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| Title | **Prepare candidates for assessment using supplied assessment guides** | | |
| Level | **3** | **Credits** | **4** |

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| Purpose | This competency standard covers the skills and knowledge required to prepare candidates for the assessment process and determine candidate’s readiness for assessment. |

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| Classification ISCED | 0115 Assessor training |

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| Available grade | Competent / Not yet competent |

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| Modification history | N/A |

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| **Competency Unit** | **Performance Criteria** | **Knowledge and Understanding** |
| **C1**. Explain the purpose of assessment | **Assessor will be able to:**   1. Agree the competency standards to be assessed with candidate 2. Advise candidate on types and quantity of evidence to collect for their assessment 3. Identify the timelines for assessment, records and/or any other requirements to be supplied by the candidate 4. Explain the appeals process to the candidate and the process by which results will be conveyed | **Assessor will know and understand:**   1. Self assessment and analysis techniques 2. Assessment methods (portfolio assessment, project, questioning, interview, attestation, observation of practical tasks) related to context and level of assessment 3. Evidence types (portfolio, projects, naturally occurring evidence, questions and answers attestations) 4. Timelines for assessment, records and/or any other requirements to be supplied by the candidate 5. Appeals process and results process |
| **C2**. Determine candidates’ readiness for assessment | Assessor will be able to:   1. Evaluate candidate evidence for validity, consistency, authenticity and sufficiency to determine candidate’s readiness for assessment 2. Inform candidate about outcome of evaluation process and offer advice, if necessary, about further evidence or presentation requirements 3. Determine candidate’s readiness for assessment using open questioning regarding their intentions for the assessment | Assessor will know and understand:   1. Validity, consistency, authenticity and sufficiency requirements for assessment evidence 2. Ways to fill evidence requirement gaps or presentation issues 3. Use of open questioning to elicit candidate’s intentions for assessment including time management, resource requirements, planning, etc |