# Evidence matrix - Code

The mapping in the following tables relates to the unit of competency – *Code Name*.

It covers the following elements of the RTO’s course:

* BSB10115 *Assessment tools*
* *RPL Toolkit (Candidate Self-evaluation,* *Competency Conversation*, and *Workplace Assessment Tasks)*.

**Key**

The mapping is in three columns as follows.

* The ‘**Assessment Tools**’ column refers to the assessment activities used by the learner/candidate to demonstrate competency in each unit. The tasks are identified by the Task number and then descriptor, e.g. **Task1-Letter**.
* The ‘**RPL Question’** column refers to the numbered questions in the *Competency Conversation Recording Tools* as **CCQ** (competency conversation questions) and the *Candidate Self- evaluation Tools* as **SEQ** (self-evaluation questions).
* The **‘RPL Workplace task’** column refers to the numbered task/s from the *Workplace Assessment Tasks*.

The unit mapping is to unit elements, performance criteria, and assessment requirements (performance evidence, knowledge evidence and assessment conditions). These are listed in the tables below against the relevant assessment instruments or tools. As specified in the critical aspects of assessment, candidates must provide evidence of the essential knowledge and skills.

The workplace assessment tasks are also mapped to the following dimensions of competency and identified in the ‘Workplace task’ column:

• task skills (TS)

• task management skills (TMS)

• contingency management skills (CS)

• job role environment skills (JRE).

Note, the RPL assessment tools may be used by an assessor to gather confirmation evidence to support the use of the general assessment tools. For example, where an assessment judgment may be subject to further thought, the use RPL questions in a competency conversation between the assessor and the candidate could occur as a further point of gathering evidence.

CODE Name

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| **Unit component** | **Performance criteria, required knowledge and skills** | **Assessment Tools** | **Questions** | **Workplace tasks** |
| **Element 1 –** | 1.1 |  | SEQ  CCQ | WPT  Task 11 (TMS, JRE) |
| 1.2 |  | SEQ  CCQ |  |
| 1.3 |  | SEQ  CCQ |  |
| **Element 2 –** | 2.1 |  |  |  |
| 2.2 |  |  |  |
| 2.3 |  |  |  |
| **Element 3 –** | 3.1 |  |  |  |
| 3.2 |  |  |  |
| 3.3 |  |  |  |
| 3.4 |  |  |  |
| **Element4 –** | 4.1 |  |  |  |
| 4.2 |  |  |  |
| 4.3 |  |  |  |
| **Assessment requirements:**  Performance evidence | The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once: |  |  |  |
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| **Assessment requirements:**  Knowledge evidence | | The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of: | | | | |  |  | | |  |
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| **Assessment methods** | | ***Question/answer*** | |  | | ***Training log, diary or journal*** | | |  | | |
| ***Observation/demonstration*** | |  | | ***Portfolio, reports, work samples*** | | |  | | |
| ***Case study*** | |  | | ***Third-party reports*** | | |  | | |
| ***Role-play*** | |  | |  | | |  | | |
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| **Foundation Skills** *(In unit)* | ***Skill*** | | ***Performance Criteria*** | | ***Skill*** | | | | | ***Mapped Location*** | |
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| **Assessment requirements:** Assessment  conditions | | Assessment must ensure use of: | | | | |  |  | | |  |
| Assessment must ensure access to: | | | | |  |  | | |  |
| Skills must be demonstrated in a business focused workplace or in a simulated business environment. Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace.  Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. | | | | | Assessors must observe these requirements when undertaking the RPL assessment | | | | |
| Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors. | | | | | An RTO compliance responsibility | | | | |