COMPETENCY STANDARDS & ASSESSMENT GUIDE
FOR

SOCIAL COMPLIANCE NORMS FOR WORKERS

Skills for Employment Investment Program (SEIP)
Finance Division, Ministry of Finance

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The Competency Standards for Social Compliance Norms for Workers is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing trainings consistent with the requirement of industry in order for individuals who passed through the set standard via assessment would be qualified and settled for a relevant job.

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INTRODUCTION:

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalizing a responsive skill eco system and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery program. Key priority economic growth sectors identified by government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged, supported to work with the industry to address identified skills to enable industry growth, and increased employment through the provision of market responsive inclusive skills training programs. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISCs), Employer Associations and Employers.

This document is developed to improve skills in accordance with the job roles and skill sets of the occupation and ensure that the required skills are aligned to industry requirements.

The document details the format, sequencing, wording and layout of the Competency Standard for an occupation that comprised Units of Competence and its corresponding Elements.

OVERVIEW:

A **Competency Standard** is a written specification of the knowledge, skills and attitudes required for the performance of a job or occupation or trade corresponding to the standard of performance required in the workplace.

Competency standard:

- Provides a consistent and reliable set of components for training, recognizing and assessing people's skills, and may also have optional support materials.
- Enables industry recognized qualifications to be awarded through direct assessment of workplace competencies
- Encourages the development and delivery of flexible training which suits individual and industry requirements
- Encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

A working group who comprised national and international process experts develops competency Standards and the participation of experts from the industry to identify the competencies required of an occupation in the RMG sector.

Competency Standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency Standards acknowledge that people can achieve vocational and technical competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With Competency Standards, training and assessment may be conducted at the workplace rat training organization or any combination of these.

A Unit of Competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of Competency are documented in a standard format that comprises:

- Reference to Industry Sector, Occupational Title and Occupational Description
- Unit code
- Unit title
- Unit descriptor
- Unit of Competency
- Elements and performance criteria
- Variables and range statement
- Evidence guides

Together all the parts of a Unit of Competency:

- Describe a work activity
- Guide the assessor in determining whether the candidate is competent.

Identification and validation of units of competency and elements for the occupation were made by experts of various RMG companies in an industry consultative workshop held at the Bangladesh Knitwear Manufacturer's & Exporters Association (BKMEA) on the 14th of June 2016.

Profile of experts and facilitators who participated in the Competency Verification and Validation Workshop are given below:

Competency Verification-Validation Experts:

Name	Company	Job Position
Farzana Sharmin	BKMEA-	Senior trainer (Compliance officer)
Urmila Barua	BKMEA	Trainer (Compliance)
Mohammad Mizanur Rahaman	Shovon Group of Companies Limited	Manager (compliance and CSR)
Javed Ahmed	EPYLLION Group	Manager (Training and Development)

Workshop Facilitators:

Md. Mohiuzzaman	SEIP	Course Specialist
Emeterio Cedillo, Jr.	SEIP	International Specialist

The ensuing sections of this document comprise a description of the respective occupation with all the key components of a Unit of Competency:

- A chart with an overview of all Units of Competency for the respective occupation including the Unit Codes and the Unit of Competency titles and corresponding Elements.

- The Competency Standards that include the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

COMPETENCY PROFILE/MAP FOR SOCIAL COMPLIANCE NORMS

UNITS OF COMPETENCY	ELEMENTS			
A. Occupation Specific (Core) Competencies				
EXPLAIN EMPLOYMENT RULES AND REGULATIONS (SEIP-RMG-SOCW-1-O)	Explain service and employment conditions for workers	Interpret service rules	Identify service and employment provisions for children and adolescent	Describe worker's resignation policy
EXPLAIN WAGES, BENEFITS AND LEAVES (SEIP-RMG-SOCW-2-O)	Identify provisions on wages and payment	Explain maternity benefits for women workers	Interpret working hours	
EXPLAIN THE PROVISION ON WELFARE FACILITIES (SEIP-RMG-SOCW-3-O)	Explain the provisions on employee welfare facilities			
APPLY HEALTH, HYGIENE & SAFETY IN THE WORKPLACE (SEIP-RMG-SOCW-4-O)	Apply health and hygiene in the workplace	Drink pure drinking water	Use latrines and urinals properly	Use dustbins and spittoon properly
	Wear Personal Protective Equipment (PPE)	Carry out fire safety awareness at work		
DESCRIBE PROVISIONS ON INDUSTRIAL RELATIONS (SEIP-RMG-SOCW-5-O)	Identify the formation and function of participation committee	Define the role of participation committee	Describe the provision of raising grievance	Describe the provisions on misconduct and penalty

Units & Elements at Glance:

Occupation Specific (Core) Competencies (30 hrs.)

Code	Unit of Competency	Elements of Competency	Guided Learning Hours
SEIP-RMG-SOCW-1-O	Explain Employment Rules and Regulations	1. Explain service and employment conditions for workers 2. Interpret service rules 3. Identify employment provisions for children and adolescent 4. Describe worker's resignation policy	6
SEIP-RMG-SOCW-2-O	Explain Wages, Benefits and Leaves	1. Identify provisions on wages and payment 2. Explain maternity benefits for women workers 3. Interpret working hours	6
SEIP-RMG-SOCW-3-O	Explain the Provision on Welfare Facilities	1. Explain the provisions on employee welfare facilities	6
SEIP-RMG-SOCW-4-O	Apply Health, Hygiene and Safety in the Workplace	1. Apply health and hygiene in the workplace 2. Drink pure drinking water 3. Use latrines and urinals properly 4. Use dust bins and spittoon properly 5. Wear Personal Protective Equipment (PPE) 6. Carry out fire safety awareness at work	6
SEIP-RMG-SOCW-5-O	Describe the Provisions on Industrial Relations	1. Identify the formation and function of participation committee 2. Define the role of participation committee 3. Describe the provision of raising grievance 4. Describe the provisions on misconduct and penalty	6
	Total Duration		**30**

COMPETENCY STANDARD: SOCIAL COMPLIANCENORMS for WORKERS

A. The Occupation Specific (Core) Competencies

Unit of Competency: **EXPLAIN EMPLOYMENT RULES AND REGULATIONS**	**Nominal Duration:** 6hrs.	**Unit Code:** SEIP-RMG-SOCW-1-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to explain employment rules and regulations in the readymade garments sector. It specifically includes the tasks of explaining service and employment conditions for workers, interpreting service rules, identifying employment provisions for children and adolescent and describing worker's resignation policy.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain service and employment conditions for workers	1.1 **Worker's classification**s described. 1.2 **Employment documents** are identified. 1.3 **Leave procedures/provisions** are recognized.
2. Interpret service rules	2.1 Service rules are interpreted in accordance with Bangladesh Labor Law 2006 (amendment 2013).
3. Identify employment provisions for children and adolescent	3.1 **Employment provisions for children** are explained. 3.2 **Employment provisions for adolescent** in certain work is explained.
4. Describe worker's resignation policy	4.1 Worker's **resignation policy** is described.

Range of Variables

Variable	**Range** (Includes but not limited to):
1. Worker's classification	1.1 Apprentice 1.2 Badli 1.3 Casual, 1.4 Temporary 1.5 Probationer 1.6 Permanent 1.7 Seasonal worker
2. Employment documents	2.1 Letter of Appointment

	2.2 Identity Card 2.3 Service book
3. Leave procedures/provisions	3.1 Different types of leaves 3.1.1 Casual leave 3.1.2 Sick/medical leave 3.1.3 Festival 3.1.4 Annual leave 3.2 Steps of applying leaves
4. Employment provisions for children	4.1 Prohibition agreement 4.2 Disputes as to age 4.3 Certificate of fitness 4.4 Medical examination
5. Employment provisions for adolescent	5.1 Working on dangerous machines 5.2 Working hours for adolescent 5.3 Limitation adolescent's work
6. Resignation policy	6.1 Procedure of resignation 6.1.1 Resignation Procedure of Permanent worker 6.1.2 Resignation Procedure of Permanent Temporary 6.2 Applicable compensation

Curricular Content Guide

1. Underpinning Knowledge	1.1 Conditions of employment for workers in Bangladesh 1.2 Required documentations for employment 1.3 Leave procedures/provisions 1.4 Employment provisions for children 1.5 Employment provisions for adolescent 1.6 Worker's resignation policy
2. Underpinning Skills	2.1 Describing the conditions of employment of workers in Bangladesh 2.2 Identifying employment documents required for employment 2.3 Recognizing leave procedures/provisions 2.4 Explaining the employment provisions for children 2.5 Explaining employment provisions for adolescent in certain work 2.6 Describing worker's resignation policy
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practice 3.2 Concern to environmental care 3.3 Obedience to labor laws/codes

	3.4 Eagerness to learn 3.5 Tidiness, timeliness, and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worker training manual 4.3 Worksheet 4.4 Pens 4.5 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Explained service and employment conditions for workers 1.2 Interpreted service rules 1.3 Explained employment provisions for children and adolescent 1.4 Described worker's resignation policy
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **EXPLAIN WAGES, BENEFITS AND LEAVES**	**Nominal Duration:** 6hrs.	**Unit Code:** SEIP-RMG-SOCW-2-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to explain wages, benefits and leaves in the readymade garments sector. It specifically includes the tasks of identifying provisions on wages and payment, explaining maternity benefits for women workers and identifying working hours.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify provisions on wages and payment	1.1 **Payment and benefits** are calculated. 1.2 Provision for the fix period and time of payments for wages is identified. 1.3 **Other provisions related to wages** are identified.
2. Explain maternity benefits for women workers	2.1 Rights, liability, and payment of maternity benefit is explained. 2.2 **Payment Procedure** regarding maternity benefit is explained. 2.3 Payment of maternity benefit in case of a woman's death is recognized.
3. Interpret working hours	3.1 Daily working hours is recognized. 3.2 Interval for rest or meal is defined. 3.3 Weekly holiday and **other related provisions** is observed.

Range of Variables

Variable	**Range** (Includes but not limited to):
1. Payment and benefits	1.1 Wages 1.2 Overtime
2. Other provisions related to wages	2.1 Deductions for absence from duty 2.2 Deductions for damage or loss 2.3 Deductions for services rendered 2.4 Deductions for recovery of loans or advances
3. Payment procedure	3.1 Oral and written notice 3.2 Amount of maternity benefit

4. Other related provisions	4.1 Compensatory weekly holiday 4.2 Overtime 4.3 Limitation of hours of work for women 4.4 Restriction on double employment

Curricular Content Guide

1. Underpinning Knowledge	1.1 Fix period and time of payments for wages 1.2 Other provisions related to wages 1.3 Rights, liability, and payment of maternity benefit 1.4 Payment of maternity benefit in case of a woman's death 1.5 Weekly holiday and other related provisions 1.6 Provision on annual leave with wages for a type of worker 1.7 Festival holidays
2. Underpinning Skills	2.1 Identifying the provision for the fix period and time of payments for wages 2.2 Identifying other provisions related to wages 2.3 Explaining rights, liability, and payment of maternity benefit 2.4 Recognizing payment of maternity benefit in case of a woman's death 2.5 Recognizing the daily working hours 2.6 Defining the interval for rest or meal 2.7 Complying the weekly working hours 2.8 Observing the weekly holiday and other related provisions 2.9 Explaining provision on annual leave with wages for a type of worker 2.10 Identifying provision on festival holidays
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practice 3.2 Concern to environmental care 3.3 Obedience to labor laws/codes 3.4 Eagerness to learn 3.5 Tidiness, timeliness, and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worker training manual 4.3 Worksheet 4.4 Pens 4.5 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Calculated payment and benefits 1.2 Explain maternity benefits for women workers 1.3 Identify working hours 1.4 Recognize different types of leaves
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **EXPLAIN THE PROVISION ON WELFARE FACILITIES**	**Nominal Duration:** 6 hrs.	**Unit Code:** SEIP-RMG-SOCW-3-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to explain the provisions on welfare facilities in the readymade garments sector. It specifically includes the tasks of explaining the provisions on employee welfare facilities.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Explain the provisions on employee welfare facilities	1.1 Provision on **Employee welfare facilities** is explained.

Range of Variables

Variable	**Range** (Includes but not limited to):
1. Employee welfare facilities	1.1 First aid facility 1.2 Medical facility 1.3 Dining room facility 1.4 Canteen facility 1.5 Pure drinking water facility 1.6 Child care room 1.7 Compulsory Group Insurance 1.8 Washing facilities

Curricular Content Guide

1. Underpinning Knowledge	1.1 Code/provision on Employee welfare facilities
2. Underpinning Skills	2.1 Explaining the code/provision on employee welfare facilities
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practice 3.2 Concern to environmental care 3.3 Obedience to labor laws/codes 3.4 Eagerness to learn 3.5 Tidiness, timeliness, and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worker training manual

	4.3 Worksheet 4.4 Pens 4.5 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Explained the code/provision on employee welfare facilities
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: APPLYHEALTH, HYGIENE &SAFETY IN THE WORKPLACE	Nominal Duration: 6hrs.	Unit Code: SEIP-RMG-SOCW-4-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to apply health, hygiene & safety in the workplace in the readymade garments sector. It specifically includes the tasks of applying health and hygiene in the workplace, drinking pure water, using latrines and urinals properly, using dust bins and spittoons properly, wearing personal protective equipment and carrying carrying-out fire safety awareness at work.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Apply health and hygiene in the workplace	1.1 Regular cleaning is performed in the workplace 1.2 **Healthy work area environment** is maintained 1.3 Keeping safe from dust and fumes is explained
2. Drink pure drinking water	2.1 Pure drinking water is always used for drinking
3. Use latrines and urinals properly	3.1 Latrines and urinals are properly used
4. Use dust bins and spittoon properly	4.1 Dust bins and spittoon is properly used
5. Wear Personal Protective Equipment (PPE)	5.1 **Personal protective Equipment (PPE)** is worn at workplace in accordance with company policy
6. Carry out fire safety awareness at work	6.1 **Classification of fires** are identified 6.2 **Causes of Fire** are identified 6.3 Types of **fire extinguishing agents** are identified 6.4 Method/procedure of facing fire is explained 6.5 Important aspects of preventing fire is described 6.6 Proper use of **fire equipment** is explained 6.7 Do's and Don'ts in case of fire is identified

Range of Variables

Variable	**Range** (Includes but not limited to):
1. Healthy work area environment	1.1 No presence of dirt and waste 1.2 Clean work floor 1.3 Clean wall/sides and ceilings 1.4 Dry floor area

	1.5 Regularly painted or varnished walls, ceilings and siding 1.6 Adequate lighting
2. Personal protective Equipment (PPE)	2.1 Mask 2.2 Ear muff and ear plug 2.3 Metal hand Gloves and other gloves 2.4 Eye googles 2.5 Needle guard and eye guard 2.6 Safety vest/apron 2.7 Protective boots
3. Classification of fires	3.1 Class A 3.2 Class B 3.3 Class C 3.4 Class D 3.5 Class E 3.6 Class F
4. Causes of Fire	4.1 Electrical 4.2 Hazardous chemical mishandling 4.3 Welding 4.4 Gas eruption/explosion 4.5 Sabotage/arson 4.6 Burning stove 4.7 Lightning 4.8 Smoking 4.9 Overheating 4.10 Friction 4.11 Hostility 4.12 Boiler eruption 4.13 Gas cylinder abuse
5. Fire extinguishing agents	5.1 Water 5.2 Sand 5.3 Powder 5.4 Foam 5.5 CO2
6. Fire equipment	6.1 Fire extinguishers 6.2 Fire hose reel 6.3 Water hydrant 6.4 Spade 6.5 Fire hook 6.6 Fire bitter

Curricular Content Guide

1. Underpinning Knowledge	1.1 Policy on regular cleaning 1.2 Healthy workplace environment 1.3 Safety awareness from dust and fumes 1.4 suitable/potable drinking water 1.5 Proper use of Latrines and urinals 1.6 Proper use of dust bins and spittoon 1.7 Types and application of Personal Protective Equipment (PPE) 1.8 Fire safety awareness 1.9 Proper use of fire equipment 1.10 Do's and Don'ts in case of fire
2. Underpinning Skills	2.1 Performing regular cleaning in the work area 2.2 Maintaining healthy work area 2.3 Keeping safe from dust and fumes 2.4 Drinking suitable/pure drinking water 2.5 Using latrines and urinals properly 2.6 Using of dust bins and spittoon properly 2.7 Wearing of Personal Protective Equipment (PPE) at workplace 2.8 Carrying out fire safety awareness at work 2.9 Explaining the Proper use of fire equipment 2.10 Identifying the Do's and Don'ts in case of fire
3. Underpinning Attitudes	3.1 Commitment to occupational health and safety practice 3.2 Concern to environmental care 3.3 Obedience to labor laws/codes 3.4 Eagerness to learn 3.5 Tidiness, timeliness, and orderliness 3.6 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worker training manual 4.3 Worksheet 4.4 Pens 4.5 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Applied health and hygiene in the workplace. 1.2 Drunk suitable/pure drinking water. 1.3 Used latrines and urinals properly.

	1.4 Used dustbins and spittoon properly. 1.5 Worn Personal Protective Equipment (PPE) at workplace. 1.6 Explained the proper use of fire equipment. 1.7 Identified the Do's and Don'ts in case of fire.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be finished in a training center or in an actual or simulated work place after completion of the training module.

Unit of Competency: **DESCRIBE PROVISIONS ON INDUSTRIAL RELATIONS**	**Nominal Duration:** 6hrs.	**Unit Code:** SEIP-RMG-SOCW-5-O
Unit Descriptor: This unit covers the knowledge, skills and attitudes required for a worker to describe provisions on industrial relations in the readymade garments sector. It specifically includes the tasks of identifying the formation and function of participation committee, defining the role of participation committee, describing the provisions of raising grievance and describing the provisions on misconduct and penalty.		

Elements and Performance Criteria Template:
(Terms in the performance criteria that are written in **bold and underlined** are described in the range of variables).

Elements of Competency	Performance Criteria
1. Identify the formation and function of participation committee	1.1 Participation committee is described. 1.2 Formation of **participation committee members** is explained. 1.3 Functions of the participation committee is described.
2. Define the role of participation committee	2.1 Duties and role of participation committee members are defined. 2.2 Activities of participation committee are identified. 2.3 Meetings of participation committee and implementation of recommendations are explained.
3. Describe the provision of raising grievance	3.1 The provision of raising grievance is described.
4. Describe the provisions on misconduct and penalty	4.1 The provisions on misconduct and penalty are described.

Range of Variables

Variable	**Range** (Includes but not limited to):
1. Participation committee members	1.1 Worker's representative 1.2 Management representative

Curricular Content Guide

1. Underpinning Knowledge	1.1 Nature of participation committee 1.2 Formation of participation committee members 1.3 Functions of the participation committee 1.4 Duties and role of participation committee members 1.5 The provision of raising grievance

	1.6 The provisions on misconduct and penalty
2. Underpinning Skills	2.1 Describing the nature of participation committee 2.2 Explaining the formation of participation committee members 2.3 Describing the functions of the participation committee 2.4 Defining the duties and role of participation committee members 2.5 Describing The provision of raising grievance 2.6 Describing The provisions on misconduct and penalty
3. Underpinning Attitudes	3.1 Concern with industrial relations 3.2 Obedience to labor laws/codes 3.3 Eagerness to learn 3.4 Tidiness, timeliness, and orderliness 3.5 Respect for rights of peers and seniors in workplace
4. Resource Implications	4.1 Workplace (simulated or actual) 4.2 Worker training manual 4.3 Worksheet 4.4 Pens 4.5 Papers

Assessment Evidence Guide

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 Explained the formation of participation committee members. 1.2 Defined the duties and role of participation committee members. 1.3 Explained the policy on meetings of the participation committee and implementation of recommendations.
2. Methods of Assessment	Competency should be assessed by: 2.1 Written examination 2.2 Demonstration 2.3 Oral questioning 2.4 Workplace observation
3. Context of Assessment	3.1 Competency assessment must be done in a training center or in an actual or simulated work place after completion of the training module.

End of Competency Standard

Assessment Guide

A Framework for Effective Assessment

Social Compliance Norms for Workers

How to Use this Assessment Guide

- This Assessment Guide presents need-to-know information for Assessors and others who want to know more about the assessment process. A handy Table of Contents Guide on the next page shows you where to look.

- If you want the basics of assessment, its key terms and definitions, in a Question & Answer (Q&A) format, see Section One.

- If you want a knowledge of who does what, the key roles and responsibilities involved in assessment, see Section Two.

- If you want a "toolbox" of tools and templates, that you can select from depending on your assessment need, see Section Three.

- If you want to look at working samples of completed assessment tools, see the Appendices.

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1.19 Give the purpose of evidence gathering tools.
1.20 What is the Purpose of evidence gathering tools?

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1.23 Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes
1.24 What kinds of Assessment Methods can be used for Evidence gathering

1.25 Define the term “evidence gathering tools” giving examples
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Assessment Guide

Section One: Objectives linked to Key Terms & Definitions

Define assessment.

Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Give an example of assessment.

A helpful example in this regard is the driving test. The driver must prove his competence to drive by demonstrating to the driving assessor his ability to do so. The driving assessor uses a checklist to assess the candidate and make the necessary recommendations, based on the evidence he has collected in observing the candidate's driving. S/He either records/recommends that the candidate is ***competent*** or ***not yet competent.***

What is the purpose of assessment?

The Purpose of Assessment is to confirm that a trainee can perform competently to the standards expected in the workplace.

What is Assessment based on?

- An effective Assessment is based on a Competency Standard.
- A Competency Standard describes the skills, knowledge, and attitudes needed to perform effectively in the workplace, not the classroom.

Define the term "competency."

Competency is the ability to do a task successfully. Aspects of competency include:

- The capacity to perform tasks to the required standard consistently
- The ability to respond to different needs in the workplace
- The ability to plan and integrate a variety of tasks to attain a work outcome
-

Describe what makes up a competency standard.

It must be noted that a competency standard is made up of individual units of competency that include elements of competency as well as the performance criteria needed to accomplish them.

Define the term "Assessment tool."

An assessment tool is, in effect, an evidence-gathering tool. It contains both the instrument used for the assessment and instructions for gathering evidence in the assessment process. As an assessment instrument it contains the context and conditions for the assessment; tasks to be administered to the learner; an outline of the evidence to be gathered for the learner; the criteria for judging the evidence; and the necessary housekeeping records for recording and reporting requirements.

Describe the difference between Conventional Testing & Competency Based Assessment.

Conventional Testing	CBT Assessment
• Emphasis on knowledge/memorization • Teachers/Training Providers have main role • Theory & practical Tests can become outdated • High cost & central control • Relatively inflexible	• Based on competency standards • Involve industry partners in crucial role • Assessment based on demonstration of work skills rather than classroom knowledge • Flexible delivery • Competencies widely recognized • Guidelines & Templates used

Describe briefly what makes up an assessment system.

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Define the purpose of the Assessor role.

The role of Assessor is the heart and soul of effective competency based assessment. Without this pivotal role, determining the competency of the trainee is mere guesswork.

Note:

- The Industry Assessor will be asked to provide specs and practical demonstration tests from his workplace that will provide the evidence for determining competency.
- The importance of this input cannot be overemphasized for it best matches and tests the required performance criteria from the Standard.

Describe the basic questions that an Assessor must ask when planning an Assessment.

Planning an Assessment: What Needs to Happen?

- Determine which Units of Competency need to be assessed?
- Determine what Assessment Methods will be used?
- Determine what evidence-based tools (specs) need to be developed by the Assessor to guide the assessment?
- Determine how long it will take?
- Determine when the assessment will occur?
- Determine where the assessment will take place?
- Determine how it will be recorded?

Give some Assessor Requirements/Competencies.

Requirements/Competencies of an Assessor-

- The ability to use assessment tools to gather evidence effectively is essential, adjusting the language where necessary to reflect the language/literacy/numeracy levels of the workplace and not to exceed them in order to ensure learner understanding. This will also entail an ability to respond to learner needs such as responding to learner disability.

- The skill to develop specifications and practical tests, based on performance criteria, that provide evidence of competency that will fast track the assessment process.
- The ability to clearly demonstrate current industry skills and competencies relevant to the Standard.

- The Assessor is selected/appointed by Industry to act as an Assessor because of his proven competencies.
- Knows what needs to be done to assess the performance criteria
- Demonstrates a high level of expertise in the technical area to be examined
- Can provide constructive feedback

Define the challenges of the Assessor Role.

Assessor Role: Challenges

- Needs to be objective and unbiased
- Must have interpersonal skills to relax nervous candidates or deal with those who are aggressive or emotional
- Must have ability to deal with those who have literacy problems or difficult dialect

Review some basic need-to-know elements concerning assessment.

Assessment Basics: Need to Know Elements

- Assessment to be conducted by Industry Assessor selected by industry
- Industry assessor must be familiar with units of competency outlined in the course standards
- Industry Assessor should drafts specs that reflect industry requirements for trainees and that are based on critical aspects of competency
- Industry assessor is responsible for making final judgment of **competent** or **not yet competent**
- Trainer will assist industry assessor

- Trainees must demonstrate competence based on the units of competency outlined in the standards
- All resources related to units of competency must be made available prior to the assessment event, e.g., tools, equipment, materials

Describe the trainer's role in the assessment process.

The Trainer acts as a primary resource for the Assessor and acts as a Facilitator.

Trainer ensures:

- All industry required tools, equipment, and materials are available for the assessment
- The training venue is booked and has sufficient space for demonstrations/tasks
- That all logistics such as admission slips, signature sheets, and records are readily available for distribution and collection
- That all teaching materials and Standard documents and Assessment tools are ready for the Assessor

Discuss the importance of principles of assessment and what is involved.

Principles of Assessment Table

Key Principles	Relevance/Meaning
Valid	Ensures assessment aligned with the Unit of Competency and is based on evidence that shows the learner can demonstrate skills and knowledge in other similar contexts (workplace)
Reliable	Evidence presented for assessment is consistently interpreted regardless of the Assessor
Flexible	Assesses competencies held by the learner regardless of where they have been acquired; reflects the individual learner's needs
Fair	The individual learner's needs or disability is considered in the assessment process; the learner is provided with information about the assessment process and given the opportunity to challenge the result of the assessment if warranted

Safe	The assessor has inspected the venue for assessment and determined that it is safe for all involved and that emergency evacuations are in place if needed

Define the term "evidence."

Evidence is information that is gathered and matched against a Unit of Competency to provide proof of competency.

State the different forms of evidence that can be collected.

Different forms of evidence that can be collected are-

- **Direct** such as demonstration test, or observation of Candidate
- **Indirect** such as Candidate's self-assessment or third party reports such as an employer interview

Describe and outline what is involved in "rules of evidence" and why they are important.

Rules of Evidence Table

Rules of Evidence	Meaning
Valid	The assessor is given assurance that the learner possesses the skills, knowledge, and attitudes described in the Unit of Competency and related assessment requirements
Sufficient	The assessor is assured that the quality, quantity, and relevance of the evidence is sufficient to enable a judgment to be made on the learner's competency
Authentic	The assessor is assured that the evidence provided for assessment is the learner's own work
Current	

	The assessor is assured that the assessment evidence demonstrates current competency of the learner. This evidence must be from the present or very recent past.

Describe the purpose of evidence gathering tools.

The Purpose of evidence gathering tools are-

- To help candidates understand what is expected of them
- To provide a focus for the assessment
- To identify what is needed to verify competency

State the use of the evidence guide.

The evidence guide provides useful advice on Unit of Competency assessment and must be read in conjunction with the performance criteria, required underpinning skills/knowledge/attitudes, range statement, and the critical aspects of competency for the Standard.

State why assessment evidence is important.

Evidence is the information gathered that provides proof that the performance criteria of a unit of competency has been met. Evidence can take many forms:

- **Observation:** watching the trainee perform
- **Questioning:** asking the trainee questions
- **Demonstration of specific skills:** seeing how the trainee performs a procedure or creates a final product
- **Examining** previous work the trainee has done

Describe the kinds of Assessment Methods that can be used for Evidence gathering purposes.

Various kinds of Assessment Methods can be used for Evidence gathering purposes. A wide range of assessment methods are available for Evidence- gathering purposes. Assessment methods are not limited

to those listed below. The greater the range of assessment methods applied, the better the accuracy of the assessment.

Assessment Methods Table

Methods	Examples
Direct Observation of Candidate	Actual real-time activities in the workplace Work activities in a simulated workplace/training center
Questioning	Written questions; interviews; self-evaluation with questions; verbal questioning; questionnaires
Evidence compiled by Candidate	Portfolio; collection of work samples; products with supporting documentation; logbooks; information about life experience
Methods	Examples
Review of Product	Work samples and products; products as a result of a demonstration test/spec
Third Party Feedback	Reports/testimonials from Employers and Supervisors; evidence of training; interviews with Employers and Supervisors

Advice to the Assessor: use these methods and examples as a means of making your assessment valid, reliable, flexible, fair, and safe.

Define the term "evidence gathering tools" and give some examples of these tools.

Evidence gathering tools are the actual instruments that the Assessor uses to collect evidence. Evidence may be collected through:

- Demonstration of work activity
- Observation Checklist
- Question List
- Third party reports e.g. supervisor to verify consistent performance
- Review of candidate's portfolio
- Verifying the Candidate's capacity to deal with contingencies (unexpected things that come up)
- Written test

Define the term "portfolio."

A collection of evidence that may be presented by the Candidate to an Assessor to prove the Candidate's competence at a job or task.

What are some examples of Portfolio Evidence?

- Training results and certificates
- Training workbooks
- References from employers
- Job description and work experience
- Photos and videos
- Work journals
- Awards
- Work samples
- Letters and memos

Outline a 6-step method for preparing an evidence plan.

Steps in Preparing an Evidence Plan (Sequence of Steps to Follow)-

The Evidence Plan is the most important planning tool for an Assessor. A good evidence plan generates a list of the evidence that the Assessor must gather when conducting the assessment for a specific Unit of Competency. The following 6-Point Method for preparing an Evidence Plan provides a useful sequence of inter-related steps to follow:

1. Select Unit of Competency for assessment

2. Read full Unit of Competency
3. Identify evidence requirements based on:
    a. Elements and Performance Criteria
    b. Dimensions of Competence
    c. Underpinning skills knowledge
    d. Critical aspects of competency
4. Develop a list of evidence requirements
5. Identify best ways of collecting evidence (tools)
6. Document evidence plan

Outline the steps (sequence of activities) involved in developing an assessment tool.

Following are the steps (sequence of activities) involved in developing an assessment tool:

1. Select the Unit of Competency
2. Read the Unit of Competency
3. Identify the required evidence: critical aspects of competency
4. Identify the evidence gathering method
5. Complete the evidence plan
6. Select the appropriate template
7. Complete the template
8. Check the evidence gathering tools against the evidence plan and Unit of Competency
9. Check the tool with another Assessor for his opinion

Describe the four dimensions of competency.

Task Skills: the capacity to perform tasks in the workplace and demonstrate competence that meets the required Standard;

Task Management Skills: the ability to plan and integrate several tasks simultaneously that achieve a desired work outcome such as those skills involved in budgeting for a work operation, securing supplies and equipment for the work operation, completing the task in a timely, cost-effective manner, and ensuring safety practices are followed throughout;

Contingency Management Skills: the ability to respond to crises and breakdowns in the workplace, such as accidents and emergency situations that are unanticipated and require immediate action and resolution;

Job/Role Environment Skills: the capacity to own the responsibilities and expectations of the work environment that involves working with others effectively and participating in creating a work culture where all can contribute their best within the parameters of their job role

Assessment Guidelines

Section Two: Roles and Responsibilities

The Assessment System: Planning Guide for the Assessor

An Assessment System must be understood as a well-coordinated set of documented policies and procedures, including assessment materials and tools, that ensure assessments are consistently valid, reliable, flexible, fair, and safe.

Competency Assessment is a systematic process of collecting proof or evidence on whether or not a candidate has demonstrated competence in the performance of a work-related activity/task that is directly linked to a performance standard. The assessment confirms that the individual can perform to the standard expected in the workplace and/or the nationally approved competency standard.

Each **Unit of Competency** contained in a Standard describes a distinct part of a Mason's work and job profile. Within each Unit of Competency, the following components appear:

- Unit Title
- Unit Descriptor
- Elements of Competency
- Performance Criteria
- Range of Variables
- Evidence Guide

As a prelude to conducting assessments, the Assessor must be thoroughly familiar with all of the particulars and details of the Unit of Competency that is being assessed. This is a "must" for the role of the Assessor. He must be especially familiar with the Evidence Guide for gathering critical information.

The three sample assessment tools found below focus on the critical aspects of competency that can provide the required evidence to determine competency- the evidence guide. These sample assessment tools are as follows:

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist

The duties of the Assessor include:

- Covering all of the key elements of the Unit of Competency under assessment
- Applying rigorously the Evidence Guide for the Unit of Competency as this contains the method and context of assessment, resources required for the assessment, the critical aspects of competency, and the required underpinning knowledge, skills, and attitudes
- Developing specifications (specs) for the task sheet for Demonstration as required
- Requiring the candidate to perform project tasks that cover interrelated units of competency- known as a "clustering."
- Making what can be termed "reasonable adjustments" for candidates with disabilities or for example, those candidates with regional dialects that prove difficult to understand

Note: These "reasonable adjustments" may involve reconfiguring a simulated workplace site so that a candidate's disability does not impede the assessment process, or for example, finding someone who can understand a regional dialect and assist the Assessor with essential communication skills.

Roles and Responsibilities of Assessor

Prior to any assessment, the Assessor should follow the specific instructions below to ensure a well-planned assessment event. In most cases s/he will be assisted by a Trainer. Nevertheless, s/he should make certain that good preparation has taken place for the assessment event.

1. Visit the assessment venue or workplace to ensure an adequate work area or platform containing:

- Sufficient space for working- ensure square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on an approved Standard and on an Evidence plan that clearly focuses on critical aspects of competency.

3. The duration of time to assess the demonstration is clearly indicated, for example, 3 hours. This information is shared with the Candidate along with other pertinent information such as the sequence of tasks that he must follow, and the fact that he will be closely observed as the tasks are performed.

4. After the Candidate has performed the task, the Assessor will provide feedback to the Candidate on his performance.

5. The responsibility on finally deciding whether or not the Candidate was Competent or Not Yet Competent belongs to the accredited Assessor.

6. At the conclusion of the assessment, the Assessor will provide feedback on whether or not the Candidate was Competent or Not Yet Competent. S/He will also share information on next steps. These next steps include where to obtain the certificate related to the assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Roles and Responsibilities of Trainer

Prior to the assessment, you will have studied and become familiar with the Competency Standard for the industry occupation. You will also have met with or contacted the Assessor beforehand and discussed

preparations and arrangements for the assessment. Your role will be to facilitate the assessment process and ensure all necessary resources are available, assisting the Assessor wherever possible. For example, once a draft spec has been produced by the Assessor, you will ensure it is fully consistent with the evidence plan and copied appropriately for use by both the Assessor and Candidate.

In addition to a confirming a suitable training venue and time, you will ensure that:

- Sufficient space is allotted for task work- square meters of work space enough for demonstration tasks to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place
- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

Your duties include:

- **notifying** the Assessor and candidates of planned assessment events and their location
- **advising and assisting** the Assessor on planned assessment events
- **collecting** admission slips and signature sheets for assessment events
- **ensuring** all required forms and reporting mechanisms are in place and ready for distribution to the Assessor and to the Candidate
- **ensuring** all requisite forms are duly signed and forwarded to the SEIP Office, or certifying body
- **responding** to candidate queries and concerns such as re-assessment procedures
- **reconfiguring** workplace simulations so that candidates with disabilities are able to participate fully and without impediment
- **working** closely with the SEIP contact to ensure a successful assessment event

Roles and Responsibilities of Candidate

Prior to the assessment, you will have studied and become familiar with the Competency Standard for your industry.

1. Initially, you will be given information on the task you are to perform, and the estimated time you will require to perform it. These tasks are based on the critical aspects of competency related to the performance criteria within the approved Competency Standard.

Given the necessary instructions, and/or a task-related spec and the necessary tools, materials, and equipment, you will carry out and complete a work task. You will observe that there is:

- Sufficient space for working- square meters of work space enough for task to be carried out effectively and safely
- Fire extinguisher and safety equipment within reach if necessary
- Emergency procedures in place

- All necessary tools, equipment, and materials ready at hand
- All necessary machinery in good working order

2. Assessment is drawn and extracted from the relevant Unit of Competency based on the approved Competency Standard and on an Evidence plan (proof of competence) developed by the Assessor that clearly focuses on critical aspects of competency. The Evidence plan will be based on critical assessment tools such as demonstration/task; observation; oral questions.

3. The duration of time to assess the demonstration should be clearly indicated, for example, 3 hours. This information will be given to you along with other pertinent information such as the procedure or sequence of tasks that you must follow. It is important to note that you will be closely observed and assessed throughout the duration of your demonstration. You will be given time to ask questions and request clarification. You will also be given 10 minutes to familiarize yourself with the resources to be used in the assessment.

4. Based on your performance in demonstrating the task, you will be assessed by the Assessor to be Competent or Not Yet Competent. Regardless of the result you will be given feedback from the Assessor on your performance and the next steps.

5. After you have performed the task, the Assessor will provide feedback to you on your performance.

6. The responsibility on finally deciding whether or not you are Competent or Not Yet Competent belongs to the accredited Assessor.

7. At the conclusion of the assessment, the Assessor will provide feedback on whether or not you have been assessed to be **Competent** or **Not Yet Competent**. Both your signatures will be required on the Assessment Form. You will also be allowed to make comments on the Assessor's decision. The Assessor will then share information on next steps. These next steps include where to obtain the certificate related to the successful assessment or, if unsuccessful, how to re-try for competency within a specified period of time.

Section Three: Tools and Templates

This toolbox of Tools and Templates offers a wide range of assessment tools that will facilitate evidence gathering and other assessment-related needs. Evidence gathering, however, should not be limited to these tools and templates alone. The toolbox should be revised or expanded as necessary, to include other tools and templates that are deemed relevant.

- Demonstration Checklist
- Observation Checklist
- Oral Questions Checklist
- Evidence Plan (Overall Summary)
- Assessor Job Sheet and Specifications (Spec) Form
- Competency Assessment Results
- Assessor Planning Checklist Tool
- All About Questioning Techniques for Use in Assessment
- Quick Guide to Conducting Competency Assessments
- Assessor's Quick Start

Demonstration Checklist

Candidate's name:	
Assessor's name:	
Qualification:	
Project-Based Assessment Title	
Units of competency covered:	
Date of assessment:	
Time of assessment:	

Instructions for demonstration	
Please see attached Instruction for Demonstration (Candidate/Assessor)	
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐
•	☐	☐	☐

Observation Checklist

Candidate's name:			
Assessor's name:			
Date of Assessment:			
Unit of Competency:			
Code:			
Name of Workplace/Training Center			
Procedure to Follow:	Observe Candidate's performing the task, and following the spec-if a spec is provided		
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):			
		YES	**NO**
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Candidate's performance was:	**COMPETENT**	**NOT YET COMPETENT**	
Feedback to Candidate:			
Candidate's Signature:			Date:
Assessor's Signature:			Date:

Oral Questions Checklist

Candidate's name:	
Assessor's name	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	
Reference Standard:	

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for competent/non yet competent.

List of Questions	Satisfactory Response	

Indicate Y or N in the box provided	YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Feedback to Candidate:

Candidate's overall performance was (circle):	Satisfactory	Not Satisfactory
The Candidate's underpinning knowledge was (circle):	Satisfactory	Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

EVIDENCE PLAN: Overall Summary

QUALIFICATION:	
Project-Based Assessment Title	
Units of competency covered	

Ways in which evidence will be collected: [tick the column] The evidence must show that the candidate ……	Observation with Questioning	Demonstration with Questioning	Written Examination	Portfolio
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				
•				

Assessor Job Sheet and Specifications (Spec) Form

This Spec is in reference to the_____ Standard, and has been developed by an Industry Representative/Assessor.

The Result* indicates either C for Competent, or NYC for Not Yet Competent.

Unit of Competency	Elements Reviewed	Critical Aspects of Competency Covered	Result*: C/NYC

JOB #1 Procedure for Developing Specification (Spec): List the steps involved in performing the task/spec successfully. It will cover, in logical order, the critical aspects of competency listed above that will determine if the candidate is **Competent** or **Not Yet Competent.**

1.	
2.	
3.	
4.	
5.	

Tools and Equipment Required for Spec completion: List all tools, equipment, and materials required in completing Job #1:

Tools	Equipment	Materials

Assessor Name: Date:

Competency Assessment Results

Candidate's name:	
Assessor's name	
Qualification Title:	
Date of Assessment:	
Assessment Venue:	
Reference Standard:	
Unit of Competency:	

Assessment Unit	Competent	Not Yet Competent

Assessor's Recommendation and Comments:

Overall Assessment:

Yes: The Candidate successfully met the required evidence/standards and demonstrated all of the competencies necessary for certification in the Qualification and Units of Competency listed above.

No: The Candidate did not meet the evidence requirements. Re-assessment is recommended.

Assessor Signature:	Date:
Candidate Signature:	Date:
Assessment Center Manager Signature:	

ASSESSMENT PLANNING CHECKLIST TOOL

Assessor's name:	
Date:	

Directions: Circle the 'Yes' or 'No' response to each item.

1.	The Assessor is familiar with the unit(s) of competency being assessed	Yes	No
2.	The Assessor has verified that the workplace or training center has the correct equipment, machinery, tools, and materials necessary to complete all of the relevant aspects of the unit of competency	Yes	No
3.	The Assessor has ensured that all materials and equipment were assembled and arranged in advance.	Yes	No
4.	The Assessor has all the necessary tools, templates, and specifications needed to assess the trainee including a variety of assessment tools covering practical demonstration, observation, oral question, and (where necessary) written tests relevant to the competency specified in the standard	Yes	No
5.	The Assessor has met with the trainer prior to the assessment event to discuss his/her role.	Yes	No
6.	The Assessor will discuss the performance test with the trainee and address any concerns prior to giving the test	Yes	No
7.	The Assessor will discuss and record with the trainee the results of their performance	Yes	No

Action to be taken on "No" responses:

General Guidelines for Effective Questioning

- Keep questions short and focused on one key concept
- Ensure that questions are structured
- Test the questions to check that they are not ambiguous
- Use `open-ended questions such as `what if...?' and `why...?' questions, rather than closed questions
- Keep questions clear and straight forward and ask one at a time
- Use words that the candidate is able to understand
- Look at the candidate when asking questions
- Check to ensure that the candidate fully understands the questions
- Ask the candidate to clarify or re-phrase their answer if the assessor does not understand the initial response
- Confirm the candidate's response by repeating the answer back in his/her own words
- Encourage a conversational approach with the candidate when appropriate, to put him or her at ease
- Use questions or statements as prompts for keeping focused on the purpose of the questions and the kind of evidence being collected
- Use language at a suitable level for the candidate
- 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
- Compile a list of acceptable responses to ensure reliability of assessments

Recording responses

When using oral questioning, you may need a tool that has a structured approach (see below) and also enables you to record a candidate's responses. 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 he or she needs to develop their skills and/or knowledge to achieve the required competence.

Recording sheet for oral questioning (template)

Candidate's Name		
Assessor or Observer's Name		
Unit of Competency)		
Code		
Date of Assessment		
Location		
Task/Procedure		
Questions to be Answered by candidate	Response/Answer*	Satisfactory (Yes/No)
What would you do if …		
What would you do if …		
What would you do if …		
How do you …		
What are …		
Why did you… (Clarification)		
Follow up Questions		
The candidate's knowledge was:	Satisfactory Unsatisfactory	
Feedback to candidate:		
Candidate signature:	Date:	
Assessor/Observer's Signature:	Date:	

ASSESSOR GUIDE TO CONDUCTING COMPETENCY ASSESSMENTS

1. BEFORE THE ASSESSMENT	2. DAY OF ASSESSMENT	3. DURING THE ASSESSMENT	4. POST ASSESSMENT

- Review unit(s) of competency to be assessed especially evidence to be collected against performance criteria - Ensure the workplace or training center complies with all safety requirements and that high risk areas are clearly marked - Identify/request essential assessment resources: • tools and equipment • supplies and materials • personal protective equipment • print resources and rating sheets • Have trainees contacted if they have to bring any resources for the assessment, e.g. logbook	-Verify attendance through signed attendance sheet - Provide overview of what is to happen throughout day Orient the trainees to: • purpose of assessment • qualification to be assessed • assessment procedures to be followed • address needs of trainees and provide information on evidence requirements and assessment process • make all announcements just before start of assessment	Give clear instructions to trainees on what they are required to do: • time limits and expectations • all equipment and tools must be of the same quality for all trainees • written and verbal instructions translated into local dialects as needed • encourage questions • avoid providing any assistance to trainees during assessment • stop process if accident imminent • keep focused on evidence being valid, reliable, fair, flexible, and safe • Record details of evidence collected	Provide feedback on outcome of assessment process re: • give clear feedback on assessment decision • provide information on overcoming any gaps in competency assessment • provide opportunity to discuss assessment process and outcome **Prepare required assessment reports:** • all rating sheets signed by trainee as well as Assessor • maintain records of assessment procedures, evidence collected, and assessment outcome • verify assessment results/outcomes with training center **Prepare** recommendations for issuance of national certificate

Assessor's Quick Start

1. Identify the Unit(s) of Competency from the Program Standard that you are going to assess.

2. Review the Critical Aspects of Competency from the Unit of Competency that will be the basis of your Evidence Guide.

3. Select the Assessment Tools that you will use to gather evidence.
    i. Demonstration Checklist
    ii. Observation Checklist
    iii. Oral Questions Checklist

4. Create spec sheet(s) for the Unit of Competency to be examined.

5. Review the assessment procedure with the Candidate and ask if there are any questions.

6. Complete the assessment using the assessment tools in the order above. You are free to use other tools as well if you wish.

7. Determine whether Candidate is **Competent** or **Not-Yet-Competent**

8. Complete all necessary record sheets.

9. Give feedback to the Candidate.

Demonstration Checklist: Explain Employment Rules and Regulations

Candidate's name:	
Assessor's name:	

Qualification:	Social Compliance Norms for Workers
Project-Based Assessment Title	
Units of competency covered:	Explain Employment Rules and Regulations
Date of assessment:	
Time of assessment:	

Instructions for demonstration	
Please see attached Instruction for Demonstration (Candidate/Assessor)	
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe three key worker employment conditions in Bangladesh.	☐	☐	☐
2. Describe four important employment provisions for children and adolescents in Bangladesh.	☐	☐	☐
3. Describe the worker's resignation policy and applicable compensation.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain Employment Rules and Regulations

Candidate's name:	
Assessor's name:	

Date of Assessment:			
Unit of Competency:	Explain Employment Rules and Regulations		
Code:	SEIP-RMG-SOCW-1-0		
Name of Workplace/Training Center			
Procedure to Follow:	Observe Candidate's performing the task, and following the spec-if a spec is provided		
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):			
		YES	**NO**
1. Describe three key worker employment conditions in Bangladesh.			
2. Describe four important employment provisions for children and adolescents in Bangladesh.			
3. Describe the worker's resignation policy and applicable compensation.			
Candidate's performance was:	**COMPETENT**	**NOT YET COMPETENT**	
Feedback to Candidate:			
Candidate's Signature:			Date:
Assessor's Signature:			Date:

Oral Questions Checklist: Explain Employment Rules and Regulations

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Employment Rules and Regulations
Reference Standard:	Social Compliance Norms for Workers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	**YES**	**NO**
1. Can you identify and briefly describe four key employment provisions for children?		
2. Can you identify and briefly describe three key employment provisions for adolescents?		
3. According to what documents are service rules interpreted?		
4. What are the two key procedures involved in the resignation policy?		
5. Can you identify four different types of leave and the appropriate steps for their respective application?		
6. What are the seven major classifications for workers?		
7. Can you identify three key employment documents?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Explain Wages, Benefits, and Leaves

Candidate's name:	

Assessor's name:	
Qualification:	Social Compliance Norms for Workers
Project-Based Assessment Title	
Units of competency covered:	Explain Wages, Benefits, and Leaves
Date of assessment:	
Time of assessment:	

Instructions for demonstration	
Please see attached Instruction for Demonstration (Candidate/Assessor)	
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Identify provisions on wages and payment and calculate payment and benefits.	☐	☐	☐
2. Describe maternity benefits for women workers covering rights, liability, and payment.	☐	☐	☐
3. Identify working hours and other related provisions.	☐	☐	☐
4. Describe payment provisions for different types of leave.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain Wages, Benefits, and Leaves

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Unit of Competency:	Explain Wages, Benefits, and Leaves
Code:	SEIP-RMG-SOCW-2-0
Name of Workplace/Training Center	
Procedure to Follow:	Observe Candidate's performing the task, and following the spec-if a spec is provided

During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):

	YES	NO
1. Identify provisions on wages and payment and calculate payment and benefits.		
2. Describe maternity benefits for women workers covering rights, liability, and payment.		
3. Identify working hours and other related provisions.		
4. Describe payment provisions for different types of leave.		

Candidate's performance was:	**COMPETENT**	**NOT YET COMPETENT**	
Feedback to Candidate:			
Candidate's Signature:			Date:
Assessor's Signature:			Date:

Oral Questions Checklist: Explain Wages, Benefits, and Leaves

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain Wages, Benefits, and Leaves
Reference Standard:	Social Compliance Norms for Workers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response	
Indicate Y or N in the box provided	**YES**	**NO**
1. How are payment and benefits calculated?		
2. Can you identify four deductions related to wages?		
3. Can you describe the provisions on annual leave for different classifications of workers?		
4. To what extent is a commitment to occupational health and safety important?		
5. Can you identify provisions on festival holidays?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Explain the Provision on Welfare Facilities

Candidate's name:	
Assessor's name:	
Qualification:	Social Compliance Norms for Workers
Project-Based Assessment Title	
Units of competency covered:	Explain the Provision on Welfare Facilities
Date of assessment:	
Time of assessment:	

Instructions for demonstration	
Please see attached Instruction for Demonstration (Candidate/Assessor)	
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the code/provision on employee welfare facilities covering at least 8 items.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Explain the Provision on Welfare Facilities

Candidate's name:			
Assessor's name:			
Date of Assessment:			
Unit of Competency:	Explain the Provision on Welfare Facilities		
Code:	SEIP-RMG-SOCW-3-0		
Name of Workplace/Training Center			
Procedure to Follow:	Observe Candidate's performing the task, and following the spec-if a spec is provided		
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):			
		YES	**NO**
1. Describe the code/provision on employee welfare facilities covering at least 8 items.			
Candidate's performance was:	**COMPETENT**	**NOT YET COMPETENT**	
Feedback to Candidate:			
Candidate's Signature:			Date:
Assessor's Signature:			Date:

Oral Questions Checklist: Explain the Provision on Welfare Facilities

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Explain the Provision on Welfare Facilities
Reference Standard:	Social Compliance Norms for Workers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response

Indicate Y or N in the box provided	YES	NO
1. How important and why is obedience to labor laws/codes?		
2. Can you describe the main elements of employee welfare facilities?		
3. To what extent is a commitment to occupational health and safety important and why?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date:

Demonstration Checklist: Apply Health Hygiene and Safety in the Workplace

Candidate's name:	
Assessor's name:	
Qualification:	Social Compliance Norms for Workers
Project-Based Assessment Title	
Units of competency covered:	Apply Health Hygiene and Safety in the Workplace
Date of assessment:	
Time of assessment:	

Instructions for demonstration	
Please see attached Instruction for Demonstration (Candidate/Assessor)	
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Apply health and hygiene in the workplace/simulated work environment.	☐	☐	☐
2. Ensure suitable/pure drinking water available.	☐	☐	☐
3. Ensure latrines and urinals used properly.	☐	☐	☐
4. Ensure dustbins and spittoons used properly.	☐	☐	☐
5. Ensure Personal Protective Equipment (PPE) worn at workplace.	☐	☐	☐
6. Describe the proper use of firefighting equipment.	☐	☐	☐
7. Identify and present the proper actions in case of fire.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Apply Health Hygiene and Safety in the Workplace

Candidate's name:			
Assessor's name:			
Date of Assessment:			
Unit of Competency:	Explain the Provision on Welfare Facilities		
Code:	SEIP-RMG-SOCW-4-0		
Name of Workplace/Training Center			
Procedure to Follow:	Observe Candidate's performing the task, and following the spec-if a spec is provided		
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):			
		YES	**NO**
1. Apply health and hygiene in the workplace/simulated work environment.			
2. Ensure suitable/pure drinking water available.			
3. Ensure latrines and urinals used properly.			
4. Ensure dustbins and spittoons used properly.			
5. Ensure Personal Protective Equipment (PPE) worn at workplace.			
6. Describe the proper use of firefighting equipment.			
7. Identify and present the proper actions in case of fire.			
Candidate's performance was:	**COMPETENT**	**NOT YET COMPETENT**	
Feedback to Candidate:			
Candidate's Signature:			Date:
Assessor's Signature:			Date:

Oral Questions Checklist: Apply Health Hygiene and Safety in the Workplace

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Apply Health Hygiene and Safety in the Workplace
Reference Standard:	Social Compliance Norms for Workers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response

Indicate Y or N in the box provided	YES	NO
1. Can you identify the appropriate PPEs for the workplace?		
2. Can you describe six elements that make for a healthy work environment?		
3. What seven steps must be adopted for carrying out fire awareness at work?		
4. Can you identify 12 causes of fire in the workplace?		
5. Can you identify 5 fire extinguishing agents and the types of fire they would be used on?		
6. Can you identify six common pieces of fire fighting equipment?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	**Date:**
Candidate Signature:	**Date:**

Demonstration Checklist: Describe Provisions on Industrial Relations

Candidate's name:	
Assessor's name:	
Qualification:	Social Compliance Norms for Workers
Project-Based Assessment Title	
Units of competency covered:	Describe Provisions on Industrial Relations
Date of assessment:	
Time of assessment:	

Instructions for demonstration	
Please see attached Instruction for Demonstration (Candidate/Assessor)	
Supplies and Materials ▪ Please refer to attached specific instruction	Tools and equipment • Please refer to attached specific instruction

	✓ to show if evidence is demonstrated		
During the demonstration of skills, did the candidate:	Yes	No	N/A
1. Describe the importance of, functions of, and formation of participation committee members.	☐	☐	☐
2. Define the duties and roles of participation committee members.	☐	☐	☐
3. Describe the policy on meetings of the participation committee and implementation of recommendations.	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Observation Checklist: Describe Provisions on Industrial Relations

Candidate's name:			
Assessor's name:			
Date of Assessment:			
Unit of Competency:	Describe Provisions on Industrial Relations		
Code:	SEIP-RMG-SOCW-5-0		
Name of Workplace/Training Center			
Procedure to Follow:	Observe Candidate's performing the task, and following the spec- if a spec is provided		
During the demonstration of skills, did the Candidate do the following (List steps that reflect critical aspects of competency from performance criteria of Unit of Competency):			
		YES	**NO**
1. Describe the importance of, functions of, and formation of participation committee members.			
2. Define the duties and roles of participation committee members.			
3. Describe the policy on meetings of the participation committee and implementation of recommendations.			
Candidate's performance was:	**COMPETENT**	**NOT YET COMPETENT**	
Feedback to Candidate:			
Candidate's Signature:			Date:
Assessor's Signature:			Date:

Oral Questions Checklist: Describe Provisions on Industrial Relations

Candidate's name:	
Assessor's name:	
Date of Assessment:	
Assessment Venue:	
Unit of Competency:	Describe Provisions on Industrial Relations
Reference Standard:	Social Compliance Norms for Workers

The List of Questions below must be pegged to the competency demonstration test and may involve related specs for each Unit of Competency tested. Underpinning skills for Knowledge may also be reviewed for Competent/Not Yet Competent designation.

List of Questions	Satisfactory Response

Indicate Y or N in the box provided	YES	NO
1. What is the make-up or composition of participation committee members?		
2. Can you describe the provisions for raising grievance?		
3. Can you describe the provisions on misconduct and penalty?		
4. What are the key functions of the participation committee?		
5. What are some common results of a well-functioning participation committee?		

Feedback to Candidate:

The Candidate's overall performance was (circle): Satisfactory/ Not Satisfactory

The Candidate's underpinning knowledge was (circle): Satisfactory/ Not Satisfactory

Assessor Signature:	Date:
Candidate Signature:	Date: