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| **Candidate Name/s**:**Group assessment****S10****ID: Number/s:** |

**Group Assessment S10**

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| **Assessment Description:** |  **Conduct the RPL assessment of a candidate by inspecting documentation supplied based on a simulated case study.**  |
| **Due date:** | Week 10 of program  |

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| **Purpose of Assessment:** Continue working in the same group as per Assessment task S8, your group are now required to conduct the RPL assessment by inspecting the documents submitted by the candidate address any gaps identified in the documentation.After the assessment your group will provide feedback on the result of the assessment submitted and the process involved. |

**Assessment Method:**

The group will be assessed during the process of making an assessment decision where they discuss, interpret and review the evidence supplied and justify why or why it does not meet the rules of evidence.

Your group will be given 50 minutes to complete the scenario and prepare to present your findings to the workshop where you will provide an overview of your decision and the feedback and recommendations that you would provide the candidate.

Each group will have 5 minutes to present their findings before a general discussion and brainstorming session takes place to refine the key points.

The group will then be split into pair to undertake a review of the assessment tool / instrument and make recommendations for continuous improvement

**Instructions:**

Scenario:

Your group will be provided with the unit “Carry out basic demolition” and a number of pieces of evidence. As a group you will need to:

* Read through the unit of competency
* Read through each piece of evidence
* Work through each piece of evidence ticking off the unit of competency where you see it meets one or more criteria
* Tick off on the Rules of Evidence matrix
* Work through all 9 pieces of evidence

In pairs:

Create an assessment tool which you could use for assessing this competency through recognition of prior learning or current competency.

Use the guide on the last page of handout 2 to assist in developing your template.

**Handout 1 – Demolition – Unit of Competency CPCCCM2009A**

| ELEMENT | PERFORMANCE CRITERIA |
| --- | --- |
| 1. Plan and prepare. | * 1. Work instructions, including plans, specifications, quality requirements and operational details, are obtained, confirmed and applied from relevant information for planning of basic demolition processes.
	2. Safety (OHS) requirements are followed in accordance with safety plans and policies.
	3. Signage and barricade requirements are identified and implemented.
	4. Plant, tools and equipment are selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement.

1.5. Environmental requirements are identified for the project in accordance with environmental plans and statutory and regulatory authority obligations, and are applied.  |
| 2. Prepare demolition site. | 2.1. Requirements of the site demolition plan are interpreted in accordance with workplace procedures and construction type. 2.2. Property/dilapidation survey is completed to assess condition of work site and surrounds prior to work commencing and for preparation of work areas. 2.3. Confirmation is obtained from supervisor/regulatory authorities that all existing services have been disconnected before commencing demolition tasks. 2.4. Hazardous material is identified for separate handling in accordance with workplace requirements and instructions. |
| 3. Remove components. | 3.1. Building components are removed in a directed sequence in accordance with site demolition plan, demolition method statement, standards and workplace procedures. 3.2. Removed components are relocated to storage or disposal area in accordance with workplace requirements.3.3. Materials and building component parts are safely and effectively handled using selected material handling techniques.3.4. Materials and components identified for salvaging are handled, stored and stacked ready for transport in accordance with standard material handling practices and workplace procedures. |
| 4. Clean up. | 4.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specifications.4.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices. |

**Handout 2 - Demolition (RPL)**

**Scenario**

You will be provided with the unit “Carry out basic demolition” and a number of pieces of evidence. As a group you will need to:

1. Make an assessment decision
2. Identify the most valid & critical pieces of evidence & why you believe them to be so
3. Identify the least critical pieces of evidence & why you believe them to be so
4. What feedback you would give to the candidate including any recommendations
5. What other information that would have been useful to make the decision

**PART ONE – Instructions**

**Assess competence through assessment only pathway (In class activity)**

In your groups :

* Read through the unit of competency
* Read through each piece of evidence aloud
* Work through each piece of evidence ticking off on the unit of competency where you see it meets one or more criteria
* Tick off on the Rules of Evidence matrix
* Work through all 9 pieces of evidence.

Answer the following:

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| What assessment decision have you made  | Competent / Not Yet Competent |
| Identify the most valid & critical pieces of evidence & why you believe them to be so |
| Identify the least critical pieces of evidence & why you believe them to be so |
| What feedback you would give to the candidate including any recommendations |
| What other information that would have been useful to make the decision |

Handout 1b: Strategic consideration of evidence

**Quality evidence matrix**

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| Evidence Cards |
| Criteria for quality evidence | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| VALIDITY |  |  |  |  |  |  |  |  |  |
| SUFFICIENCY |  |  |  |  |  |  |  |  |  |
| CURRENCY |  |  |  |  |  |  |  |  |  |
| AUTHENTICITY |  |  |  |  |  |  |  |  |  |

**KEY:**

|  |  |
| --- | --- |
|  | Clearly meets this criterion for quality evidence |
| ● | Meets some aspects of this criterion for quality evidence |
| X | Does not meet this criterion for quality evidence |

**PART TWO - Instructions**

**Creating an improved RPL assessment tool (Out of class activity)**

In pairs you will need to create an improved assessment tool for an RPL/RCC assessment in this competency.

Conduct some web based research into RPL tools and create an assessment tool which you could use for assessing this competency through recognition of prior learning or current competency.

Your tool should include the following:

* Name of candidate
* Unit code and name
* Date of assessment
* Assessor name
* Title of tool
* List of elements and criteria
* Area to link evidence to criteria
* Possible questions for underpinning knowledge
* Area for feedback to assessee
* Sign off by both parties

Handout 3 – Demolition - Strategic consideration of evidence

**Evidence cards –** photocopy one set of evidence cards for each group. Cut out each card and distribute a set of cards to each group/assessment panel.

**Card 1 – Short course**

The candidate has provided a copy of a certificate from a TAFE institute that indicates participation in a short course on safe demolition of residential structures. The course was conducted four years ago.

**Card 2 – Employer reference**

The candidate has provided a statement from his current employer which says that the candidate has carried out a range of demolition work in team situations. This has involved the demolition of internal partition walls, fences and residential buildings. The employer notes that the work has been performed in accordance with instruction and in a safe manner.

**Card 3 – Videotape**

The candidate has provided a short videotape of himself demolishing internal partition walls. The video was filmed last week and has been validated by the candidate’s employer. The video shows that the candidate was wearing personal protective equipment (PPE) and using appropriate equipment.

**Card 4 – Client testimony**

The candidate has provided a letter from a client indicating that he was satisfied with a small building job, the erection of a pergola, which the candidate undertook two years ago.

**Card 5 – Work colleague testimony**

The candidate has provided a statement from a work colleague. It indicates that the candidate had worked in a team on the demolition of a two-storey commercial building. The statement indicates that the candidate worked effectively in this team situation.

**Card 6 – Test results**

The candidate has provided results of an online test on demolition practices which was completed at a trade exhibition. The results indicate that nine of the ten questions were correctly answered.

**Card 7 – Self-assessment**

The candidate has provided a personal statement that assesses his skills and knowledge against each element in the unit of competency. The statement includes reference to specific work examples to support the candidate’s claim of competence.

**Card 8 – Demonstration of skills**

The candidate has provided a copy of an observation checklist, completed by a TAFE instructor, which indicates that the candidate safely demolished an internal partition wall in a simulated assessment activity. This activity was undertaken four years ago.

**Card 9 – OH&S training**

The candidate has provided a copy of a certificate from the OH&S Authority which indicates that he participated in two half-day training programs. One program dealt with safe materials handling and the other focused on dust suppression. Both programs were undertaken last year.

**Handout 4 – Demolition - Trigger Questions**

Regardless of the form of evidence, where it was collected or who collected it, assessors must be confident that assessment decisions are based on quality evidence.

This is evidence that is valid, sufficient, current and authentic. In reviewing evidence, assessors should consider the following questions:

**Validity**

Does the evidence relate to the unit of competency?

Does the evidence reflect the four dimensions of competency?

Does the evidence address the key competencies?

**Sufficiency**

Does the evidence cover the full range of performance identified in the unit of competency?

Does the evidence show competence over a period of time?

Does the evidence show competence in different contexts?

**Current**

Does the evidence show that the candidate can currently perform the competency while working?

Is the evidence benchmarked against the current version of the industry competency standards?

**Authentic**

* Is the evidence the candidate’s own work?

Are the qualifications, references and licences presented by the candidate authentic documents?

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| **Assessment Task Decision:** | **Meets requirements****Further evidence required** |
| **Comments:** |

**Assessor: Date:**

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| ***Assessment task covers criteria from:******TAEASS401B – Plan assessment activities & processes******TAEASS402B – Assess competence******TAEASS403B – Participate in assessment validation******TAEASS502B – Design & develop assessment tools*** | ***Elements 1,2,3******Elements 1,2,3,4,5,6******Elements 1,2,3******Elements 1,2,3,4*** | ***Checked*** |