Step 3: decide on, and map the methods

This involves three parts.

**Part 1.**

It would not be possible to use all of the methods of assessment you listed in the table above. So, we need to make some decisions.

Your task: Review your Ideas for Evidence and decide which combination of assessment methods is most suitable. This is usually no more than three assessment methods. Hint: This step just requires some decisions made, step 2 will document them.

**Part 2.**

We now need to check that the chosen combination of methods of assessment will assess the **whole Unit.** We do this by creating an Assessment Matrix. As you may recall, an Assessment Matrix maps the Elements, Performance criteria, Performance and Knowledge Evidence and the Foundation and Employability Skills and the Assessment conditions and contexts of a Unit against the methods of assessment.

Your task:

1. In the left column beside each number, note the Elements of the Unit.

2. In each column of the top row, list those methods that you have decided will be most appropriate.

3. Tick (✓) or Cross (X) appropriate boxes below to show which part/s of the unit are addressed by each source of evidence.

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| List the methods of assessment here 🡪 | | Observation | Questioning | Knowledge |  |  |  |  |  |
| **Elements and Performance Criteria** | | | | | | | | | |
| **Element 1** | | | | | | | | | |
| **1** | Collect information associated with the achievement of work responsibilities from appropriate sources | x | x | x |  |  |  |  |  |
| Communicate ideas and information to diverse audiences in an appropriate and sensitive manner | x | x |  |  |  |  |  |  |
| Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes |  | x | x |  |  |  |  |  |
| Facilitate consultation processes to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team |  | x | x |  |  |  |  |  |
|  | Promptly deal with and resolve issues raised, or refer them to relevant personnel | x |  |  |  |  |  |  |  |
| **Element 2** | | | | | | | | | |
| **2** | Treat people with integrity, respect and empathy |  | x | x |  |  |  |  |  |
| Encourage effective relationships within the framework of the organisation’s social, ethical and business standards | x | x |  |  |  |  |  |  |
| Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance | x | x | x |  |  |  |  |  |
| Adjust interpersonal styles and methods in relation to the organisation’s social and cultural environment | x | x | x |  |  |  |  |  |
| **Element 3** | | | | | | | | | |
| **3** | Identify and utilise workplace networks to help build relationships | x |  | x |  |  |  |  |  |
| Identify and describe the value and benefits of networks and other work relationships for the team and the organisation | x | x | x |  |  |  |  |  |
| **Element 4** | | | | | | | | | |
| **4** | Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements | x |  | x |  |  |  |  |  |
| Support colleagues in resolving work difficulties |  | x | x |  |  |  |  |  |
| Regularly review workplace outcomes and implement improvements in consultation with relevant personnel | x | x |  |  |  |  |  |  |
| Identify and resolve poor work performance within own level of responsibility and according to organisational policies | x |  | x |  |  |  |  |  |
|  | Deal constructively with conflict, within the organisation’s established processes | x | x |  |  |  |  |  |  |

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| **Knowledge Evidence 🡪** |  |  |  |  |  |  |  |  |
| Give examples of how work relationships and the cultural and social environment can support or hinder achieving planned outcomes; | x | x |  |  |  |  |  |  |
| Explain techniques for developing positive work relationships and building trust and confidence in a team | x | x | x |  |  |  |  |  |
| Identify relevant legislation from all levels of government that affects business operation |  | x | x |  |  |  |  |  |
| Describe a range of methods and techniques for communicating information and ideas to a range of stakeholders | x |  | x |  |  |  |  |  |
| Outline problems solving methods | x | x |  |  |  |  |  |  |
| Explain methods to resolve workplace conflict | x | x |  |  |  |  |  |  |
| Explain methods to manage poor work performance | x | x |  |  |  |  |  |  |
| Explain how to monitor, analyse and introduce ways to improve work relationships | x | x | x |  |  |  |  |  |
| **Performance Evidence 🡪** |  |  |  |  |  |  |  |  |
| Access and analyse information to achieve planned outcomes | x | x | x |  |  |  |  |  |
| Apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements | x | x | x |  |  |  |  |  |
| Review and improve workplace outcomes in consultation with relevant personnel | x | x |  |  |  |  |  |  |
| Adjust interpersonal style and communications to respond to cultural and social diversity | x | x | x |  |  |  |  |  |
| apply relationship management and communication skills with a range of people that:   * demonstrate integrity, respect, empathy and cultural sensitivity and promote trust * forge effective relationships with internal and/or external people and help to maintain these networks * encourage participation and foster contribution of and respect for ideas and feedback * provide support to colleagues to resolve difficulties | x | x | x |  |  |  |  |  |
| Communicate ideas and information to diverse audiences | x | x |  |  |  |  |  |  |
| Develop networks and build team relationships. | x |  | x |  |  |  |  |  |

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| **Foundation Skills and Employability skills** |  |  |  |  |  |  |  |  |
| Comprehends textual information to determine regulatory requirements and adhere to job processes | x | x | x |  |  |  |  |  |
| Uses appropriate language to record key information related to the outcomes of the job | x | x |  |  |  |  |  |  |
| Varies writing style to meet requirements of audience and purpose | x |  | x |  |  |  |  |  |
| Speaks clearly using tone and pace appropriate for the audience and purpose | x | x |  |  |  |  |  |  |
| Uses appropriate techniques, including active listening and questioning, to clarify information and to confirm understanding | x | x |  |  |  |  |  |  |
| Takes personal responsibility for adherence to explicit and implicit organisational policies, procedures, standards and legislative requirements within own job role and in all interactions with others | x | x | x |  |  |  |  |  |
| Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to build rapport, establish networks, seek or share information | x | x |  |  |  |  |  |  |
| Adjusts personal communication style in response to a diverse range of individuals in the work context | x | x |  |  |  |  |  |  |
| Uses collaborative techniques to engage team members in consultations and negotiations | x | x |  |  |  |  |  |  |
| Implements strategies to respond appropriately to conflict and poor work performance | x |  | x |  |  |  |  |  |
| Takes responsibility for planning, sequencing and prioritising tasks and own workload for effective outcomes | x | x | x |  |  |  |  |  |
| Uses formal analytical thinking techniques and broad ranging consultative processes to identify issues and implement a constructive approach to solutions and improvement opportunities | x | x | x |  |  |  |  |  |
| Uses familiar digital technologies and systems to access, present and communicate information | x | x | x |  |  |  |  |  |

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| **Assessment Conditions** |  |  |  |  |  |  |  |  |
| Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:   * relevant legislation and regulations * Relevant workplace documentation and resources * case studies and, where possible, real situations * Interaction with others. Met requirements, conditions and context. | x | x | x |  |  |  |  |  |
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**Part 3.**

Now that you have created an Assessment Matrix, it’s time to review it and make sure the combination you have chosen combination of methods of assessment will assess the whole Unit.

Your task: Review your Assessment Matrix and make sure that all Elements, Required Knowledge, Required Skills and Critical Aspects (if applicable) have at least one tick or cross relevant to them. If this is not the case, you will need to revisit your Ideas for Methods of Assessment table and make the necessary adjustments.

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| 1. Justify your selection of assessment methods, taking into account the context in which the assessment will take place and meeting the principles of assessment. |
| **Your answer:**  Observations is a great way the learners work through the problems to find resolutions if you can observe them without knowing about it. This way you are going to get natural response like stressor, behavior in different situations.  Questioning is also a way to check to their knowledge and if required to clarify any concerns they may have. Using open end questions requires more than a yes or no answers, creates a thinking and discussions around the topic.  Scenarios puts more emphasis on context than content, these interactive scenarios use to solicit response from the learner. Then allows learner to demonstrate their problem- solving and critical thinking skills. |
| 1. Within your recommended methods, what options do you have for different instruments that could be used to collect evidence? |
| **Your answer:**  Having the flexibility in the different assessment methods means we can tailor the training depending on the learners specific needs and align it with workplace requirements other methods that could be used are the following:    **Evidence compiled by the candidate**  A portfolio can be a collection of the learners highest examples of work they have completed and have been validated, logbooks and written pieces of work  **Supplementary evidence**  Is additional evidence This could include reports from supervisors, colleagues and/or clients, testimonials from employer and evidence of training.  **Product Based Methods**  Structured assessment activities such as reports, displays, work samples, role plays, and presentations.  We would need to alter the assessment tools for these instruments so they can align and be valid, making sure we can measure the unit for the competency to be achieve by the learner cohort.  Whichever instruments are being used they have to Fair, Flexible, Reliable and Valid we may have several different tools being used in the unit of competency depending on the instruments being used. |