Key 1.1-2

1. True
2. True
3. False
4. False
5. False

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Information Sheet 1.1-3

Assessors Responsibility and Assessors Guide

Learning Objective:

After reading this information sheet, you must be able to;

1. identify the assessors responsibility in the assessment activity.
2. explain assessors guide

Assessors Responsibility

Plan an assessment activity,

- ensure the candidate is ready for assessment
- prepare the assessment tools or materials
- ratify assessment procedures with appropriate personnel in the industry/workplace or training organization
- the time and place for agreed with the candidate and any other relevant parties
- determine the needs of the candidate and any reasonable or allowable adjustments that has to be made during assessment
- all appropriate personnel are advised of the assessment.

Assessors Guide


The assessors guide is a part of the assessment package that provides general instructions on the conduct of assessment for a specific qualification.

National assessment and certification arrangement

This part of the Assessors Guide explains how the candidate can be certified on a qualification, the prerequisite for a qualification and who are qualified to undertake the assessment

Evidence plan

Evidence plan gives information of the qualification, unit of competency, the list of required evidences and in what ways or assessment method the evidences will be collected.

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Specific Instructions for the Assessor


This informs the assessor on the qualification title, unit if competency, time allotment, condition and feedback.

Suggested Questions and Answers for Demonstration with Oral Questioning

This enumerates the question to be asked after the performance of candidates demonstration of the required task and its corresponding answers.

List of Facilities, Tools, Supplies and Materials


Specifically identifies the quantity and description of the required facilities, tools, equipment and supplies to be used in the assessment.

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Self-Check 1.1-3


Direction: Read the following statement carefully. Write True if the statement regarding assessors responsibility and guide is correct and False if the statement is incorrect.

- _____ 1. The procedures used during the assessment must be ratified by the appropriate personnel in the industry/workplace.
- _____ 2. Before the assessment, candidates must ensure the readiness of the assessor.
- _____ 3. Assessors Guide provides information on the relevant evidence gathering methods that will be used in gathering evidences.
- _____ 4. Other gathering methods that will be used in evaluating less critical areas are presented in an assessment guide.
- _____ 5. The needs and any reasonable or allowable adjustments must be identified before the start of the assessment.

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Answer Key 1.1-3

1. True
2. False
3. True
4. False
5. True

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Information Sheet No. 1.1-4 Assessment Centers Responsibility

Learning Objective

After reading this information sheet, you must be able to explain the assessment centers responsibility in the assessment activities.

Accredited Competency Assessment Center (ACAC) is an establishment officially authorized by TESDA to manage the assessment of candidates for national certification.

Assessment Center Responsibility

The Accredited Competency Assessment Center under close supervision by TESDA shall facilitate assessment, pay the services of accredited competency assessors and submit required reports to TESDA PO/DO and RO.

CAC Provides Information on Assessment to Candidate


CAC Staff/Processing Officer

- Provides information on Qualifications for assessment
- Provides information on assessment and certification arrangements
- Administers the self-assessment guide for qualification applied for to the applicant-candidate

CAC Provides Checklist of Requirements to Applicants

AC Processing Officer

- Provides applicant-candidate the following:
 - ✓ Application form
 - ✓ Checklist of Requirements relevant to the Qualification applied for

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CAC Processing Officer Checks Completeness of Documents

AC Processing Officer

- Checks the following:
 - ✓ Self Assessment Guide
 - ✓ Application Form properly and completely filled-out
 - ✓ Pictures; 3 pcs., colored, passport size, (3.5cm x 4.5cm with head size ranging from 27 mm to 31 mm; white background, with collar; and with name printed at the back:)

CAC Collects Assessment Fee

CAC Processing Officer

- Requests applicant to pay the assessment fee after receiving the complete documents
- Ensures that assessment fee is paid only to the authorized person in the Assessment Center and checks Official Receipt issued to applicant.
- Detaches Admission Slip from the Form and returns it to the applicant
- Informs candidate of any preparation to be undertaken e.g., PPE, etc.


ACAC Assigns Competency Assessor

ACAC Processing Officer

- Prepares Attendance Sheet of candidate-applicants per batch according to Qualification
- Submits schedule to CAC Manager and requests for Competency Assessor

ACAC Manager


- Assigns Competency Assessors on rotation basis Note: Each competency assessor shall assess a maximum of 10 candidates per assessment schedule
- Confirms competency assessor's acceptance
- Informs TESDA PO/DO of the number of candidates scheduled for assessment two days before the date of assessment

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Competency Assessor Conducts Assessment

CAC Submits Reports to PO

- Reviews the Competency Assessment Results Summary
- Application form with two pictures.
 - ✓ Electronic copy and three (3) hardcopies of the Registry of
 - ✓ Workers Assessed and Certified (RWAC)
 - ✓ CARS
 - ✓ Rating Sheets
- Post assessment results of candidates found competent
- Pays honoraria of competency assessor

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Self-check 1.1-4

Direction: Given the assessment centers responsibilities, identify the person responsible on the given tasks. Match the **Column A** with **Column B**. Write the letter of your choice on the space provided. Please use capital letter only.

Column A


Responsibilities

- _____ 1. Provides applicant the application forms and requirements checklist.
- _____ 2. Ensure the availability of the self assessment guide, application form and other relevant requirements of the candidates.
- _____ 3. Confirms Competency assessor's acceptance.
- _____ 4. Ensures that assessment fee is paid only to the authorized person in the Assessment center and checks official receipt issued to applicants
- _____ 5. Responsible in the rotation of the assigns competency assessors.

Column B


ACAC Personnel

ACAC Manager
ACAC Processing Officer

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Answer Key 1.1-4

1. B
2. B
3. A
4. B
5. A

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Information Sheet 1.1-5

Assessment Resources and Assessment Packages/ Instruments

Learning Objective:

After reading this information sheet you must be able to:

1. identify assessment resources
2. identify the assessment packages

Assessment Resources

Assessment resources are the tools, equipment and supplies that the candidate will use in the assessment process for a specific qualification.

Assessors must ensure that;


- all the tools are in working condition.
- all the equipment are in working condition and has provision for safety.
- all supplies are available

Candidate must be inform beforehand of the tools and supplies that they will bring during the assessment process, like PPE and hand tools.


Assessment Package

Assessment Package - assessment materials that are used in the assessment process. It consists of the following;

- Assessor's Guide - a set of documents which contains information that will assist the assessor in the evidence gathering process.
- Competency Assessor's Script - outlines the series of steps that competency assessor and candidate move through while undertaking the assessment.
- Candidate's Guide - contains the Self Assessment Guide, Competency Assessment Agreement and Specific Instructions for the Candidate.
- Rating Sheet - contains specific questions or activity(ies) developed from the selected assessment methods and the conditions under which the assessment should be conducted and recorded.

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The assessment packages are being kept at the TESDA Provincial Office for safekeeping. These are only issued to accredited assessment center during the scheduled assessment.

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Self-check 1.1-5


Direction: Given the assessment centers responsibilities, identify the person responsible on the given tasks. Match the **Column A** with **Column B**. Write the letter of your choice on the space provided. Please use capital letter only.

Column A

- _____ 1. A set of documents which contains information that will assist the assessor in the evidence gathering process
- _____ 2. The tools, equipment and supplies that the candidate will use in the assessment process for a specific qualification.
- _____ 3. It contains specific questions or activity(ies) developed from the selected assessment methods and the conditions under which the assessment should be conducted and recorded
- _____ 4. It outlines the series of steps that competency assessor and candidate move through while undertaking the assessment.
- _____ 5. It contains the Self Assessment Guide, Competency Assessment Agreement and Specific Instructions for the Candidate.


Column B

- A. Assessment Resources
- B. Assessors Guide
- C. Assessment Package
- D. Competency Assessors Script
- E. Candidates Guide
- F. Rating Sheet

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Answer Key 1.1-5

1. B
2. A
3. F
4. D
5. E

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Learning Outcome Summary

Learning Outcome 2	Prepare the Candidate
<p>Contents:</p> <ul style="list-style-type: none"> • Context of Assessment. • Competency standards and Assessment Guidelines • Assessment forms 	
<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. The context and purpose of assessment are explained to candidates in line with the requirements of the relevant Assessment Guidelines. 2. The needs of the candidates are determined to establish any allowable adjustments in the assessment procedures. 3. Information is conveyed using verbal and non-verbal language which promote a supportive assessment environment. 4. Legal and ethical responsibilities associated with the assessment are explained to the candidates in line with the relevant Assessment Guidelines. 5. The competency standards to be assessed and the evidence to be collected are clearly explained to the candidate as contained in the assessment guidelines. 	

Conditions

The student/trainee must be provided with the following:


- Assessment forms and application forms
- Evidence Gathering Tools
- Copy of Candidate's guide, Self-Assessment Guide
- Copy of Assessment tools/packages
- Tools, equipment, supplies and materials for the conduct of assessment

Methodology

- Lecture
- Video presentation
- Group discussion

Assessment Method

- Written Test
- Oral Interview and questioning
- Demonstration

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LEARNING EXPERIENCES

Learning Outcome 2	Prepare Candidate
Learning Activities	Special Instructions
Read Information Sheet No. 1.2-1. Context of Assessment	
Answer Self-Check 1.2-1	
Check your answer using the Answer Key No. 1.2-1	
Read Information Sheet No. 1.2-2; Competency Standard and Assessment Guidelines	
Answer Self-Check 1.2-2	
Check your answer using the Answer Key No. 1.2-2	
Read Information Sheet No. 1.2-3: Assessment Forms	
Answer Self-Check 1.2-3	
Check your answer using the Answer Key No 1.2-3	
Perform Task Sheet No. 1.2-1: Prepare the Candidate	
Check your Performance using the Performance Checklist	Let your trainer observe how you prepare candidate before conducting assessment

Information Sheet No. 1.2-1

Context of Assessment

Learning Objective:


After reading this information sheet you should be able to explain the context of assessment:

When preparing a candidate for assessment it should result to supportive assessment environment;

- Suitable for the assessment
- Candidate is relaxed and not apprehensive
- Establish rapport with candidate
- Provide overview of the process
- Advise candidate on assessment conditions
- Answer candidate questions

Preparing a candidate for assessment is an orientation activity that will inform the candidate of the following:

- context and purpose of the assessment and the assessment process
- competency standards to be assessed and the evidence to be collected
- assessment procedure, the preparation which the candidate should undertake and answer any questions
- needs and any allowable adjustments in the assessment procedure
- understanding of the competency standards, evidence requirements and assessment process
- readiness for assessment and decide on the time and place of the assessment


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Context of Assessment

The context of assessment is the environment or setting in which the assessment activity takes place. A combination of circumstance may be prepared and established prior to the assessment as this will ensure that the assessment process will take place as expected.

The context of assessment includes the following:


1. **Physical setting**- this maybe the workplace, an assessment center, community project or online set-up. A venue for assessment should be made accessible to the candidates for their convenience. The assessor should also ensure that the assessment site is conducive for assessment.
2. **Tools, equipment and facilities**- The assessor should introduce to the candidate the different tools, equipment and facilities that will be used in the assessment process.
3. **Materials** - The assessor should also introduce to the candidate the perishable and consumables materials required during the assessment. The assessor must also ensure that all documents pertinent to the assessment are ready and available prior to assessment.
4. **Purpose of assessment**-The assessor should have an understanding of the purpose of assessment such as certification, licensing, OH&S, skills audit.
5. **Employment status of candidate** - the assessor can ask questions to the candidate to know if the assessment is directly related to the candidate's work?
6. **Access to support personnel** - one of the things that the assessors should do in preparing the candidate is to introduce the support staff that will be a part of the assessment process. It can be a tool keeper or the one who will issue to you the needed supplies or materials.

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Self-Check No. 1.2-1


Direction: Identify the context of assessment. Match the **Column A** with **Column B**. Write the letter of your choice on the space provided. Please use capital letter only.

Column A	Column B
<u>Description</u>	<u>Context of Assessment</u>
_____ 1. It refers to the different equipment and tools use during the assessment.	A. Access to support personnel
_____ 2. It pertains to the relevance of the assessment to the candidate's work.	B. Employment status of candidate
_____ 3. Refers to the venue wherein the assessment takes place.	C. Materials
_____ 4. These are the perishable and consumable material required during the assessment.	D. Purpose of assessment
_____ 5. It includes certification, licensing, OH&S, skills audit.	E. Physical setting
	F. Tools, Equipment and facilities

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Answer Key 1.2-1

1. F
2. B
3. E
4. C
5. D

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Information Sheet No. 1.2-2

Competency Standard and Assessment Guidelines

Learning Objectives:

After reading this information sheet you must be able to:

1. Explain to the candidate the competency standard to be assessed.
2. Explain the assessment guidelines.
3. Explain reasonable adjustment

The Competency Standard

The competency standard is a document that defines the competencies required for effective performance in the workplace. It is a written specification of the knowledge, skills and attitude required for a performance of job or occupation and the corresponding standard required for these in a workplace.


Another aspect of preparing the candidate is the introduction of the competency/ies to be assessed. The assessor must explicitly explain the following;

- The relevant unit of competency/ies covered in the assessment. The assessor must explain the different elements covered for each competency.
- The evidence requirements as stipulated in the evidence guide for each unit of competency.

Assessment Guidelines and the Assessment Process

Assessment Guidelines are being developed to support each set of competency standards developed by TESDA. The Guidelines:

- confirm that the benchmarks for assessment are the competency standards.
- set out the rules on how evidence will be gathered
- describe the process for designing evidence gathering tools
- describe the assessment process
- set out the assessor requirements.

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The assessor must follow the relevant Assessment Guidelines in order to ensure that:

- assessment processes are fair to all candidates
- assessment processes are implemented in a consistent manner
- assessment processes produce high quality and consistent outcomes.

Reasonable Adjustment

Reasonable adjustment, sometimes called reasonable accommodation or allowable adjustment, is designed to ensure that all people are treated equally in the assessment process.

This means that, wherever possible, 'reasonable' adjustments are made to the assessment process to meet the individual needs of candidates.

For example, this may involve translating written instructions into local dialect for candidates from non-English speaking backgrounds or providing instructions orally rather than in writing for candidates with limited language skills.

Adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship upon the assessment centre. In determining whether an adjustment would impose unjustifiable hardship, the following factors should be taken into account:


- the nature of the benefit or disadvantage likely to be experienced by the candidate
- the effect of the disadvantage on the person concerned
- the cost of making the adjustment.

Forms of reasonable adjustment


- Translate English into local dialects
- Use oral in place of written instructions

Legal and ethical responsibilities

- Occupational Health & Safety - it is important to inform the candidate the nature of work and the potential hazard it may cause to him. Candidate should be reminded of the precautionary measures; like not be allowing them to undergo assessment if they are not wearing appropriate personal protective equipment, or they are exhibiting unsafe actions.
- Confidentiality of the assessment process means that all information about the assessment should be kept confidential. The assessor must ensure that the following must be kept secured;

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- ✓ Assessment Package must kept in secured place, the assessor should ensure that all the copies of the assessment package are retrieved after the assessment activity. This will guarantee the integrity of the assessment package.
 - ✓ Candidate's assessment result must also be kept confidential to ensure candidates personal integrity. The assessment result can only be made available to authorized personnel, like to his supervisor or human resource personnel where he works and to the institution where he is actually have his training.
 - ✓ Assessment procedure or process must also be kept confidential. The assessor must inform the candidate to refrain from giving any form of information that took place during the assessment process.
- Free consent of candidates - Assessor must ensure that the candidate was not pressured in any way to be assessed.
 - Adheres to quality system, policies and procedures of the workplace.
 - Integrity of the assessor - assessor must not in any way make assessment decision in favor of somebody request, be it the candidate, a close acquaintance/friend, or even powerful people. The decision must be solely based on the result of the assessment.
 - Appeal Process - appeal for reassessment to gain an independent second opinion will apply in cases where a candidate is judged as "Not yet competent" and believes they have been incorrectly assessed. The underlying principles of an appeal process include:
 - ✓ a natural justice for a candidate, to avoid unfair treatment or an assessors' error of judgment;
 - ✓ an incentive to quality and consistent performance by assessors;
 - ✓ assurance to employers and candidates of the objectivity of the assessment system.


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Self-Check 1.2-2

True or False


Direction: Read the following statement carefully. Write True if the statement regarding assessors responsibility and guide is correct and False if the statement is incorrect.

- _____ 1. The evidence gathering process is identified in the assessment guidelines.
- _____ 2. The competency/ies to be assessed will be disclosed to the candidates after the assessment process.
- _____ 3. Assessment Guidelines must be followed by the assessor to ensure inconsistency in the process of assessment.
- _____ 4. Established assessment processes must be fair to all candidates.
- _____ 5. Adjustment are considered reasonable if they do not impose an unjustifiable hardship upon the assessment center.
- _____ 6. The result of the assessment will be made available for public information.
- _____ 7. In making decisions, assessor must consider the family background and the capability of the candidate to provide extra fee for his/her service.
- _____ 8. Reasonable accommodation is designed to ensure that all people are treated equally in the assessment process.
- _____ 9. Those who failed in the assessment may appeal for reassessment.
- _____ 10. Assessor may translate English into the local dialect of the candidate if necessary.

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Answer Key 1.2.2

1. True
2. False
3. False
4. True
5. True
6. False
7. False
8. True
9. True
10. True

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Information Sheet No. 1.2-3

The Assessment Forms

Learning Objective

After reading this information sheet, you must be able to identify the different assessment forms.


Assessment Forms

Assessors must be aware of the different assessment forms being used in the assessment process. The following are the forms used in the assessment process;

- Candidates Application Form

The candidates Application Form is filled up by the candidate upon undergoing orientation at the assessment center, pertinent data will be given by the candidate, such as his/her personal profile, education, work experience. This form also includes the admission slip that the candidate will have to bring during the scheduled assessment.

- Attendance Sheet is one of the required forms that the assessor should have to bring during the actual assessment. The candidate should fill up this attendance sheet to confirm that he is present during the assessment.
- Competency Assessment Agreement refers to the document which is concurred by the candidate and the assessor regarding the requirements of assessment.
- Registry of Workers Assessed and Certified *refers* to a record that contains the documentation of the results of assessment and as a basis for national certification.
- Competency Assessment Results Summary refers to the consolidated assessment decisions made by the competency assessor which indicates the overall performance of the candidate during the assessment process.
- Assessment Package - assessment materials that are used in the assessment process. It consists of the following; 1) Assessor's Guide; 2) Competency Assessor's Script; 3) Candidate's Guide; and 4) Rating sheet.

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Technical Education and Skills Development Authority

Pangasiwaan sa Edukasyong Teknikal at Pagpapaunlad ng Kasanayan

APPLICATION FORM

<div style="border-bottom: 1px solid black; width: 100%; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;">Applicant's SignatureDate</div>	<div style="border: 1px solid black; padding: 10px; width: 100%;">Picture, colored Passport size White background</div>
--	---

Name of School/Training Center/Company:

Address

Title of Assessment applied for:

☐ Full Qualification

☐ COC

1. Client Type

☐ TVET graduate

☐ Industry worker

☐ SCEP

2. Profile

2.1. Name:

Last

First

Middle

2.2. Mailing Address:

Number, Street

Barangay

District

City

Province

Region

Zip Code

2.3. Mother's Name

2.4. Father's Name

2.5. Sex

- ☐ Male
☐ Female

2.6. Civil Status

- ☐ Single
☐ Married
☐ Window/er
☐ Separated

2.7. Contact Number(s)

Tel: _____
Cellular: _____
e-mail : _____
Fax: _____
Others: _____

2.8. Highest Educational
Attainment

- ☐ Elementary graduate
☐ HS graduate
☐ TVET graduate
☐ College level
☐ College graduate
☐ Post graduate
☐ Others: _____

2.9. Employment Status

- ☐ Casual ☐ Probationary
☐ Contractual ☐ Regular
☐ Job Order ☐ Permanent
If Student ☐ Self-employed
☐ Trainee/OJT
☐ Others, pls specify

2.10.	Birth date:		2.11.	Birth place:		2.12.	Age:	
-------	-------------	--	-------	--------------	--	-------	------	--

5. Licensure Examination(s) Passed

5.1. Title	5.2. Year Taken	5.3. Examination Venue	5.4. Rating	5.5. Remarks	5.6. Expiry Date

(For more information, please use separate sheet)

6. Competency Assessment(s) Passed

6.1. Title	6.2. Qualification Level	6.3. Industry Sector	6.4. Certificate Number	6.5. Date of Issuance	6.6. Expiration Date

(For more information, , please use separate sheet)

ADMISSION SLIP

Name of Applicant:		Tel. Number:		<div style="border: 1px solid black; padding: 10px; text-align: center;"> PICTURE (Passport size) </div>
Assessment Applied for:		OR Number & Date:		
To be accomplished by the Processing Officer				
Name of Assessment Center:				
Check submitted requirements:		Remarks:		
<input type="checkbox"/> Accomplished Self-Assessment Guide		<input type="checkbox"/> Bring own PPE		
<input type="checkbox"/> Three (3) pieces colored passport size pictures		<input type="checkbox"/> Others. Pls. specify		
Assessment Date:		Assessment Time:		
<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> Printed Name & Signature of Processing Officer		<div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> Printed Name & Signature of Applicant		
Date:		Date:		

Note: Please bring this Admission Slip on your assessment date.

Sample Attendance Sheet

Technical Education and Skills Development Authority
National TVET Trainers Academy


Name of Assessment Center

Date

Name	Signature

Assessor

ACAC Manager

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Sample COMPETENCY ASSESSMENT AGREEMENT

Candidate's Name:			
Assessor's Name:			
Qualification:	RAC SERVICING (PACU/CRE) NC II		
Units of Competency to be Assessed:	<p>BASIC UNITS</p> <ul style="list-style-type: none"> • Participate in Workplace Communication • Work in Team Environment • Practice Career Professionalism • Practice Occupational Health and Safety Procedures <p>COMMON UNITS</p> <ul style="list-style-type: none"> • Perform mensuration and calculation • Prepare materials and tools • Observes procedures, specifications and manual of instruction • Perform basic benchwork • Perform basic electrical works • Maintain tools and equipment • Perform housekeeping and safety practices • Document work accomplished <p>CORE UNITS</p> <ul style="list-style-type: none"> • Survey site for installation • Install PACU/CRE • Install PACU/CRE piping systems • Install PACU/CRE electrical systems • Service and maintain PACU/CRE units • Troubleshoot PACU/CRE systems • Recover and recycle refrigerant in PACU/CRE systems • Repair and retrofit PACU/CRE systems and its accessories • Perform start-up and commissioning for PACU/CRE systems 		
		YES	NO
• Have the context and purpose of assessment been explained?			
• Have the qualification and units of competency been explained			

• Do you understand the assessment procedure and evidence to be collected?		
• Have your rights and appeal system been explained?		
• Have you discussed any special needs to be considered during assessment?		
I agree to undertake assessment in the knowledge that information gathered will only be used for professional development purposes and can only be accessed by concerned assessment personnel and my manager/supervisor.		
Candidate's Signature:	Date:	
Assessor's Signature:	Date:	

[illegible]

Competency Assessment Result Summary

Candidate's Name:			
Assessor's Name:			
Title of Qualification / Cluster of Units of Competency			
Assessment Center:		Date:	
The performance of the candidate in the following unit(s) of competency and corresponding methods	Satisfactory	Not Satisfactory	
Units of Competency			
1.			
2.			
3.			
<p>Note: Satisfactory Performance shall only be given to candidate who demonstrated successfully all the competencies identified in the above-named Qualification/Cluster of Units of Competency</p>			
Recommendation:	<input type="checkbox"/> For issuance of NC/COC (Indicate title of COC, if full Qualification is not met) _____	<input type="checkbox"/> For submission of additional documents Specify: _____	<input type="checkbox"/> For re-assessment (pls. specify) _____
Did the candidate overall performance meet the required evidences/standards?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
OVERALL EVALUATION	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent	
General Comments [Strengths/Improvements needed]			
Candidate's signature:		Date:	
Assessor's signature:		Date:	
Assessment Center Manager Signature:		Date:	

Self-Check 1.2.-2

Direction; Identify the forms being used in the assessment. Match the **Column A** with **Column B**. Write the letter of your choice on the space provided. Please use capital letter only.

Column A

Definition

- _____ 1. It is the consolidated assessment decisions on the overall performance of the candidate.
- _____ 2. It is compose of the Assessor's Guide, Competency Assessor's Script, Candidate's Guide and Rating Sheet-
- _____ 3. Document that must be completed by the candidate upon undergoing orientation.
- _____ 4. This form will serve as an evidence that the candidate is present during the actual conduct of the assessment.
- _____ 5. It is the basis for the national certification. It contains the documentation of the results of assessment.

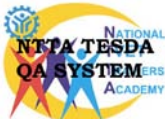
Column B

6. Assessment Forms

- A. Attendance Sheet
- B. Assessment Package
- C. Candidate Application Form
- D. Competency Assessment Agreement Form
- E. Competency Assessment Results Summary
- F. Registry of Workers Assessed and Certified

Answer Key 1.2-3

1. E
2. B
3. C
4. A
5. F

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Task Sheet 1.2-1

Preparing Candidates


Performance Objective

Given a candidate, competency assessment agreement, pencil and ball pen you are to role play on preparing candidate for assessment following the procedure listed below.


One of the most important phase of conducting assessment is to prepare the candidate for assessment before the assessor starts to gather evidences. Remember, as a competency assessor, you must provide a supportive environment before starting with the assessment activity. You must ensure that the environment is suitable for the assessment and the candidates are relaxed and not apprehensive.

Prepare candidate for assessment following the steps listed below

1. Explain the context and purpose of assessment to candidates in line with the requirements of the relevant Assessment Guidelines.
2. Determine the needs of the candidates to establish any allowable adjustments in the assessment procedures.
3. Convey information using verbal and non-verbal language to promote a supportive assessment environment.
4. Explain the legal and ethical responsibilities associated with the assessment to the candidates in line with the relevant Assessment Guidelines.
5. Explain the competency standards to be assessed and the evidence to be collected to the candidate as contained in the assessment guidelines.

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Below is a part of the assessors script that can guide you in preparing the candidate.

		Materials/References	
<p><i>Good morning everybody!</i></p> <p><i>My name is (state your name). I am an accredited competency assessor for _____.</i> (the assessor must wear his/her ID card as a proof of his/her accreditation)</p> <p><i>I would like to acknowledge the presence of Mr./Ms. _____, one of the members of our _____ and Mr./Ms. _____, our representative from TESDA Provincial Office.</i></p> <p><i>You do not have to worry about their presence. They are here to oversee the conduct of competency assessment and to check if the conduct is in accordance with the prescribed competency assessment methodology and procedures. They will not assess you.</i></p> <p><i>Before I start, let me first check the attendance.</i> <i>Please present to me your admission slip once your name is called.</i> (let the candidates sign on the attendance sheet, compare signature of candidates on admission slip against the signature on the attendance sheet)</p> <p><i>I have here with me your accomplished self assessment guide. This is an indication that you know and can perform all the units of competency enumerated in this qualification.</i> (self assessment guide was given to the candidate by the processing officer of the assessment center)</p> <p>The competency assessor gives the overview of the Qualification to be assessed:</p> <p><i>Today, I am going to administer competency assessment for (state the Qualification). It is the Qualification level with (Enumerate the Core Units of Competencies . Core Competencies</i></p>		Attendance Sheet	
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<p>namely:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p style="text-align: center;">OR</p> <p><i>These _____ core units are clustered to form one (1) assessment package for full Qualification / ----- clustered units of Competency which is ----- . It covers the following:</i></p>	<p>Relevant Qualification / units of competency</p> <p>Relevant National Assessment and Certification Arrangements</p> <p>Relevant copy of National Assessment Package for Full Qualification</p> <p>Clustered Units of Competency (Certificate of Competency)</p>
<p>The competency assessor orients/briefs the candidates. Explains the following:</p> <ul style="list-style-type: none"> • context and purpose of assessment • qualification/units of competency to be assessed • tasks to be performed and the evidence to be collected • assessment procedures to be undertaken • needs of the candidates to be considered during assessment • allowable/reasonable adjustments in the assessment procedure <p>(the competency assessor can conduct orientation to at least ten (10) candidates)</p>	<p>Relevant Copy of CS/Qualification</p> <p>Copy of National Assessment package for full Qualification (National Certificate)</p> <p>Clustered Units of Competency (Certificate of Competency)</p>

<p><i>Do you have any questions or clarifications?</i></p> <p><i>If none, I will now distribute the Competency Assessment Agreement sheets. Please read the instructions carefully and answer all the questions outlined in the document.</i></p> <p><i>If you need assistance, I will be more than willing to assist you.</i></p> <p>(The competency assessor explains and guides the candidates in accomplishing the Competency Assessment Agreement sheet)</p>	Competency Assessment Agreement Sheet
<p>After the candidate is through with accomplishing the Competency Assessment Agreement sheet, you will review the answers and will give feedback to the candidates.</p> <p>You now assign a number to the candidates (candidate #1, candidate # 2, candidate #3) and give instruction that candidate #1 will be the first to enter the assessment room. The other candidates will have to wait at the waiting area.</p>	Accomplished Competency Assessment Agreement sheet


Performance Checklist for Preparing Candidate for Assessment

Trainee's Name _____ Date _____


During the performance of the task did you consider the following criteria?

Criteria	YES	No
Did the assessor....		
• Check the attendance of candidate?		
• Collect admission slip?		
• Instruct the candidates to sign the attendance sheet?		
• Provide overview of the Qualification to be assessed (national Assessment and Certification Arrangements)?		
• Instruct the candidates to accomplish the competency assessment agreement		
• Orients the candidate on the following:		
○ Explain the context, purpose and the assessment process?		
○ Explain the Qualification or units of competency to be assessed and the evidence to be collected?		
○ Outline the assessment procedures to be undertaken?		
○ Assessed the needs of the candidates and determine any allowable adjustments in the assessment procedure?		
○ Seek feedback regarding the candidates understanding of the Qualification/unit of competency to be assessed, evidence requirements, and assessment process?		
○ Make the necessary announcements just before the start of the assessment?		
○ Specify the do's and don'ts inside the assessment center?		

Comments:

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Signature over printed name of trainer

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Learning Outcome Summary

Learning Outcome 3	Gather evidence
<p>Contents:</p> <ul style="list-style-type: none"> • Different forms of evidence • Methods of Gathering Evidence • Rules of evidence and dimensions of competency • Evidence gathering process, methods and Tools • Skills in gathering evidence • Application of various assessment method • Assessment packages/tools and Assessment Guidelines • Assessment Rating Sheets 	
<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Evidence is gathered using assessment methods specified in the relevant Evidence guide 2. Evidence is gathered and documented in accordance with the assessment procedures specified in the relevant Assessment Guidelines. 3. Reasonable adjustments are incorporated in the evidence gathering procedures, where appropriate in line with the procedures detailed in the Assessment Guidelines. 4. Evidence is gathered and documented using the relevant assessment tools 	
<p>Conditions:</p> <p>The student/trainee must be provided with the following:</p> <ul style="list-style-type: none"> ✓ Copy of Evidence Gathering Tools ✓ Supplies and Material ✓ Workplace, tools and equipment ✓ Pencil, Ballpen, Bond Paper ✓ Rating Sheet 	

Methodology:


- ✓ Lecture
- ✓ Video presentation
- ✓ Group discussion

Assessment Method:

- ✓ Written test
- ✓ Oral Interview
- ✓ Direct observation
- ✓ Demonstration

LEARNING EXPERIENCES

Learning Outcome 3		Gather evidence	
Learning Activities		Special Instructions	
Read Information Sheet No. 1.3-1 Different Forms of Evidence			
Answer Self-Check 1.3-1			
Check your answer using the Answer Key No. 1-3-1			
Read Information Sheet No. 1.3-2: Ways of Gathering Evidence			
Answer Self-Check 1.3-2			
Check your answer using the Answer Key No. 1.3-2			
Read Information Sheet No. 1.3-3: Dimensions of Competency			
Answer Self-Check 1.3-3			
Check your answer using the Answer Key No. 1.3-3			
Read Information Sheet No. 1.3-4: Rules of Evidence			
Answer Self-Check 1.3-4			
Check your answer using the Answer Key No. 1.3-4			
Read Information Sheet No. 1.3-5: Evidence Gathering Tools			
Answer Self-Check 1.3-5			
Check your answer using the Answer Key No. 1.3-5			
Perform Task Sheet No. 1.3-1		Your Trainer will check your performance using the performance	

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Gather Evidence	<p>Checklist.</p> <p>If your performance meets the criteria set for this activity, you can move to the next learning outcome</p>
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Information Sheet No. 1.3-1

Forms of Evidences

Learning Objectives:

After reading this information sheet you must be able to explain the different forms of evidences.

Evidence is information gathered which, when matched against the performance criteria, provides proof of competency. Evidence can take many forms and be gathered from a number of sources.

As noted above, assessment involves collecting evidence. This evidence may be direct evidence (such as observation of workplace performance), indirect evidence (such as formal testing) or supplementary' evidence (such as references from employers). This evidence is used by an assessor to make a judgement about whether the candidate is competent. It is the responsibility of the assessor to determine what and how much evidence is required to make the assessment judgement. Training Regulations provide guidance on the types of evidence required, and further advice may be gained through moderation and industry consultation.


Forms of Evidence:

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

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

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

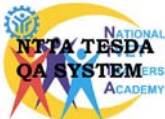
- Assessment of finished product
- Written test of underpinning knowledge
- Review of previous work performed
- Testimonials or report from employers, colleagues, clients or supervisors
- Evidence of training

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Method of Gathering Evidence

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

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

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Self-Check 1.3-1

Direction: Grouped the given scenario below, identify what forms of evidences are being describe. Write the number of corresponds the statement. Write your answers on the space provided.

1. Assessed/evaluate the finished product
2. Training Certificates & certificate of employment
3. Ask the candidates several questions after a demonstration
4. Feedback from employers, colleagues, clients, etc.
5. Observing the candidate while doing the required tasks.

Direct Evidence

Indirect Evidence

Answer Key 1.3-1

Direct Evidence	Indirect Evidence
3	1
5	2
	4

Information Sheet No. 1.3.2

Ways of Gathering Evidence

Learning Objectives:

After reading this information you must be able to explain the different ways of gathering evidence.

After knowing the forms of evidences, you will be introduced to the different ways of gathering evidences. This lesson will equip you with the different ways of gathering evidences and will give the tips on how to use this evidences.

Ways of Gathering Evidence

Observation

Observation is a key form of evidence gathering in the actual workplace. When the picture of competence is developed within a workplace context it is easy to find opportunities for observing work performance. However, there are situations in which it might not be possible or it may be inappropriate to use observation. For example:


- work activities that occur irregularly, take place over an extended period of time or are difficult to observe (this may include work activities such as dealing with an emergency situation, planning a process or managing a team task)
- work activities that involve issues of privacy and confidentiality, such as counselling, providing feedback to team members on work performance or dealing with confidential or private client information
- situations where it may be culturally inappropriate to observe the activity

In these situations alternative forms of evidence will be required, such as structured activities, third party feedback.

Observation should aim to collect evidence of all components of competency, including key competencies, dimensions of competency, safety and quality.

When conducting an observation, the assessor should:

- use observation as an opportunity to observe practical skills as well as attitudes, underpinning knowledge, key competencies and dimensions of competency
- include a range of work activities

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- supplement observation with questioning or an interview, to draw out the way in which underpinning knowledge, key competencies and the dimensions of competency are being applied in practice
- consider other forms of supporting evidence which show how the candidate has prepared or planned for the task
- remember that the candidate might feel nervous while being observed
- use a checklist to record that the candidate has performed all required tasks.

Demonstration


For logistical reasons such as safety, expense or time, it is not always possible for assessors to observe a process during real work time. Therefore, it may be necessary for the candidate to demonstrate the process at another time or location. For example, it may not be possible for the candidate to demonstrate machine shutdown procedures during normal work hours. So the assessor may ask the candidate to demonstrate this skill out of working hours or at another site, such as an Accredited Competency Assessment Center (ACAC), using similar machinery.

Demonstrations can be used in a wide range of situations, such as:

- showing how to use specific functions of a computer package
- showing safe lifting procedures for different types of loads
- showing how to use an equipment in a range of situations
- giving a verbal presentation to a group.

In implementing a demonstration the assessor should:

- check that the demonstration complies with the information in the Training Regulation,
- including the elements and performance criteria, range statement and evidence guide
- equipment used is safe and reflects the type of equipment currently used in the industry
- conduct the demonstration at a site which reflects conditions in the workplace (Accredited Competency Assessment Center)
- set realistic expectations, for example, time limits and quality specifications
- use materials and applications that are relevant to the workplace and the unit of competency

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Third party reporting

There are some situations in which workplace evidence is required but it is not possible for the assessor to directly observe the candidate at work. For example, the work activities may be at a remote location, involve issues of privacy or confidentiality, only occur rarely or may be conducted at a location where safety is compromised if another person is present.

Situations in which an assessor may not be able to observe the candidate include:

- while it may be possible to see a security guard carry out the mechanical operations required to use a gun, it is unlikely that the assessor will be able to observe the officer using the weapon appropriately in real life situations
- in some situations assessments have to be carried out in distance mode because it is not possible for the assessor to visit the workplace to observe the candidate.

In each of these situations, the evidence will need to be collected by an observer or a third party, who may be the security officer or the work supervisor.

The assessor should select the best person to observe the candidate and prepare materials which help the observer to provide relevant feedback on the candidate's performance that is directly related to the relevant unit(s) of competency.


It is important to remember that the assessment decision is made by the assessor, not the third party observer.

Questioning

- Questioning is an evidence gathering technique that is widely used in competency based assessment. Questions may be asked orally or in a written format. Answers to questions
- provide evidence of underpinning knowledge, application of skills and the capacity of the candidate to transfer knowledge and skill to different contexts.

Questioning may be used to determine:

- why the candidate does particular activities or tasks at work
- the candidate's responsibilities at work
- the candidate's understanding of legislative and safety requirements that impact on activities or tasks at work
- the candidate's understanding of workplace procedures
- whether the candidate is able to transfer skills to other contexts and situations

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- what the candidate would do if something different or unusual happened or if something went wrong.

Oral questioning


- Oral questioning involves the assessor asking the candidate a number of questions about real, simulated or hypothetical situations. The questions may be preset. Alternatively, assessors may develop their own set of questions to suit the context of the assessment and the requirements of the competency standard.
- Oral questioning complements real time/real work observations and structured activities as it provides a means of probing the candidates understanding of the work. Oral questioning: is a valuable tool for collecting evidence of underpinning knowledge and its application across a wide range of contexts
- can be used where written questioning might not be appropriate due to literacy and language problems (in particular, to confirm the candidate's understanding of the question and to probe for further information if the candidate's response is not sufficient)
- can be standardised to enhance validity and reliability
- provides immediate information about the candidate's knowledge and understanding to assist in determining what other evidence may need to be collected.

Although questioning is a valuable tool for collecting evidence, assessors need to be aware that the correct questioning techniques need to be used to avoid asking leading questions, mistakenly answering questions or giving clues to the required responses. Assessors also need to be aware that some candidates may not be able to visualise or conceptualise hypothetical situations and that questioning may favour those with good communication skills. To ensure that oral questioning is effective, the questions need to be well planned and structured. The following tips will provide assessors with guidelines for structuring and asking questions.

Hints for effective questioning

The assessor should:

- keep questions short and focused on one key concept
- ensure that questions are formal and structured
- test the questions to check that they are not ambiguous
- use open-ended questions such as 'what if...?' and 'why...?', rather than closed questions
- keep questions clear and straightforward and ask one at a time
- link the questions to work experience

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- use words that the candidate will understand
- look at the candidate when asking questions
- ensure that the candidate understands the questions
- ask the candidate to clarify an answer if the assessor does not understand the response
- confirm the response by saying the answer back in the candidate's own words
- document responses on a checklist or recording sheet
- time questions so that the candidate is not interrupted while carrying out a task that requires full concentration
- encourage a conversational approach when appropriate, to put the candidate at ease and also to make the questioning flow with the task
- use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
- keep questions flexible and adjust language to a suitable level
- listen carefully to the answers for opportunities to find unexpected evidence
- follow up responses with further questions, if useful, to draw out more evidence or to make links between knowledge areas
- make up a list of acceptable responses to ensure reliability of assessments


Recording responses

It is important for the assessor to have a record of the questions asked and an indication of the suitability of the responses given by the candidate. If the candidate's response is insufficient the assessor should record why on the recording sheet or checklist. This provides information that can be used later, if necessary, to explain to the candidate where skills and/or underpinning knowledge need to be developed to achieve the required competence.

Written test

Written test can be useful for assessing underpinning knowledge and for supplementing evidence gathered through real time/real work and structured activities.

Written test can be asked under test situations or as part of a structured activity.

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Assessing written questions

An assessment guide, containing acceptable responses to questions, should be developed for all written test given to the candidate, whether the questions are set under test conditions or not. It is good practice to write the expected response(s) to a question as the question is being written. Developing responses to questions helps to ensure that the answers are assessed objectively and consistently, increasing the reliability and validity of the assessment.

Portfolios

What is a portfolio?

A portfolio contains individual pieces of evidence demonstrating work outputs that have been collected by the candidate. The items are usually produced over a period of time and come from different sources. A well-constructed portfolio incorporates a selection of evidence that is clearly benchmarked against the relevant unit(s) of competency and indicates consistent performance of work activities in accordance with workplace standards.

As indicated below, portfolios may be organised and presented in a variety of forms:


Portfolio evidence

Portfolios can include a wide variety of evidence. In many cases evidence will come from the candidate's day to day work. However, the portfolio can also include evidence from other work situations, previously certificated learning and other activities such as recreational pursuits. This evidence may derive from either current performance or past achievements.

The evidence presented in a portfolio must be **valid**. That is, it must relate to the elements, performance criteria, range statement and evidence guide of the relevant unit(s) of competency. It must be **sufficient** and **current**, demonstrating that the candidate is competent across the full range of activities described in the relevant unit(s).

Portfolio materials

Form of evidence	Application
Transcripts of records, certificates	Provides evidence of prior education or training completed on or off-the-job.
Assessment feedback or completed checklists	Provides evidence of on-the-job performance, observers' comments and future action as a result of assessment.
Written	Provides evidence of the candidate's job

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statements or references	performance, responsibilities, achievements and skills levels.
Job descriptions	Provides evidence of prior work experience
Work journals	Provides evidence of tasks, activities or other achievements accomplished by the candidate in the course of days or weeks at the workplace or in a community/volunteer role.
Work samples, for example reports, letters, designs	Provides evidence of the candidate's ability to do part or whole of work tasks or processes
Finished products, for example tools completed	Provides evidence of candidate's ability to produce a product or service.
Product descriptions or specifications	Provides evidence that the candidate is aware of the inputs, outputs or standards required to produce a product or provide a service.
Statutory declarations	Provides evidence that work samples are the candidate's own work.


Portfolios may contain both direct and indirect evidence. A portfolio may include work samples produced by the candidate, performance evidence such as photographs and video tapes and reports describing what the candidate has been observed doing in the past. It may also contain written evidence describing what the candidate would do in response to emergencies, breakdowns or other contingencies (supplied by the candidate).

There are no set rules about the proportion of direct evidence to indirect evidence in a portfolio. The importance attached to any given item of evidence varies according to its context, age and whether or not it is supported by other evidence.


Evaluating a portfolio

The provision of workplace documents, work samples and other records in a portfolio does not mean that the candidate is competent. This is the responsibility of the assessor. In evaluating a portfolio the assessor should:

- seek verification of the role of the candidate from others who have witnessed the events documented
- interpret the currency of the material and the way that the candidate applies the skills in the present context

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- obtain explanations of the material from the candidate to clarify the context and relevance to the unit(s) of competency involved (this may be achieved by interviewing the candidate)
- evaluate the contents of the portfolio using a holistic approach (rather than taking an atomistic approach by checking each item in the portfolio against the unit requirements, assessors should consider evidence as a whole or in large integrated pieces. The benefits of this approach are that it is less time-consuming and allows assessors to concentrate on those areas where there are perceived gaps in the evidence).


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Self-Check 1.3-2


Multiple Choice

Direction: Read the following statement carefully. Choose the best answer from the given options. Write the letter of your choice on the space provided. Please use capital letter only.

- _____ 1. A way of gathering evidences which is useful for assessing underpinning knowledge and for supplementing evidence gathered through real time/real work and structured activities.
- A. Demonstration
 - B. Portfolio
 - C. Questioning
 - D. Written test
- _____ 2. An evidence that may include work samples produced by the candidate, performance evidence such as photographs and video tapes and reports.
- A. Demonstration
 - B. Observation
 - C. Portfolio
 - D. Written test
- _____ 3. This evidence gathering technique provide evidence of underpinning knowledge, application of skills and the capacity of the candidate to transfer knowledge and skill to different contexts.
- A. Demonstration
 - B. Portfolio
 - C. Questioning
 - D. Written test


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- _____ 4. A key form of gathering evidence that can be use as an opportunity to observe practical skills as well as attitudes, underpinning knowledge, key competencies and dimensions of competency.
- A. Demonstration
 - B. Observation
 - C. Third party report
 - D. Written test
- _____ 5. A way of gathering evidences wherein the assessor should select the best person to observe the candidate and prepare materials which help the observer to provide relevant feedback on the candidate's performance that is directly related to the relevant unit(s) of competency.
- A. Demonstration
 - B. Observation
 - C. Third party report
 - D. Written test

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Answer Key 1.3-2

1. D
2. C
3. C
4. B
5. C

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Information Sheet No. 1.3-3

Dimensions of Competency

Learning Objectives:

After reading this information sheet, you must be able to explain the dimensions of competency.

Dimensions of competency must be taken into account when an assessor is gathering evidence of a candidate's competency for a unit, and assessment should be designed to address these accordingly.


Case studies, questions, simulated work events, and "what if scenarios are useful strategies for assessors to use to assist candidates to acquire and demonstrate these capabilities.

Working with the dimensions of competency highlights some critical points for assessors:

- It's important to know what's inside a unit of competency -more than just the performance criteria.
- Having a good understanding of what the work involves also helps an assessor interpret the unit of competency.
- Watching a person use their skills is not enough. It's critical for assessors to ask questions that explore the candidate's knowledge of the job and their ability to solve problems.

Incorporate and assess dimensions of competency

Effective workplace performance requires not only isolated technical skills, but the knowledge and attitudes to apply those skills in routine and non-routine situations. People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments.

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The four dimensions of competency are:

- task skills – this involves undertaking a specific workplace task[s].

Assessor needs to collect evidence that the candidate can do the individual actions as well as the whole task.

Example: Data are entered into the computer using appropriate application in accordance with company procedure.

- task management skills – this involves managing a number of different tasks to complete a whole work activity.

Assessor gather evidence that the candidates can provide evidence that they can work efficiently to meet deadlines, handle a sequence of interrelated tasks and progress smoothly between tasks.

Example: Following presentation feedback on product design is obtained from the appropriate personnel. Any modifications are identified and incorporated into the final design.

- contingency management skills – this involves responding to problems and irregularities when undertaking a work activity. This may involve dealing with:

- ✓ breakdowns
- ✓ changes in routine
- ✓ unexpected or a typical results or outcomes
- ✓ difficult or dissatisfied clients

Assessor needs to collect evidences that the candidates can respond to problems and irregularities while performing a work activity.


Example: Notification of shift availability, or non attendance for shift, is given without undue delay and according to store policies and procedures.

- job/role environment skills – this involves dealing with the responsibilities and expectations of the work environment when undertaking a work activity.

Assessor must collect evidences that the candidate can;

- ✓ work with others
- ✓ interact with clients and suppliers
- ✓ comply with standards operating procedures
- ✓ observe enterprise policy and procedures.

Example: Reports are prepared/ completed according to company requirements.

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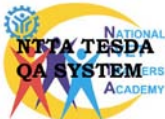
Self-Check 1.3-3

Direction: With the given criteria below, identify what type of Dimension of Competency is measured. Match the **Column A** with **Column B**. Write the letter of your choice on the space provided. Please use capital letter only.

Column A	Column B
Criteria	Dimension of Competency
_____ 1. Faulty wine is replaced with new one should the guest disapproved its taste.	A. Contingency Management Skills
_____ 2. Report on testing procedure, including faults and repair is completed in line with SOPs.	B. Critical Skills
_____ 3. Fruits are picked using picking poles.	C. Job/Role Environment Skills
_____ 4. Tools with wear and corrosions are segregated and treated according to maintenance plan and procedures.	D. Task Skills
_____ 5. Boars are trained to mount sows/dummy	E. Task Management Skills

Answer Key 1.3-3

1. A
2. C
3. D
4. E
5. D

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Information Sheet No. 1.3-4

Rules of Evidence

Learning Objectives:

After reading this information sheet, you must be able to explain the rules of evidence.

After you gather evidences, there is a need to make an assessment decision and one of the thing you have to consider in making your decision is the rules of evidence.

When evaluating evidence in order to make a decision of competence, the assessor must ensure that the evidence provided satisfies the **Rules of Evidence**.

They are the rules by which an assessor justifies his/her assessment decision. Each piece of evidence must be valid, authentic and current to be considered acceptable evidence. There must also be sufficient evidence overall, to allow an assessor to make a judgement of competence. (Linked to the sufficiency rule is a requirement, that the assessor must be confident that the candidate can perform the competency consistently.

Valid

To ensure evidence is **valid**, you as the assessor must be confident that each piece of evidence collected:

- demonstrates relevant outcomes and performance requirements of the Unit of Competency
- covers the relevant breadth and depth of the Unit of Competency (including knowledge and skills, dimensions of competency, evidence guide etc)
- reflects current industry- standards


Authentic

Authenticity relates to ensuring that each piece of evidence is from the candidate and not another person - that the assessor is confident that it is the candidates own work.

Where a judgement relies on indirect or supplementary forms of evidence or the direct evidence is not directly observable, other complementary evidence may be needed to support authenticity-

Procedures can be established to support the authenticity of evidence which include'.

- observation of work in progress

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- submission of training records
- third party verification

Current

Currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires each piece of evidence provided must:

- reflect the candidates **current** knowledge and/or skills in the relevant aspect of work
- establish that the candidate can meet the requirements of the current version of the relevant Unit/s of Competency and industry standards

Sufficient

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.

Applying the **sufficiency** rule to evidence means that the combination of all evidence provided must;

- demonstrate the outcomes and performance requirements of the Unit of Competency
- cover the breadth and depth of the Unit of Competency (including knowledge and skills, dimensions of competency, range of variables, evidence guide etc)
- allow the assessor to be confident that the candidate can perform the competency **consistently**


Consistent

Does the evidence :

- show that the candidate consistently meets the standards under workplace conditions rather than showing a one - off demonstration of the standards?
- Incorporate multiple items of evidence?

Recent

Recency relates to the age of evidence in relationship to current version of the relevant unit of competency.

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Self-Check 1.3-4

Direction; Read the following questions carefully. Identify the rules of evidence being observed. Choose the best answer from the given options. Write the letter of your choice on the space provided. Please use capital letter only.

_____ 1. Is the evidence related to the current version of the standards?

- A. Authentic
- B. Current
- C. Sufficient
- D. Valid

_____ 2. Is the evidence less than five years old?


- A. Consistent
- B. Current
- C. Recent
- D. Sufficient

_____ 3. Does the evidence cover the full range of the elements and performance criteria?

- A. Authentic
- B. Current
- C. Sufficient
- D. Valid

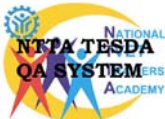
_____ 4. Does the evidence incorporate multiple items of evidence?

- A. Consistent
- B. Recent
- C. Sufficient
- D. Valid

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_____ 5. Is the evidence of the candidate's own work or contribution?

- A. Authentic
- B. Consistent
- C. Recent
- D. Sufficient

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Answer Key 1.3-4

1. D
2. C
3. C
4. A
5. A

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Information Sheet No. 1.3-5

Evidence Gathering Tools

Learning Objectives

After reading this information sheet you must be able to identify the different evidence gathering tools.

Evidence Gathering Tools


Observation checklist

An observation checklist is useful when observing performance in both real-work situations or in simulated environments where candidates are able to demonstrate skills, application of workplace procedures, including OHS.

An observation checklist enables the assessor to observe in a focused way, to take structured notes that can be referred to when making the assessment decision, to provide informed feedback to candidates, and to enhance the objectivity of the assessment decision.

Observation is not appropriate for ...

- activities that occur irregularly, take place over an extended period of time or are difficult to observe
- activities that require privacy and confidentiality
- situations where it may be culturally inappropriate to observe the activity
- situations where workplace safety may be compromised.

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Sample observation checklist with questioning

DEMONSTRATION



Candidate name:			
Assessor name:			
Project-Based Assessment:			
Qualification:			
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
<p>Given the necessary materials, tools and equipment, the candidate must be able _____in _____ hours.</p>			
Materials and equipment (Please refer to the CS)			
OBSERVATION	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The candidate's demonstration was:			
Satisfactory <input type="checkbox"/>		Not Satisfactory <input type="checkbox"/>	

QUESTIONS

Questions to probe the candidate's underpinning knowledge	Satisfactory response	
Extension/Reflection Questions	Yes	No
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
Safety Questions		
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>
Contingency Questions		
9.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>
Infrequent Events		
13.	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>
Rules and Regulations		
17.	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>
The candidate's underpinning knowledge was:	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory

Feedback to candidate			
General comments [Strengths / Improvements needed]			
Candidate signature:		Date:	
Assessor signature:		Date:	

Questioning

Asking questions is a widely used teaching, learning and assessment technique. Tools that you might develop to support this methodology include:

- oral questioning
- written questions
- interviews
- questionnaires

Oral questioning is a common assessment technique, which is used in a number of situations. It does not involve a large investment of time, and responses to oral questions provide useful evidence of:

- a candidate's technical knowledge
- their understanding of workplace procedures, legislation and safety requirements.

Questioning allows you to probe to obtain clarification, confirmation or supplementation when needed. For example, responses to "what would you do if..." questions are effective ways of determining whether a candidate is able to deal effectively *with* contingencies (an important dimension of competency) and to anticipate and pre-empt problems that may arise out of the work process.

Oral questioning may also be a reasonable way to accommodate a candidate's need for consideration of their language and literacy skill levels. Remember that the assessment should not demand higher literacy, language or communication skills than those required for the job itself.

Questioning is appropriate for ..

- Times when observation cannot be used

- Verifying observations
- Underpinning knowledge
- Dimensions of competency

Third party Report


Third party evidence is evidence gathered from workplace supervisors, peers and others to support an assessment decision. An assessor cannot always observe a candidate over a period of time and some competencies are difficult to assess by observation alone. Therefore gathering third party evidence can be an essential part of the assessment process.

Portfolio

A portfolio is a collection of materials prepared by a candidate to demonstrate their knowledge, skills and understanding. It has often been used as a tool for candidates seeking RPL. New streamlined approaches to RPL encourage assessment methods that reduce the previous reliance on paper-based evidence and provide opportunity for candidates to gather evidence of their competency in a range of ways that better match the requirements of the unit/units.

Increasingly, methods that are being used to gather evidence for RPL mirror assessment methods that are used in a training program. These include self-assessment, interview processes and/or direct observation either on the job in the workplace, or in a simulated environment.

If you elect to use portfolios, as part of the evidence on which you base your assessment judgement, your guidelines for candidates need to leave no doubt as to the intended purpose and expected composition of the portfolio." Portfolios can be time-consuming to compile and to assess, so if you elect to use this methodology, you need to exercise care in developing precise guidelines.

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PORTFOLIO EVALUATION FORM

Candidate name:			
Assessor name:			
Competency Standards:			
Unit of Competency:			
The evidence provided by the candidate is:			
<input type="checkbox"/> Valid	<input type="checkbox"/> authentic	<input type="checkbox"/> sufficient	<input type="checkbox"/> current
The contents of the portfolio provided satisfactory evidence that the candidate [tick the box]:			Item no[s]
•			<input type="checkbox"/>
•			<input type="checkbox"/>
•			<input type="checkbox"/>
•			<input type="checkbox"/>
•			<input type="checkbox"/>
•			<input type="checkbox"/>
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•			<input type="checkbox"/>
•			<input type="checkbox"/>

For each of the evidence gathering methods there is a corresponding evidence gathering tools such as:

Evidence Gathering Methods	Evidence Gathering Tools
Written test	Multiple Choice, Matching type, True or False
Oral Questioning	Checklist
Observation	Observation checklist
Demonstration	Demonstration Checklist
Portfolio	Portfolio assessment checklist

Self-Check 1.3-5

Direction: Complete the table, identify the evidence gathering method and tools applicable in the given scenarios.

Scenario	Evidence Gathering Method	Evidence Gathering Tools
1. The candidate is inside the room sitting in the chair, holding his pen and after a few seconds write down his answer in the provided answer sheet.		
2. The candidate is beside a desktop, he is showing the different parts of a desktop. He is using some hand and body gestures to show how to use the equipment.		
3. The assessor is checking the training certificate, employment certificate that the candidate has submitted. The assessor ensure that the documents were obtained within 5 years.		
4. After the simulation, the assessor ask the candidate some questions for clarification.		
5. The trainee was sent to an institution for training, and for the trainee to experience the real situation in a workplace		

Answer Key 1.3-5

Scenario	Evidence Gathering Method	Evidence Gathering Tools
1. The candidate is inside the room sitting in the chair, holding his pen and after a few seconds write down his answer in the provided answer sheet.	Writtent Test	Multiple choice, Matching type, True or False, etc.
2. The candidate is beside a desktop, he is showing the different parts of a desktop. He is using some hand and body gestures to show how to use the equipment.	Demonstration	Demonstration checklist
3. The assessor is checking the training certificate, employment certificate that the candidate has submitted. The assessor ensure that the documents were obtained within 5 years.	Portfolio	Portfolio Assessment Checklist
4. After the simulation, the assessor ask the candidate some questions for clarification.	Oral Questioning	Checklist
5. The trainee was sent to an institution for training, and for the trainee to experience the real situation in a workplace	On-the-job observation	On-the-job observation checklist


Task Sheet 1.3-1 Gathering Evidences

Performance Objective

Given a candidate, a copy of the evidence gathering tools, rating sheet and a writing tools, you are to role play how to gather evidence following the listed steps.

Gather evidences following the steps listed below

- Gather evidences in compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency.
- Gather evidences in terms of validity, consistency, currency, recency, authenticity and sufficiency
- Gather evidences in terms of the four dimensions of competency.
- Gather other evidences to support other evidences

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Performance Checklist for Gathering Assessment Evidence

Trainee's Name _____ Date _____

During the gathering of assessment evidences did the you consider the listed criteria

Criteria	YES	NO
Evidences are gathered in terms of validity, consistency, currency, recency, authenticity and sufficiency		
Evidences are gathered in terms of the four dimensions of competency.		
Evidences are gathered in compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency.		
Evidences are gathered to support other evidences		
Provide the candidates with complete materials, tools and equipment required to complete the task?		
Administer the assessment in accordance with competency-based assessment methodology?		
Give specific instructions to the candidate clearly and slowly?		
Observe carefully the specified time limits provided in the assessment package		
Translate written and verbal instructions from English into local dialects as needed?		
Allow the candidate to raise questions before the start of the assessment?		

Stay at the assessment area during the entire duration of the assessment activity?		
Stop the candidate accident is imminent?		
Record details of evidence collected and make judgement about the candidate's competence based on collected evidence?		

Comments:

Signature over printed name of trainer

Learning Outcome Summary

Learning Outcome 4	Make the assessment decision
Contents: <ul style="list-style-type: none"> • Rules of Evidence • Dimensions of competency and Assessment Guidelines • Evaluation of Evidence • Rating Sheets • Skills in making assessment decision 	
Assessment Criteria: <ol style="list-style-type: none"> 1. The evidence is evaluated in terms of the rules of evidence 2. The evidence is evaluated according to the dimensions of competency 3. The assessment decision is made based on evaluation of the evidence and the requirement of relevant unit(s) of competency. 	
Conditions: <p>Trainees must be provided with following:</p> <ul style="list-style-type: none"> • Copy of Evidence Gathering Tools • Rating Sheet • Supplies and Material • Pencil, Ballpen, Bond Paper 	
Assessment Method: <ul style="list-style-type: none"> • Written test • Interview • Direct observation 	

Learning Experiences

Learning Outcome 4	Make the Assessment Decision
Learning Activities	Special Instructions
Read Information Sheet No. 1.4-1. Evaluation of Evidence	
Answer Self-Check 1.4-1	
Check your answer using the Answer Key No. 1.4-1	
Read Information Sheet No. 1.4-2. Skills in Making Assessment Decision	
Answer Self-Check 1.4-2	
Check your answer using the Answer Key No. 1.4-2	
Perform Task Sheet 1.4-1: Making Assessment Decision	
Check your performance using the Performance Checklist	Let your trainer observe your performance. If you satisfactory meet the criteria for this activity, you can move to the next learning outcome.

Information Sheet No. 1.4-1

Evaluation of Evidences

Learning Objective

After reading this information sheet, you must be able to explain the evaluation of evidence based on the dimensions of competency, rules of evidence and the requirements of the competency/ies in making assessment decision.

Once the evidence has been collected, it should be compared with the relevant unit(s) of competency to make the assessment decision. If the assessment process has been valid, reliable, fair, and flexible and the evidence meets the rules of evidence, then the decision making should be straightforward.


It will finally come down to the assessor's honest appraisal of the evidence. Sometimes the candidate has provided all the evidence required and it matches the requirements for competency but the assessor still feels unsure. Alternatively, the candidate may seem competent, but has not met all the requirements for competence specified in the evidence gathering tools. In this case it may be a case of reviewing the process.

In making assessment decisions, the assessor must consider the following :

Dimensions of competency

In evaluating the evidence, the assessor should examine each of the dimensions of competency to ensure all aspects are demonstrated within the evidence. This involves asking four key questions.

1. Did the candidate demonstrate the appropriate task skills?
 - Check the evidence to ensure that the candidate carried out the work tasks according to workplace procedures.
2. Did the candidate demonstrate the appropriate task management skills?
 - Check the evidence to ensure the candidate has appropriate skills in selecting equipment, planning, coordinating, organising and prioritising.
3. Did the candidate demonstrate the appropriate contingency management skills?
 - Check the evidence to ensure that the candidate knows how to deal with unplanned events, emergencies and breakdowns.
4. Did the candidate demonstrate the appropriate job/role environment skills?

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- Check the evidence to ensure that the candidate is aware of enterprise policies and procedures, functions effectively in the workplace and contributes to the organization's quality system.

Rules of evidence

The final check is that the evidence meets the rules of evidence. Assessors need to ensure that the evidence:

1. reflects the skills and knowledge described in the relevant unit(s) of competency
2. shows application of the skills in the context described in the range statement
3. indicates that skills and knowledge are applied in real workplace situations
4. demonstrates competence over a period of time
5. demonstrates repeatable competency
6. is corroborated
7. is the work of the candidate
8. is able to be verified
9. demonstrates the current skills and knowledge of the candidate.


Requirements of the unit of competency

Does the evidence match the requirements of the elements and performance criteria? Does the evidence address the critical aspects of competence and the underpinning knowledge and skill requirements of the units of competence? This involves answering the following questions:

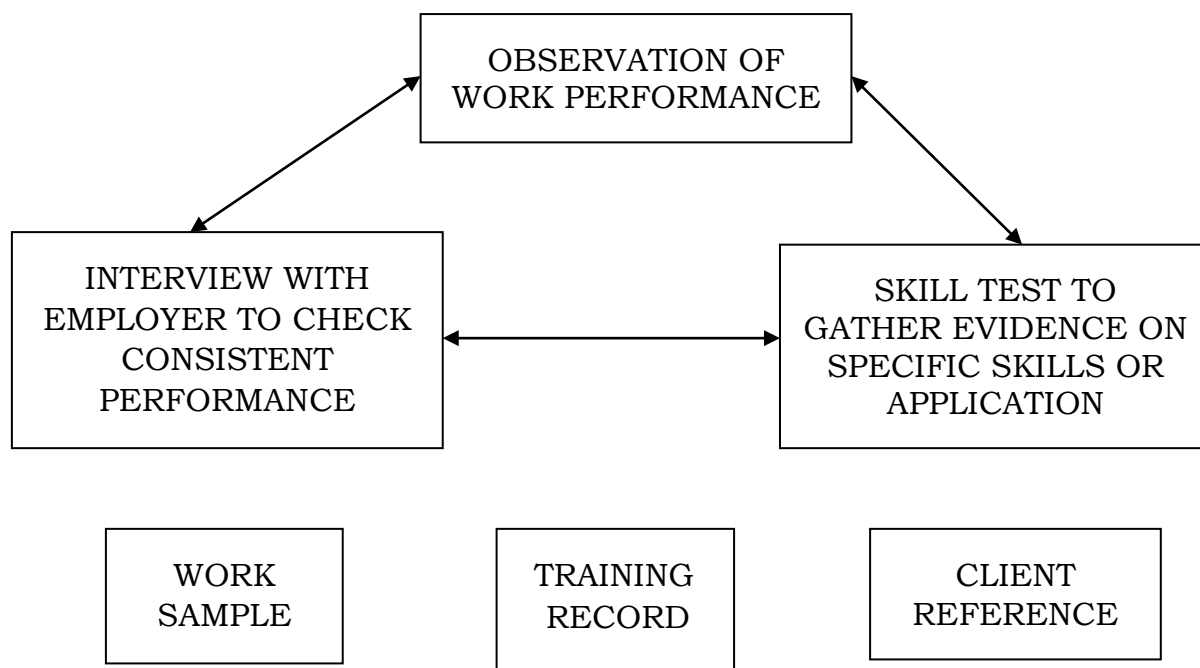
1. Does the candidate show the relevant level of knowledge and skills?
2. Can the candidate apply the appropriate level of problem solving and information processing skills?
3. Is the candidate able to demonstrate the appropriate level of responsibility for the candidate's own work and that of others?

Corroboration of evidence

Does one piece of evidence support other pieces of evidence and help to build a 'picture' of competent performance. For example is the assessor's observation of the candidate supported by a supervisor's reference, an example of a work product or the candidate's response to oral questions.

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CORROBORATION OF EVIDENCE




The above illustration shows the interrelationship of the evidences that can be gathered from the assessment activity

SELF CHECK 1.4-1

Enumeration; Give the following factors that an assessor is considering in making a decision.

1. What are the factors considered in making assessment decision?
2. What are the rules of use in evaluating evidences?
3. Enumerate the dimensions of competency.


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ANSWER KEY 1.4-1

1. A. Requirements of the unit of competency
 B. Dimension of competency
 C. Rules of evidence
 D. Corroboration of evidence

2. A. Sufficient
 B. Valid
 C. Current
 D. Authentic
 E. Consistent
 P. Recent

3. A. Tasks skills
 B. Task management skills
 C. Contingency management skills
 D. Job/role environment skills

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Information Sheet No. 1.4-2

Skills in Making Assessment Decision

Learning Objectives

After reading this information sheet, you must be able to identify the assessors skills in making assessment decision.


When making your judgment about competency, be clear about the reasons for reaching your decision. These reasons will form the basis of your feedback to the candidate.

If you have difficulty making your decision based on evidence that the candidate has provided, this may be due to the type of evidence you decided on. If you cannot make a decision about competency you should ask the candidate to submit further evidence. If after submission you can now make decision, do so, but recommend for the revision of the assessment activities.

Skills in Making Assessment Decision

After gathering the evidence, the assessor needs to make a judgment of competence. The assessor must have a good knowledge of observing the candidate and keep notes of unusual conditions or situation during the entire conduct of assessment.

1. The assessor must have a good knowledge of how to collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency.
2. The assessor must have a good knowledge of judging the evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/ role environment skills.
3. The assessor must have a good knowledge of judging the evidence in terms of the rules of evidence - task skills, task management skills, contingency management skills and job/ role • environment skills.
4. The assessor must have a good knowledge in analyzing a piece of evidence to support other pieces of evidence and help to build a candidates "picture" of competent performance.

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Task Sheet 4.1-1


Making Assessment Decision

Performance Objective

Given a candidate, copy of evidence gathering tools, rating sheet, pencil, bond paper you must make an assessment decision following the listed criteria below.

After gathering evidences, make assessment decision following the criteria listed below

1. Analyze evidences in compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency.
2. Judge evidences in terms of validity, consistency, currency, recency, authenticity and sufficiency
3. Judge evidences in terms of the four dimensions of competency.
4. Analyze other evidences to support other evidences

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Performance Checklist for Making Assessment Decision

Trainee's Name _____ Date _____

Criteria	YES	NO
Evidences are judged in terms of validity, consistency, currency, recency, authenticity and sufficiency		
Evidences are judged in terms of the four dimensions of competency		
Evidences are analyzed in compatibility to the elements. performance criteria, range of variables and evidence guide in the relevant units of competency.		
Evidences are analyzed to support other evidences		


Comments:

Signature over printed name of trainer

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Learning Outcome Summary

Learning Outcome 5	Record Assessment Results
<p>Contents:</p> <ol style="list-style-type: none"> 1. Forms designed for assessment result 2. Skills in recording assessment results 3. Competency assessment result summary (CARS) 4. Registry of workers assessed (RWAC) 	
<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Assessment results are recorded accurately in accordance with approved record keeping guidelines of the organization 2. Records of the assessment procedure, evidence collected and confidentiality of assessment outcomes in maintained according to the approved policy guidelines of the organization 3. Issuing of certificates is organized in line with approved policy guidelines of the organization 	
<p>Conditions:</p> <p>Trainees must be provided with following;</p> <ol style="list-style-type: none"> 1. Copy of Assessment Tools/Rating Sheet 2. Competency Assessment Result Summary (CARS) 3. Supplies and Material 4. Pencil, Ballpen, Bond Paper 	

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Assessment Method:

1. Written test
2. Interview
3. Direct observation
4. Demonstration

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LEARNING EXPERIENCES

Learning Outcome 5	Record assessment result
Learning Activities	Special Instructions
Read Information Sheet No. 1.5-1. Forms Designed for Assessment Result	
Answer Self-Check 1.5-1	
Check your answer using the Answer Key No. 1.5-1	
Read Information Sheet No. 6.4-2: Skills in Recording Assessment Results	
Perform Task Sheet No 1.5-1: Filling-up Competency Assessments Summary Results	
Check your performance using the performance checklist	Let your trainer check your performance using the performance criteria.
Perform Task Sheet No 1.5-2: Recording and Reporting Assessment Results	
Check your performance using the performance checklist	Let your trainer check your performance using the performance criteria.

Information Sheet No. 1.5-1

Forms Designed for Assessment Result

Learning Objectives

After reading this information sheet you must be able to identify the different forms designed for assessment results.

This information sheet deals with the forms needed to record the assessment results. After gathering and making assessment decision you are now to prepare the records of the assessment results.


Why are records important?

The conduct of competency assessment need to keep records for a number of reasons. These include:

1. requirements of Competency Assessment of TESDA Policy and Procedure
2. providing statistical information
3. providing copies of outcomes for candidates in case of lost Competency Assessment Results Summary
4. providing data for review of competency assessment process

Forms for Assessment Results

1. *Rating Sheets* – refers to a document that contains specific questions or activity (ies) developed from the selected assessment methods and the conditions under which the assessment evidences are recorded.
2. *Competency Assessment Results Summary* - refers to the consolidated assessment decisions made by the competency assessor which indicates the overall performance of the candidate during the assessment process
3. *Registry of Workers Assessed and Certified (RWAC)* - refers to a record that contains the documentation of the results of assessment and as a basis for national certification.
4. *Attendance Sheet* - refers to a record that contains the list of candidates who are present during the conduct of competency assessment.

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COMPETENCY ASSESSMENT RESULTS SUMMARY

Candidate's Name:			
Assessor's Name:			
Title of Qualification / Cluster of Units of Competency			
Assessment Center:		Date:	
The performance of the candidate in the following unit(s) of competency and corresponding methods	Satisfactory	Not Satisfactory	
Units of Competency			
4.			
5.			
Note: Satisfactory Performance shall only be given to candidate who demonstrated successfully all the competencies identified in the above-named Qualification/Cluster of Units of Competency			
Recommendation:	<input type="checkbox"/> For issuance of NC/COC (Indicate title of COC, if full Qualification is not met) _____	<input type="checkbox"/> For submission of additional documents Specify: _____	<input type="checkbox"/> For re-assessment (pls. specify) _____
Did the candidate overall performance meet the required evidences/standards?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
OVERALL EVALUATION	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent	
General Comments [Strengths/Improvements needed]			
Candidate's signature:		Date:	
Assessor's signature:		Date:	
Assessment Center Manager Signature:		Date:	

CANDIDATE'S COPY

(Please present this form when you claim your NC/COC)

COMPETENCY ASSESSMENT RESULTS SUMMARY

Name of Candidate:			Date:	
Name of Assessment Center:			Date:	
Assessment Results:	<input type="checkbox"/> Competent		<input type="checkbox"/> Not Yet Competent	
Recommendation:	<input type="checkbox"/> For issuance of NC/COC (Indicate title of COC, if full Qualification is not met) _____	<input type="checkbox"/> For submission of additional documents Specify: _____	<input type="checkbox"/> For re-assessment (pls. specify) _____	
Assessed by:	_____	Attested by:	_____	
	Name and Signature		Name and Signature	
Date:		Date:		



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Attendance Sheet

Technical Education and Skills Development Authority

National TVET Trainers Academy


Name of Assessment Center

Date

Name	Signature

Assessor

ACAC Manager

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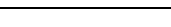
Registry of Workers Assessed

MIS 02 - 01

Technical Education and Skills Development Authority
Registry of Workers Assessed and Certified

For the Month of


[illegible]

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Self Check 1.5-1


Multiple Choice: Read each statement carefully, select the answer from the choices listed to identify the forms required for recording. Write your answer on the space provided before each number.

- _____ 1. A form that contains the list of candidates who are present during the conduct of competency assessment.
- A. Attendance sheet
 - B. Competency Assessment Results Summary
 - C. Rating Sheet
 - D. Registry of Workers Assessed and Certified
- _____ 2. A form that contains the consolidated assessment decisions made by the competency assessor which indicates the overall performance of the candidate during the assessment process.
- A. Attendance sheet
 - B. Competency Assessment Results Summary
 - C. Rating Sheet
 - D. Registry of Workers Assessed and Certified
- _____ 3. A document that contains specific questions or activity(ies) developed under which the assessment evidences are recorded.
- A. Attendance sheet
 - B. Competency Assessment Results Summary
 - C. Rating Sheet
 - D. Registry of Workers Assessed and Certified

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Answer Key No. 1.5-1

1. A
2. D
3. C

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Information Sheet No. 1.5-2

Skills in Recording Assessment Results

Learning Objective:

After reading this information sheet you must identify the assessor's skills in recording assessment results.

Assessors Skills in Recording Assessment Results

1. The assessor must have a good understanding of;

- the recording and reporting guidelines.

As an assessor you must be well knowledgeable of the recording guidelines as prescribed by TESDA policy procedure on competency assessment.

- the other requirements of the assessment process (portfolio).


A portfolio requirement is a means of filling the assessment gaps. A good knowledge of what other evidences to be reported is must to reinforce other evidences.

- filling up the relevant, assessment forms (e.g. assessment checklist, competency assessment results summary, etc.).

Assessors must be aware of how to fill up assessment forms to serve its purpose, if not the assessment result might be jeopardize. If you are not familiar with what to do ask the assistance of other assessor who are then familiar with the assessment forms.

- the completeness of the assessment records for reporting.

Assessors should be aware of the completeness of its assessment documents to avoid problems processing the candidate's certification.

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Task Sheet 1.5-1

Filling-up the Competency Assessment Results Summary (CARS)

Performance Objective:

Given Competency Assessment Results Summary and a writing tool, you must be able to fill-up the forms correctly following the listed information or action required.

COMPETENCY ASSESSMENT RESULTS SUMMARY


1	Candidate's Name:			
	Assessor's Name:			
	Title of Qualification / Cluster of Units of Competency:	3		
2	Assessment Center:		Date:	5
4	The performance of the candidate in the following unit(s) of competency and corresponding methods:	Satisfactory	Not Satisfactory	
	Units of Competency			
6	1.		7	
	2.			
	3.			
	Note: Satisfactory Performance shall only be given to candidate who demonstrated successfully all the competencies identified in the above-named Qualification/Cluster of Units of Competency			
8	Recommendation:	<input type="checkbox"/> For issuance of NC/COC (Indicate title of COC, if full Qualification is not met)	<input type="checkbox"/> For submission of additional documents Specify: _____	<input type="checkbox"/> For re-assessment (pls. specify) _____
	Did the candidate overall performance meet the required evidences/standards?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
12	OVERALL EVALUATION	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent	
	General Comments (Strengths/Improvements needed)			
13	Candidate's signature:		Date:	
14	Assessor's signature:		Date:	
	Assessment Center Manager Signature:		Date:	
15	CANDIDATE'S COPY (Please present this form when you claim your NC/COC)			
16	COMPETENCY ASSESSMENT RESULTS SUMMARY			
	Name of Candidate:		Date:	
	Name of Assessment Center:		Date:	
	Assessment Results:	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent	
	Recommendation:	<input type="checkbox"/> For issuance of NC/COC (Indicate title of COC, if full Qualification is not met)	<input type="checkbox"/> For submission of additional documents Specify: _____	<input type="checkbox"/> For re-assessment (pls. specify) _____
	Attested by:	_____ Name and Signature	Attested by:	_____ Name and Signature
	Date:		Date:	

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Procedure in filling-up the Competency Assessment Results Summary (CARS)

It is the task of the competency assessor to ensure the correctness and completeness of the Competency Assessment Results Summary (CARS). Simply follow the listed steps below to fill up the CARS.

1. Write completely and legibly the candidates name.
2. Write legibly the assessors name.
3. Write legibly the title of the qualification that had been assessed, eg.; Electrical Installation and Maintenance NC II
4. Write legibly the name of assessment center where the assessment took place.
5. Write the date of assessment.
6. List down the unit of competency/ies covered during the assessment.
7. Indicate on this column the candidates performance whether satisfactory or not satisfactory.
8. Tick this check box if the recommendation is for issuance of National Certificate (NC) or Certificate of Competency (COC)
9. Tick this check box if the candidate is recommended to submit additional document and specify the title of the document.
10. Tick this check box if there is a need for the candidate for re-assessment
11. Tick the YES check box if the candidate performance meets the required evidences/standard, if not tick the NO check box.
12. Tick the competent check box if the candidates overall evaluation is competent, for not yet competent tick the not yet competent check box.
13. Write a general comment for the candidate.
14. Let the candidate affix his/her signature on this area.
15. Affix the assessors' signature on this area.
16. Let the ACAC Manager affix his/her signature in this area
17. Write the corresponding date of the assessment.


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Procedural Checklist

Filling-up the Competency Assessment Results Summary


During the performance of the task, did you considered the following criteria?

Criteria	YES	NO
1. Write completely and legibly the candidates name.		
2. Write legibly the assessors name.		
3. Write legibly the title of the qualification that had been assessed, eg.; Electrical Installation and Maintenance NC II		
4. Write legibly the name of assessment center where the assessment took place.		
5. Write the date of assessment.		
6. List down the unit of competency/ies covered during the assessment.		
7. Indicate the candidates performance whether satisfactory or not satisfactory.		
8. Tick check box if the recommendation is for issuance of National Certificate (NC) or Certificate of Competency (COC)		
9. Tick the check box if the candidate is recommended to submit additional document and specify the title of the document.		
10. Tick the check box if there is a need for the candidate for re-assessment.		
11. Tick the YES check box if the candidate performance meets the required evidences/standard, if not tick the NO check box.		
12. Tick the competent check box if the candidates overall evaluation is competent, for not yet competent tick the not yet competent check box.		
13. Write a general comment for the candidate.		
14. Let the candidate affix his/her signature.		
15. Affix the assessors' signature on this area		
16. Let the ACAC Manager affix his/her signature.		
17. Write the corresponding date of the assessment		

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Comments:

Signature over printed name of trainer

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Task Sheet No 1.5-2

Recording and Reporting Assessment Results

Performance Objective:


Given a candidate, rating sheets and writing tools, you must record and report assessment results in accordance to the prescribe TESDA Policy and Procedure on Competency Assessment.

After learning all the required forms for recording and reporting competency assessment results, you will be introduced on the step by step procedure in reporting and recording assessment results.

Procedure in recording and reporting assessment results

Prepare the necessary assessment reports

1. Record the assessment outcome using the prescribed rating sheet
2. Ensure Rating Sheets are signed by the candidate after providing feedback
3. Maintain records of the assessment procedures, evidence collected and assessment outcome
4. Accomplish the Competency Assessment Results Summary
 - ✓ Recommend issuance of national certificate/ certificate of competency if candidate is found Competent
 - ✓ Recommend re-assessment if candidate is found Not Yet Competent
5. Submits to CAC Manager assessment reports and documents including:
 - ✓ Rating Sheets corresponding to the number of copies issued
 - ✓ Accomplished Attendance Sheet
 - ✓ CARS

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Performance Checklist 1.5-2 Recording and Reporting Assessment Results

During the performance of the task, did you considered the following criteria?

Criteria	YES	NO
1. Record the assessment outcome using the prescribed rating sheet		
2. Ensure Rating Sheets are signed by the candidate after providing feedback		
3. Maintain records of the assessment procedures, evidence collected and assessment outcome		
4. Accomplish the Competency Assessment Results Summary		
5. Recommend issuance of national certificate/ certificate of competency if candidate is found Competent		
6. Recommend re-assessment if candidate is found Not Yet Competent		
7. Submits to CAC Manager assessment reports and documents.		


Comments:

Signature over printed name of trainer

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Learning Outcome Summary

Learning Outcome 6	Provide Feedback to Candidate
Contents: <ul style="list-style-type: none"> • Constructive Feedback on assessment proceedings • Skills in giving feedbacks 	
Assessment Criteria: <ol style="list-style-type: none"> 1. Clear and constructive feedback on the assessment decision is given to the candidate in line with the relevant Assessment Guidelines. 2. Ways of overcoming any gaps in competency are explored with the candidate. 3. The candidate is advised of available reassessment in line with organizational policy and procedures 4. Any assessment decision disputed by the candidate is recorded and reported promptly to appropriate personnel in line with organizational policy and procedures. 	
Conditions: <p>The student/trainee must be provided with the following:</p> <ol style="list-style-type: none"> 1. Copy of assessment tools 2. Copy rating sheet 3. Competency assessment result summary (CARS) 4. Supplies and material 5. Pencil, ballpen, bond paper 	

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Assessment Method:

1. Written test
2. Interview
3. Direct observation
4. Demonstration

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LEARNING EXPERIENCES

Learning Outcome 6	Provide Feedback to Candidate
Learning Activities	Special Instructions
Read Information Sheet No. 1.6-1. Constructive Feedback on Assessment Proceedings	
Answer Self-Check 1.6-1	
Check your answer using the Answer Key No. 1.6-1	
Read Information Sheet No. 1-6-2: Skills in Giving Feedback	
Perform Task Sheet No 1.5-2: Recording and Reporting Assessment Results	
Check your performance using the performance checklist	Let your trainer check your performance using the performance criteria.

Information Sheet No.1.6-1

Constructive Feedback on Assessment Proceedings

Learning Objectives:

After reading this information sheet you must be able to explain how to give constructive feedback to the candidate.

Feedback is process of identifying assessment outcomes and explaining them to the candidate. It includes describing:


1. Assessment process
2. Assessor's techniques
3. Assessment decisions
4. Follow up actions

How to give constructive feedback on assessment proceedings;

1. Ask the candidate to judge how well he or she performed
2. Reinforce positive aspects of the assessment
3. Ask the candidate to suggest areas for improvement
4. Give feedback as soon as possible

Effective feedback should be given as soon as possible. The longer the delay between the candidates assessment and feedback, the longer they will they will continue to have some misconceptions. Also, delay reduce the relationship between candidates performance and the feedback, and the candidate might not remember what they are thinking during the evaluation


1. Discuss areas for improvement in detail
2. Discuss need for further evidence
3. Inform candidate of your proposal final decision
4. Work out ways in which the gaps from the assessment maybe filled
5. Remind the candidate of the next procedures. E.g. recording information, signing the assessment forms
6. Ask the how you can improve assessment for other candidates in the future.

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Tips for feedback on negative assessment

1. Be as positive without raising any false expectations.
2. Be as precise about the gaps in the candidate's competence
3. Identify whether any part(s) of the assessment need be repeated and, if so, which parts.
4. Emphasize and explain the results
5. Suggest further learning or practice to fix the gaps.
6. Arrange further opportunity for candidate to complete assessment requirements

Assessor must be careful in providing negative feedback on the performance of the candidate, as much as he could, present negative feedback in creative way. Avoid the use of words that will lower self-esteem and confidence of the candidate.


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Self Check 1.6-1

True or False


Direction: Read each statement carefully. Write T if the statement is correct and F if the statement is false. Write your answer on the space provided before each number.

- _____ 1. When giving negative feedback you can use words that can lower self-esteem of the candidate.
- _____ 2. Feedback is process of identifying assessment outcomes.
- _____ 3. Avoid emphasizing and explaining the results to the candidate when feedbacking negative assessment.
- _____ 4. When giving feedback the assessor must be as positive without raising any false expectations.
- _____ 5. In giving feedback the assessor may ask the candidate to judge how well he or she performed.

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Answer Key No. 1.6-1

1. F
2. T
3. F
4. T
5. T

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Information Sheet No.1.6-2

Skills in Giving Feedback


Learning Objective:

After reading this information sheet, you must be able to identify the assessor skills in giving assessment feedback.

Skills in giving feedback

Assessors must be well versed in providing assessment feedback to candidate. In order to do this he must have the following skills in giving assessment feedback.

1. The assessor must be good in providing clear and constructive feedback on assessment decision.
2. Assessor must have a good understanding of exploring any gaps in the competency.
3. Assessor must be good in advising candidate reassessment procedure in line with organizational policy and procedures.
4. Assessor must be good in recording and reporting assessment decision disputed by the candidate.
5. The assessor must be knowledgeable on the procedure in claiming COC/NC at TESDA PO/DO.

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Task Sheet No. 1.6-1

Providing Feedback to Candidate


Performance Objective:

Given a candidate provide feedback to the candidate based on the assessment results you have prepared on the previous learning outcome.

Now that you have recorded the results of the assessment outcomes, you will now give the feedback to your candidate. Here is the procedure of providing feedback.

Provide Feedback on the Assessment

1. Provide feedback on the outcomes of the Assessment process. This includes providing the candidate with:
 - clear and constructive feedback on the assessment decision
 - information on ways of overcoming any identified gaps in competency revealed by the assessment
 - the opportunity to discuss the assessment process and outcome
 - information on reassessment process, when required
 - procedure in claiming COC/NC at TESDA PO/DO.


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Performance Checklist for Giving Feedback

Trainee's Name _____ Date: _____

During the performance of the task, did you considered the following criteria?

Criteria	YES	NO
1. clear and constructive feedback is given to the candidate using appropriate language and strategies		
2. feedback includes guidance on overcoming gaps in competency or further goals or training opportunities if appropriate		
3. the candidate is given information on reassessment opportunities and the appeals process		
4. record and report results of competency assessment following the prescribe organizational procedure		
5. record and report assessment decision disputed by the candidate.		
6. explain the procedure in claiming NC/COC at DO/PO		

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Job Sheet No. 1.1-1

Conducting Competency Assessment


Performance Criteria:

Given a candidate, assessment venue, assessment package and writing tools you are to conduct assessment of your qualification, following the procedure presented in this module.

Procedure:

1. Prepare candidate
2. Gather evidence
3. Make assessment decision
4. Record assessment results
5. Provide feedback to candidates

Your trainer will evaluate your performance using the performance checklist.


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Performance Checklist Conducting Competency Assessment

Trainees's Name: _____ **Date** _____

During the performance of the task, did you considered the following criteria?

Criteria	YES	NO
• Check the attendance of candidate?		
• Collect admission slip?		
• Instruct the candidates to sign the attendance sheet?		
• Check self assessment guide?		
• Provide overview of the Qualification to be assessed (national Assessment and Certification Arrangements)?		
• Orients the candidate on the following:		
○ Explain the context, purpose and the assessment process?		
○ Explain the Qualification or units of competency to be assessed and the evidence to be collected?		
○ Outline the assessment procedures to be undertaken?		
○ Assessed the needs of the candidates and determine any allowable adjustments in the assessment procedure?		
○ Seek feedback regarding the candidates understanding of the Qualification/unit of competency to be assessed, evidence requirements, and assessment process?		
○ Make the necessary announcements just before the start of the assessment?		
○ Specify the do's and don'ts inside the assessment center?		
○ Instruct the candidates to accomplish the competency assessment agreement		
During the assessment		
• Provide the candidates with complete materials, tools and equipment required to complete the task?		
• Administer the assessment in accordance with competency-based assessment methodology?		
• Give specific instructions to the candidate clearly and slowly?		

	CBLMs on Trainers Methodology Level I Conduct Competency Assessment	Date Developed: July 2010 Date Revised: March 2012	Document No.: Issued by: NTTA	Page 133 of 135
		Developed by: ALFONSO P. FRANCISCO	Revision No. 1	

<ul style="list-style-type: none"> Observe carefully the specified time limits provided in the assessment package 		
<ul style="list-style-type: none"> Translate written and verbal instructions from English into local dialects as needed? 		
<ul style="list-style-type: none"> Allow the candidate to raise questions before the start of the assessment? 		
<ul style="list-style-type: none"> Stay at the assessment area during the entire duration of the assessment activity? 		
<ul style="list-style-type: none"> Stop the candidate accident is imminent? 		
<ul style="list-style-type: none"> Record details of evidence collected and make judgement about the candidate's competence based on collected evidence? 		
Post assessment		
<ul style="list-style-type: none"> Provide feedback on the outcome of the assessment process? This includes providing the candidate with: <ul style="list-style-type: none"> Clear and constructive feedback on the assessment decision Information on ways of overcoming any identified gaps in competency revealed by assessment Information on reassessment process if applicable 		
<ul style="list-style-type: none"> Prepare the following assessment reports? <ul style="list-style-type: none"> Record the assessment outcome using the prescribed rating sheet Make sure the report or rating sheets are properly signed by him and the candidate Endorse assessment result/outcomes to the Assessment center manager Prepare recommendations for the issuance of National Certificate/Certificate of Competency. 		

Attachments

Attachment 1. Application Form

2. Attendance Sheet

3. Registry of Workers Assessed and Certified

4. Observation Checklist with Questioning

5. Assessors Script

Attachment No. 1. Assessment Form



Technical Education and Skills Development Authority
Pangasiwaan sa Edukasyong Teknikal at Pagpapaunlad ng Kasanayan

APPLICATION FORM

<div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div><div style="text-align: center;">Applicant's Signature</div></div><div style="width: 45%;"><div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div><div style="text-align: center;">Date</div></div></div>		<div>Picture, colored Passport size White background</div>
Name of School/Training Center/Company:		
Address		
Title of Assessment applied for:		
<input type="checkbox"/> Full Qualification		<input type="checkbox"/> COC
1. Client Type		
<input type="checkbox"/> TVET graduate	<input type="checkbox"/> Industry worker	<input type="checkbox"/> SCEP
2. Profile		
2.1. Name:		
Last	First	Middle
2.2. Mailing Address:		
Number, Street	Barangay	District
City	Province	Region
2.3. Mother's Name		2.4. Father's Name
2.5. Sex	2.6. Civil Status	2.7. Contact Number(s)
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Window/er <input type="checkbox"/> Separated	Tel: _____ Cellular: _____ e-mail : _____ Fax: _____ Others: _____
2.8. Highest Educational Attainment		2.9. Employment Status
<input type="checkbox"/> Elementary graduate <input type="checkbox"/> HS graduate <input type="checkbox"/> TVET graduate <input type="checkbox"/> College level <input type="checkbox"/> College graduate <input type="checkbox"/> Post graduate <input type="checkbox"/> Others: _____		<input type="checkbox"/> Casual <input type="checkbox"/> Contractual <input type="checkbox"/> Job Order If Student <input type="checkbox"/> Trainee/OJT <input type="checkbox"/> Others, pls specify
2.10. Birth date:	2.11. Birth place:	2.12. Age:

5. Licensure Examination(s) Passed

5.1. Title	5.2. Year Taken	5.3. Examination Venue	5.4. Rating	5.5. Remarks	5.6. Expiry Date

(For more information, please use separate sheet)

6. Competency Assessment(s) Passed

6.1. Title	6.2. Qualification Level	6.3. Industry Sector	6.4. Certificate Number	6.5. Date of Issuance	6.6. Expiration Date

(For more information, , please use separate sheet)

ADMISSION SLIP

Name of Applicant:		Tel. Number:		<div style="border: 1px solid black; padding: 10px; text-align: center;"> PICTURE (Passport size) </div>
Assessment Applied for:		OR Number & Date:		
To be accomplished by the Processing Officer				
Name of Assessment Center:				
Check submitted requirements:		Remarks:		
<input type="checkbox"/> Accomplished Self-Assessment Guide		<input type="checkbox"/> Bring own PPE		
<input type="checkbox"/> Three (3) pieces colored passport size pictures		<input type="checkbox"/> Others. Pls. specify		
Assessment Date:		Assessment Time:		
<div style="border-top: 1px solid black; text-align: center;"> Printed Name & Signature of Processing Officer </div>		<div style="border-top: 1px solid black; text-align: center;"> Printed Name & Signature of Applicant </div>		
Date:		Date:		

Note: Please bring this Admission Slip on your assessment date.

Attachment No. 2: Attendance Sheet

Technical Education and Skills Development Authority
National TVET Trainers Academy

Name of Assessment Center

Date

Name	Signature

Assessor

ACAC Manager

Attachment No.3: Registry of Workers Assessed and Certified (RWAC)

MIS 02 - 01

Technical Education and Skills Development Authority
Registry of Workers Assessed and Certified

For the Month of _____

[illegible]

Attachment No. 4. Competency Assessment Result (CARS)

Competency Assessment Result Summary

Candidate's Name:			
Assessor's Name:			
Title of Qualification / Cluster of Units of Competency			
Assessment Center:		Date:	
The performance of the candidate in the following unit(s) of competency and corresponding methods	Satisfactory	Not Satisfactory	
Units of Competency			
6.			
7.			
8.			
Note: Satisfactory Performance shall only be given to candidate who demonstrated successfully all the competencies identified in the above-named Qualification/Cluster of Units of Competency			
Recommendation:	<input type="checkbox"/> For issuance of NC/COC (Indicate title of COC, if full Qualification is not met) _____	<input type="checkbox"/> For submission of additional documents Specify: _____	<input type="checkbox"/> For re-assessment (pls. specify) _____
Did the candidate overall performance meet the required evidences/standards?		<input type="checkbox"/> YES	<input type="checkbox"/> NO
OVERALL EVALUATION	<input type="checkbox"/> Competent	<input type="checkbox"/> Not Yet Competent	
General Comments [Strengths/Improvements needed]			
Candidate's signature:		Date:	
Assessor's signature:		Date:	
Assessment Center Manager Signature:		Date:	

Attachment No. 4: Sample observation checklist with questioning
DEMONSTRATION



Candidate name:			
Assessor name:			
Project-Based Assessment:			
Qualification:			
Date of assessment:			
Time of assessment:			
Instructions for demonstration			
<p>Given the necessary materials, tools and equipment, the candidate must be able -----in _____ hours.</p>			
Materials and equipment (Please refer to the CS)			
OBSERVATION	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The candidate's demonstration was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			

QUESTIONS

Questions to probe the candidate's underpinning knowledge		Satisfactory response	
Extension/Reflection Questions		Yes	No
1.		<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>
4.		<input type="checkbox"/>	<input type="checkbox"/>
Safety Questions			
5.		<input type="checkbox"/>	<input type="checkbox"/>
6.		<input type="checkbox"/>	<input type="checkbox"/>
7.		<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>
Contingency Questions			
9.		<input type="checkbox"/>	<input type="checkbox"/>
10.		<input type="checkbox"/>	<input type="checkbox"/>
11.		<input type="checkbox"/>	<input type="checkbox"/>
12.		<input type="checkbox"/>	<input type="checkbox"/>
Infrequent Events			
13.		<input type="checkbox"/>	<input type="checkbox"/>
14.		<input type="checkbox"/>	<input type="checkbox"/>
15.		<input type="checkbox"/>	<input type="checkbox"/>
16.		<input type="checkbox"/>	<input type="checkbox"/>
Rules and Regulations			
17.		<input type="checkbox"/>	<input type="checkbox"/>
18.		<input type="checkbox"/>	<input type="checkbox"/>
19.		<input type="checkbox"/>	<input type="checkbox"/>
20.		<input type="checkbox"/>	<input type="checkbox"/>
The candidate's underpinning knowledge was:		<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory

Feedback to candidate			
General comments [Strengths / Improvements needed]			
Candidate signature:			Date:
Assessor signature:			Date:

Attachment No.5: Competency Assessor's Script

Conduct of Competency Assessment

As a competency assessor, you must provide a supportive environment before starting with the assessment activity. You must ensure that the environment is suitable for the assessment and the candidates are relaxed and not apprehensive. As soon as you have admitted the candidates, say:

	Materials/References
<p><i>Good morning everybody!</i></p> <p><i>My name is (state your name). I am an accredited competency assessor for _____. (the assessor must wear his/her ID card as a proof of his/her accreditation)</i></p> <p><i>I would like to acknowledge the presence of Mr./Ms. _____, one of the members of our _____ and Mr./Ms. _____, our representative from TESDA Provincial Office.</i></p> <p><i>You do not have to worry about their presence. They are here to oversee the conduct of competency assessment and to check if the conduct is in accordance with the prescribed competency assessment methodology and procedures. They will not assess you.</i></p> <p><i>Before I start, let me first check the attendance.</i> <i>Please present to me your admission slip once your name is called. (let the candidates sign on the attendance sheet, compare signature of candidates on admission slip against the signature on the attendance sheet)</i></p> <p><i>I have here with me your accomplished self assessment guide. This is an indication that you know and can perform all the units of competency enumerated in this qualification. (self assessment guide was given to the candidate by the processing officer of the assessment center)</i></p> <p>The competency assessor gives the overview of the Qualification to be assessed:</p> <p><i>Today, I am going to administer competency assessment for (state the Qualification). It is the Qualification level with (Enumerate the Core Units of</i></p>	<p>Attendance Sheet</p>

<p>Competencies . Core Competencies namely:</p> <ol style="list-style-type: none"> 6. _____ 2. _____ 3. _____ <p style="text-align: center;">OR</p> <p>These _____ core units are clustered to form one (1) assessment package for full Qualification / ----- clustered units of Competency which is -----. It covers the following:</p>	<div>Accomplished Self Assessment Guide Sheet</div> <div>Relevant Qualification / units of competency</div> <div>Relevant National Assessment and Certification Arrangements</div> <div>Relevant copy of National Assessment Package for Full Qualification</div> <div>Clustered Units of Competency (Certificate of Competency)</div>
<p>The competency assessor orients/briefs the candidates. Explains the following:</p> <ul style="list-style-type: none"> context and purpose of assessment qualification/units of competency to be assessed tasks to be performed and the evidence to be collected assessment procedures to be undertaken needs of the candidates to be considered during assessment allowable/reasonable adjustments in the assessment procedure <p>(the competency assessor can conduct orientation to at least ten (10) candidates)</p>	<div>Relevant Copy of CS/Qualification</div> <div>Copy of National Assessment package for full Qualification (National Certificate)</div> <div>Clustered Units of Competency (Certificate of Competency)</div>

<p><i>Do you have any questions or clarifications?</i></p> <p><i>If none, I will now distribute the Competency Assessment Agreement sheets. Please read the instructions carefully and answer all the questions outlined in the document.</i></p> <p><i>If you need assistance, I will be more than willing to assist you.</i></p> <p>(The competency assessor explains and guides the candidates in accomplishing the Competency Assessment Agreement sheet)</p>	<p>Competency Assessment Agreement Sheet</p>
<p>After the candidate is through with accomplishing the Competency Assessment Agreement sheet, you will review the answers and will give feedback to the candidates.</p> <p>You now assign a number to the candidates (candidate #1, candidate # 2, candidate #3) and give instruction that candidate #1 will be the first to enter the assessment room. The other candidates will have to wait at the waiting area.</p>	<p>Accomplished Competency Assessment Agreement sheet</p>

<p>Administer the Assessment</p> <ul style="list-style-type: none"> You now instruct candidate # 1 to enter the assessment room.(to be followed by candidate # 2 , # 3 etc.) Provide the candidate with all materials, tools and equipment required to complete the tasks. At this point, you give the Specific Instructions to the candidate clearly and slowly. <p>Specific Instructions:</p> <ol style="list-style-type: none"> <i>Using the materials, tools and equipment, you are required to perform the tasks within _____hours. I will be observing you while you are performing the tasks.</i> <i>After your demonstration, I will ask you some questions related to your demonstration.</i> <i>You may call me when there is a need for me to translate or explain items for clarification.</i> <i>After the questioning portion, I will give you feedback about your performance.</i> <i>Any questions/clarifications? If there are no more questions, you may start now. (the assessor sets the stop watch)</i> <p>Note:</p> <ul style="list-style-type: none"> While the candidate performs the activity you must <ul style="list-style-type: none"> - remind candidate to observe safety precautions - stop candidate if accident is imminent - keep notes of unusual conditions during the assessment 	<p>Relevant Package</p> <p>Assessment</p> <p>Rating Sheets</p>
<p>Provide Feedback on the assessment</p> <p><i>Mr./Ms./ Mrs. <u>(state the name of the candidate)</u>, you were</i></p> <p><i>(<u>give the strong points of the candidate followed by the weak points</u>)</i></p> <p>(If the candidate was found to be competent say): <i>You performed the tasks within the standard</i></p>	

<p><i>requirements of the Qualification.</i></p> <p>Note: Present the rating sheets to the candidate to affix his signature on the <i>candidate's signature portion</i>. This is a proof that he accepts your assessment decision.</p> <p><i>You can get your National Certificate/Certificate of Competency from the <u>(state the Provincial Office, the date ,and the focal person)</u></i></p>	
--	--

<p>Note: Give a copy of the accomplished Competency Assessment Results Summary to the candidate (Make sure that the document is signed by the candidate in the appropriate space then affix your signature.)</p> <p><i>If the candidate was found not competent say: Mr / Ms / Mrs.(state the name) I am sorry you were not able to perform within the standard requirements of the Qualification. You have to review/ practice the activities related to the competency requirements of the Qualification further.</i></p> <p><i>You come back after a month for reassessment or when you feel confident enough that you have acquired the competence. Don't worry you will only be reassessed on the part of the activity that you were found to be not yet competent.</i></p> <p>Note: Give a copy of the accomplished Competency Assessment Results Summary to the candidate (Make sure that the document is signed by the candidate in the appropriate space then affix your signature.)</p> <p>Complete the rating sheets together with other documents and submit these to the Manager of the assessment center.</p>	<p>Rating Sheets</p>
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Bibliography

TESDA Policy Procedure: Competency Assessment and Certification, CACO, 2008.

Training Package Assessment Material Kit, *Ratio Pty Ltd, DETYA-ANTA-VETASSESS*, 2001.

Mendenilla, Marjorie G., etal., AM1 Learning Modules, TESDA NCR and TEVSAPHIL

QUESTIONNAIRE

Signature: _____ Date: _____

PART I

1) COVER PAGE:

Is the Cover Page reflective of the Qualification being addressed by the CBLM?

YES

NO

If the answer is **NO**, please indicate your suggestion/observation.

2) Table of Contents: Does the Table of Contents list in sequential order all the materials in the module?

YES

NO

3) How to use this Competency-Based Learning Materials: Does it give clear directions on how to use the CBLMs?

YES

NO

4) List of Competencies: Does it include all the competencies covered by the Qualification and highlight the competency being addressed by the module?

YES

NO

5) Module Content: Does this page include the following items: a) Program/Course Title; b) Unit of Competency; c) Module Title; d) Introduction; e) Summary of Learning Outcomes; and Summary of Assessment Criteria?

YES		
NO		If NO, please specify which part is NOT included in the Module Content.

6) Learning Outcome Summary: Does the content of the Learning Outcome Summary give you a clear outline of the Contents, Assessment Criteria, Conditions, and Assessment Methods per Learning Outcome?

YES		
NO		If NO, please specify which part of the Learning Outcome Summary is not clear to you and give us your suggestion.

7) Learning Experience: Does this page provide a clear instruction on how to proceed with the learning activities for a specific Learning Outcome?

YES			
NO		If NO, please specify which part of the Learning Experience is not clear and in order.	

8) Are the Information Sheets readable, easy to understand and address the knowledge requirements of the specific Learning Outcome?

YES		
NO		If NO , please specify which Information Sheet is not an appropriate learning content.

9) Are the **Information Sheets** sufficient enough to attain the knowledge required in the assessment criteria of the specific Learning Outcome?

YES
NO

If NO, please write the suggested content to attain the required knowledge in the assessment criteria for the specific LO.

LO1: _____
 LO2: _____
 LO3: _____
 LO4: _____
 LO5: _____
 LO6: _____

10) Are the directions and test items included in the **Self-Checks** clear and relevant to measure the knowledge learned from the Information Sheets?

YES

NO

If NO, please specify which Self-Check does not give clear direction and relevant test items.

11) Are the **Task/Operation/Job Sheets** in sequential order, easy to understand and lead to the acquisition of the skills required by the learning outcome/competency?

YES

NO

If NO, please specify which Task/Operation/Job Sheets are:

a) NOT in sequential order:

b) NOT easy to understand

c) Will NOT lead to the acquisition of skills necessary for the LO/competency

12) Are the **Procedural/Performance Criteria Checklists available, sufficient and valid in reference to Operation/Task/Job Sheets?**

YES
NO

If **NO**, please specify the Procedural/Performance Criteria Checklist which is NOT

a) Available

b) Sufficient

c) Valid

PART II

Checklist of CBLMs

Rate the CBLMs against each of the following criteria. Tick [/] the NO or YES box beside each item to indicate how well the materials meet the given criterion. Write your comments on the space provided to substantiate your answer.

	Yes	No	Comments
1. The learning materials contain the following basic components:			
a. Clear directions for using the learning materials;			
b. Rationale/Introduction explaining the purpose and importance of the skill or knowledge being covered;			
c. Statement of learning outcomes;			
d. Clear and complete explanation of the activities to be achieved per learning outcome;			
e. Instructions Sheet/Reference to other materials containing needed information;			
f. Instrument for immediate feedback;			
g. Checklist designed to measure trainee's performance			

	Yes	No	Comments
2. The learning materials also contain the following components:			
a. Listing of Pre-requisites			
b. Definition of Terms			
c. Information Sheets			
d. Task/Operation Sheets			
e. Job Sheets			
f. Self-Checks			
g. Answer Key			
3. The learning materials are either self-contained or resource-based. The latter requires the learner to refer to specified reference materials to deepen the learnings.			
4. The learning materials contain various activities to suit trainee's learning style			
5. The learning materials provide opportunities for trainees to interact with others			
6. Supplementary enrichment activities are provided to meet trainees needs and interests.			

Other Comments/Suggestions:

Thank you for your patience and diligence in answering every item
of the questionnaire, as requested.

- from the NTTA Family -

Director



Dir. F. B. Zurbano



The NTTA Team

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The Competency-Based Learning Materials contained herein support the development of the competency **Conduct Competency Assessment**, which is one of the competencies of a Technical Education and Skills Development trainer under the Trainers Methodology Level I Qualification, in reference to the Philippine TVET Trainers Qualification Framework.

The PTTQF is the system that establishes the structure and specifies the competency standards, as bases for certification of TESDA trainers given different roles and qualification levels as follows: TM Level I: Trainer/Assessor; TM Level II: Training Designer/Developer; TM Level III: Training Mentor; and TM Level IV: Master Trainer.

The competencies under the TM Level I Qualification include the following:

Deliver Training Session

- Plan Training Sessions;
- Facilitate Learning Sessions;
- Supervise Work-Based Learning;
- Utilize Electronic Media in Facilitating Training;
- Maintain Training Facilities; and

Conduct Competency Assessment.

Technical Education and Skills Development Authority

National TVET Trainers Academy

The National TVET Trainers Academy of the Technical Education and Skills Development Authority leads in training and development of TESDA trainers aligned to industry requirements. The NTTA is highly recognized for its global expertise, state-of-the-art training technologies and innovative programs and services, whose graduates are sought for employment both local and overseas.

The NTTA serves the TESDA trainers by providing them with continuous and integrated programs that help them attain the appropriate qualification. By doing this, it helps TESDA achieve its purpose of providing quality TESDA; and drives the Authority's economic model through proactively responding to TESDA trainers' training needs based on industry demands.

Continuously, the NTTA improves its programs to exceed its customers' satisfaction level. Its programs are also explicitly designed such that other than graduates, secondary output training materials are produced resulting to savings tantamount to materials development cost. In addition, the NTTA empowers its regional counterparts and manages them to produce "multiplier effect" to extend its reach and expand service coverage. Likewise, it constantly provides its counterparts with technical assistance to standardize training delivery, thus ascertain program quality.

For inquiries, please contact:

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