

Competency	Performance Criteria	Evidence Guide
<p>1. Prepare for assessment</p>	<p>1.1 The assessment benchmarks are interpreted to determine the evidence needed to demonstrate competency.</p> <p>1.2 Any related documentation to support planning the assessment process is accessed and interpreted.</p> <p>1.3 Timelines and time periods for evidence collection are determined.</p> <p>1.4 The assessment arrangements are confirmed with relevant personnel.</p>	<p>Assessment benchmarks are interpreted accurately and the evidence needed to demonstrate competency to relevant requirements is determined in accordance with requirements for a defined assessment scenario, with omission and deviation justified.</p> <p>All applicable documentation relevant to the assessment is identified in accordance with requirements for a defined assessment scenario.</p> <p>Timelines and time periods for the conduct of the assessment, that are to be confirmed with the Candidate prior to the conduct of the assessment, are described in accordance with requirements for a defined assessment scenario.</p> <p>Logistical and other details relevant to the assessment, that are to be confirmed with the Candidate prior to the conduct of the assessment, are described in accordance with requirements for a defined assessment scenario.</p>
<p>2. Organize assessment arrangements</p>	<p>2.1 Identified physical resource and specialist support requirements are arranged in accordance with assessment system policies and procedures and legal/ethical/organizational requirements.</p> <p>2.2 Roles and responsibilities of all people involved in the assessment process are organized.</p>	<p>In a given environment, physical resource requirements (e.g., hard hat) and need for specialist support (e.g., interpreter) are identified and described.</p> <p>The activities and roles of the Assessor, Candidate, and others significantly involved in the assessment process are described in accordance with requirements for a defined assessment scenario.</p>

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<p>3. Establish and maintain the assessment environment</p>	<p>3.1 The relevant benchmarks for assessment are accessed and interpreted to confirm the evidence to be collected and how it is to be collected.</p> <p>3.2 Details of the assessment process are explained, discussed, and clarified with the Candidate including reasonable adjustment, re-assessment, and appeals.</p> <p>3.3 Proposed changes to the assessment process are negotiated and agreed with the Candidate, where relevant.</p>	<p>Activities to be examined are identified in accordance with requirements for a defined assessment scenario, with omission or deviation justified.</p> <p>Acceptable adjustments to the assessment are identified in accordance with requirements for a defined assessment scenario.</p> <p>Acceptable re-assessment actions are identified in accordance with requirements for a defined assessment scenario.</p> <p>A Candidate's right to appeal assessment results is described in accordance requirements for a defined assessment scenario.</p> <p>The procedure to include changes in the assessment process is described in accordance with requirements for a defined assessment scenario. The requirement to obtain approval from the appropriate body (e.g., RABQSA) must be identified.</p>
<p>4. Gather evidence</p>	<p>4.1 Principles of assessment and rules of evidence are applied in gathering evidence.</p> <p>4.2 Identified assessment system policies and procedures and ethical/legal requirements for assessment are addressed</p>	<p>The requirement to determine competence based only on evidence directly observed is described.</p> <p>Methods to ensure that an assessment is conducted in accordance with applicable laws and requirements of assessment location are described.</p>

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<p>5. Support the Candidate</p>	<p>5.1 Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate.</p> <p>5.2 Decisions on reasonable adjustment/s, where applicable, are made with the Candidate, based on Candidate's needs and characteristics.</p>	<p>Methods to ensure that communication with the Candidate is conducted in a professional manner, without bias or prejudice, are described.</p> <p>Situations where reasonable adjustments may be made to the assessment process to meet specific needs of the candidate, while maintaining the integrity of the assessment, are described in accordance with requirements for a defined assessment scenario.</p>
<p>6. Make the assessment decision</p>	<p>6.1 Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people.</p> <p>6.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency.</p> <p>6.3 Judgment is used to infer whether competence has been demonstrated, based on the available evidence.</p> <p>6.4 Clear and constructive feedback is provided to the candidate regarding the assessment decision.</p>	<p>Situations where there may be limitations in obtaining and evaluating evidence during the assessment are described. The requirement to contact the relevant party/ies (e.g., RABQSA) for determination of actions to be taken is described in accordance with requirements for a defined assessment scenario.</p> <p>The connection between evidence collected and competency being examined is described in accordance with requirements for a defined assessment scenario, with omission or deviation justified.</p> <p>The process for determination of competency based on recorded findings is described in accordance with requirements for a defined assessment scenario.</p> <p>The requirement to share detailed assessment results with Candidate, and to provide constructive feedback as appropriate, is described in accordance with requirements for a defined assessment scenario.</p>

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7. Record and report the assessment decision	<p>7.1 Assessment outcomes are recorded promptly and accurately.</p> <p>7.2 Recommendations for follow up action are submitted to relevant people, where required.</p> <p>7.3 Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions.</p>	<p>The requirement to record findings of Competent/Not-Yet-Competent at appropriate timeframes throughout assessment is described.</p> <p>The requirements to record recommendations for follow-up action on the appropriate forms and to submit these to the Candidate and others as appropriate (e.g., RABQSA) are described in accordance with requirements for a defined assessment scenario.</p> <p>The requirement to record overall assessment results on prescribed forms and to submit these to the appropriate party/ies (e.g., RABQSA) without breach of confidentiality, are described in accordance with requirements for a defined assessment scenario.</p>