Competency Framework : Marine Terminal (Ship / Shore Interface) Operations for Oil, Chemical and Gas

Competency Category : 4.0 Prepare for transfer operations

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## Version History

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PREFACE

The Curriculum Training and Assessment Guides (CTAG) are prepared by the WSH Council (Logistics & Transport) Ship / Shore Interface Sub-committee to aid in the design and delivery of training and assessment and to assist training providers to prepare courses for accreditation.

The CTAG focuses and emphasizes the relationship between the competencies in the Competency units and the content and delivery of the training programme.

This Guide takes effect from 1 September 2011 and will be regularly updated.

The CTAG has been developed in two parts:

Part A – General principles of Competency Unit delivery, assessment and advice on how to develop an assessment plan.

Part B – Specific advice and recommendations on delivery and assessment strategies for each particular Competency Unit to support the development and accreditation of the programme. It also includes the requirements for both trainer and assessor for the particular competency unit.

Part A and Part B of the CTAG should be read together, with reference to the corresponding competency standards.
1. Introduction of the Ship / Shore Interface Competency Framework

1.1. Objectives

- To clearly articulate the employability, the industry competency standards, knowledge and skills requirements for Marine Terminal professionals involved in the Ship / Shore Interface Operations in Singapore.

- To act as a guide for the industry to plan for the training and professional development programmes of Marine Terminal professionals involved in the Ship / Shore Interface Operations.

- To serve as a guide for career progression of Marine Terminal professionals involved in the Ship / Shore Interface Operations by outlining clear pathways of qualifications, skills and competencies needed for professional accreditation and recognition, and career progression.

- To guide the design of training and certification programmes to ensure greater quality assurance in training and assessment.

1.2. Qualification Levels

In the Ship / Shore Interface Competency Framework, there are two qualifications that will be issued. They are formulated based on occupational skills, knowledge and attributes. The descriptors for each qualification level describe the complexity of work and the autonomy for that level.

**Advanced Certificate**
This level of qualification exemplifies the ability to apply and contextualise skills and knowledge in a range of work activities, most of which are complex and non-routine in a variety of contexts. The knowledge acquired is procedural with elements of abstraction and theory. Work activities comprise tasks involving the guidance of others and some planning and allocation of resources. Activities are carried out under general supervision requiring a significant degree of judgment.

**Certificate**
This level of qualification exemplifies the ability to perform a range of work activities, most of which are routine and in a stable and predictable context. The knowledge acquired is mainly factual and procedural requiring basic comprehension skills. Work activities comprise basic tasks mainly undertaken by entry level or operational occupations with some accountability within clearly specified boundaries. Activities are carried out under clear instructions and close supervision requiring minimal judgment.
1.3. **The Singapore Employability Skills System (ESS)**

The Singapore Employability Skills System (ESS) is part of the Workforce Skills Qualification (WSQ) system launched by the Minister for Manpower in October 2005. The ESS comprises a sub-set of generic employability skills which underpin a worker’s effectiveness and which can be applied, with relevant contextualisation, to all workplaces irrespective of the industry sector in which the worker is employed. These skills complement specific industry and occupational skills of a specialist technical nature.

The Singapore Workforce Development Agency (WDA) supports incorporation of appropriate ESS skills as an underpinning element of WSQ industry qualifications, either through incorporation of specific Competency Units or the embedding of ESS competencies in the sector-specific Competency Units. These are the categories of employability skills that are important attributes of participants within the Marine Terminal professionals. The following are examples of ESS competencies which are imported into the Ship / Shore Interface Competency Framework:
- Problem-solving and decision-making
- Initiative and enterprising behaviours
- Communications and relationship management
- Generic workplace safety and health.

1.4. **Competency-Based Assessment**

Competency-based assessment is about judging whether a person has reached the appropriate level of competency i.e. has achieved the competency standard. The skills and knowledge may have been gained in a number of ways, e.g. through experience in their current job, a previous job, life experience, accredited or informal training courses. How competency was achieved is not important, rather it is outcome based.

Competency-based assessment is designed and conducted following a set of principles and rules, known as Technical Principles of Assessment and Rules of Evidence. Detailed advice and guidance on development of assessment plans and conduct of assessment for Competency Units are provided later in this Guide.

The reference points for all assessment procedures for a Competency Unit are the competency elements, the performance criteria associated with these, the range and contexts and the evidence sources identified for the Competency Unit. The Competency Units do not set out exhaustive ‘Learning Outcomes’ as the descriptors of the Competency Units serve the same purpose.

1.5. **Competency Structure**

In summary, Ship / Shore Interface Competency Framework uses the following model of competency design as shown in the following figure. Competency units are broken into Competency Elements with Performance Criteria, Range and Context, Evidence Sources and Underpinning Knowledge.
1.6. Qualifications Framework

Qualifications are awarded to learners who have been assessed as having achieved the requirement of a combination of Units of Competency. These cover knowledge and skills that the learners would require to perform in the required job. It is possible for an individual to complete one or more Units of Competency without completing the requirements of a qualification. In such case, a Certificate of Completion or similar certification document can be issued to recognise their achievement of completion of those Units of Competency.

Key Features
The qualifications for “Prepare for transfer operations” are proposed at Advanced Certificate level and Certificate level.

Entry requirements are not based on the use of formal academic qualifications or years of experience as a prerequisite, unless unavoidable. Instead, considerations for entry are competency-based that would include literacy, numeracy levels, assumed knowledge and other related competencies. This is based on the principle of enhancing accessibility to lifelong learning and equal opportunity to all.

In the design of the Ship / Shore Interface Competency Framework, reference is made to the Singapore Employability Skills Systems (ESS).
1.7. Occupational Levels

Two levels of qualifications were identified in the Competency Map. The Ship / Shore Interface qualification levels and the typical occupational titles and key roles for persons having the qualification are shown below:

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<th>Ship / Shore Interface Qualification</th>
<th>Typical Occupational Title</th>
<th>Key Roles</th>
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| Advanced Certificate in Prepare for transfer operations | Loading / Discharging Supervisor | Supervise the connection or disconnection of hoses or loading arms  
Assess ship's cargo tanks for suitability. |
| Certificate in Prepare for transfer operations | Loading / Discharging Operator | Ensure hoses or loading arms are connected or disconnected safely and efficiently |

It should be noted that attainment of a qualification does not automatically qualify a person to the above occupational title.

2. Curriculum Development and Delivery Advice

2.1. Delivery Strategies and Methods

The Competency Unit can be delivered off-the-job, through e-learning and other learning resources. Off-the-job delivery can be face to face in the classroom in a training organisation, or at a workplace venue. Classroom delivery should emphasize interactive and student centred learning and uses a flexible range of learning and delivery methods.

Content relating to underpinning knowledge and principles may be assessed through quizzes, questionnaire, written exercises, case studies (Indirect Evidence / Tell Me). Product and process evidence should be collected through activities such as producing sample work in class (Supplementary Evidence / Show Me).

Every effort must be made to emphasize the direct relationship between the acquisition and application of the skills, knowledge and attributes to their workplace.

To enhance the transfer of learning, an andragogical approach to learning is encouraged in the development and delivery of the Competency Unit, which includes the following:

- adults are self-directed
- adults have acquired a large amount of knowledge and experience that can be utilised as a resource for learning
- adults have acquired a large amount of knowledge and experience through workplace learning
- adults more efficiently learn tasks that are relevant to the roles they have in life
- adults are motivated to learn in order to solve problems or address needs and they expect to immediately apply what they learn to these problems and needs
- adults need to be challenged with varied strategies to maintain interest.

Varied delivery strategies should be utilised to optimise learning and to address different learning styles. Listed below are some possible options:

- lecture presentation
- group discussion and presentation
- demonstration
- practice
- situational analysis
- mind-mapping
- written exercise
- case study
- workplace delivery / practices
- computer aided instructions
- session review.

The above delivery methods should be adjusted according to the different levels and needs of the participants.

3. Assessment Advice

3.1. General Guidelines on Conducting Competency-Based Assessment

As part of the preparation of courses for accreditation, training organisations are required to prepare an assessment plan for each Competency Unit. An integrated assessment plan can also be prepared where competency units with similar or related subject matter are combined and assessed at the same time. The advice which follows is provided to assist in the preparation of an assessment plan.

The Ship / Shore Interface Sub-committee have set out the following general guidelines for conducting assessments, particularly competency-based assessment. While there are some points in the advice that follows which may need to be modified in the context of each Competency Unit, they represent a sound starting point for reference in developing an assessment plan.
3.1.1. Technical Principles of Assessment

Competency based assessment is the process of collecting evidence and making judgements on whether or not competency has been achieved. All assessment centres and training organisations are required to demonstrate compliance with the following four technical principles of assessment:

I. Validity
II. Reliability
III. Flexibility
IV. Fairness.

These technical principles of assessment must be addressed in the development of assessment tools, conduct of assessment, and in the design, establishment and management of the assessment process.

I. Validity

A valid assessment assesses what it claims to assess; evidence collected is relevant to the activity and demonstrates that the performance criteria have been met.

The principles of assessment therefore must take into account several factors:

- Assessment activities are reflective of the Competency Elements and Performance Criteria of the unit(s) covered
- Assessment against the competency unit(s) must cover the broad range of skills and knowledge
- Assessment should integrate knowledge and skill with their practical application
- Evidence should, if possible, be gathered on a number of occasions and in a range of contexts, using different assessment methods.

The validity of assessments can be enhanced when some or all of the factors below are applied:

- The assessment focuses on the appropriate areas of competence and skills
- A sufficient range of the performance of the person being assessed is sampled
- The assessment tasks resemble those encountered in the workplace. Where this is not possible (e.g. in a facilitated learning environment where participants come from different industries), scenarios and/or contexts which participants can easily relate to should be used.
- Evidence of performance is obtained after the assessment to support predictive validity
The assessment procedure documents the links to workplace performance

- Multiple approaches to assessment are used

- The assessor can demonstrate how evidence of competency discriminates between different competencies and reinforces similar competencies.

II. Reliability

Reliability refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability can only be achieved when assessors share a common interpretation of the unit(s) being assessed.

Some or all of the following factors will contribute to reliability:

- The criteria for the judgement of competence must be stated clearly and adhered to

- Assessment practices in the assessment of candidates need to be monitored and reviewed to facilitate consistency of judgement

- As a minimum requirement, assessors must meet the vocational competence requirements outlined in Part B of this Guide.

Applying the following practices enhances reliability:

- Comparing the results of two or more assessors (moderation)

- Collecting evidence via a number of different assessment methods

- Collecting evidence across different locations and times

- Specifying clearly the competencies to be attained (documentation)

- Specifying clearly the instructions on how assessments should be undertaken and carried out

- Detailing clearly items on self / peer / supervisor assessment (documentation)

- Reviewing the training of assessors (systematic procedures).

Evidence of consistency can be obtained by assessing on multiple occasions and by using a number of methods of evidence gathering and in a range or contexts.

III. Flexibility

Flexibility in assessment allows for assessment either on or off the job and at mutually convenient times and situations:

- Cover both on and off-the-job components of training where applicable
Provide for the recognition of competencies no matter how, where or when they have been acquired

Draw on a range of methods and be appropriate to the context, task and candidate

Be made accessible to candidates so that they can proceed readily from one Competency Unit to another.

Flexibility applies to the process – not the standard.

**IV. Fairness**

A fair assessment will not disadvantage any person and will take into account the characteristics of the person being assessed. To maintain fairness:

- reasonable adjustments are made to assessment procedures depending on the characteristics of the person being assessed
- assessment procedures and the evidence (whether product or process) must be made clear
- a consultative approach to assessment of a competency against one or all of the units in the competency standard is recommended
- persons being assessed against the competency standard must have the opportunity for a review and an appeal of assessment decisions.

To be fair, an assessment should:

- help the person being assessed understand clearly what is expected and what form the assessment will take
- be equitable to all groups of people being assessed (make reasonable adjustments to the methods used for collecting evidence depending on the characteristics of the person(s) being assessed)
- have criteria for judging performance that are made clear to all those seeking assessment
- involve a participatory approach to assessment that is agreed to by the assessor and the person being assessed
- provide opportunities that allow the person(s) being assessed to challenge assessments with provision for reassessments.

**3.1.2. Collecting evidence of competency**

Assessment of competency should involve demonstration of competence in all dimensions of competency (task skills, task management skills, contingency
management skills, job role / environment skills and transferability). Evidence should involve a variety of evidence types, where possible.

At least one form of direct evidence should be considered to make a judgement on the practical performance component of the competencies, for example, observation of a simulated performance.

Supplementary and indirect forms of evidence should be used, where possible, in support of direct evidence to:

- extend on direct forms of evidence, for example, a range of situations with different types of persons being assessed, or in conflict situations
- facilitate transferability of competencies to new situations and contexts
- assess underpinning or required knowledge and understanding
- provide information on possible performance in rarely occurring but critical situations, for example, theft, breakdown and industrial conflict.

Third party reports are used only to verify and support evidence obtained using other methods. However, if the third party is a qualified assessor and is familiar with the standards of the Competency Unit mentioned, his report can be considered as direct evidence.

Self-assessment against the Competency Units can make the person being assessed aware of the standards they are expected to achieve, prepare them for formal assessment and/or contribute towards final assessment particularly as part of recognition of current competencies.

3.1.3. Rules of evidence

Evidence of competence must be:

I. Valid
II. Sufficient
III. Current
IV. Authentic.

I. Valid
Evidence of competence must cover the broad range of knowledge and skills required to demonstrate competence. Assessors need to ensure that the evidence meets the specified criteria of the standards. Evidence should also match or reflect the type of performance that is being assessed.

II. Sufficient evidence
This relates to the amount of evidence. Assessors must collect enough evidence to satisfy that the candidate is competent across all competency elements taking into account the contexts for application of the skills / knowledge required in performing the Competency Unit.
Evidence should be collected from multiple sources and at different times where possible.

III. Current evidence
An assessor needs to determine the currency of the evidence of competence.

IV. Authentic evidence
Assessors need to be sure that the evidence is the candidate’s own work. To determine authenticity, validation of the evidence by a third party may be necessary.

3.1.4. Code of Practice for Assessors

Conflict of interest sometimes arises for assessors. Under these circumstances, the conflict should always be declared. Potential forms of conflict of interest in the assessment process and/or outcome may include:

- a pre-established, personal relationship between the assessor and the person being assessed
- financial implications for the assessor
- employment opportunities for the assessor
- power opportunities for the assessor

Referrals for opinions to other internal assessor's or to an external assessor(s) can help to establish fair practice. The referrals may involve informal verbal consideration, a formalised written document, or a combination of the two.

Care must be taken to conduct assessment practices that do not perpetrate possible workplace discriminatory practices. As well, assessors must not use the assessment to coerce personal or professional favours or to gain economic advantage from the persons being assessed or potential client groups.

Personal or interpersonal factors (biases) not related to the assessment decision or process may include the characteristics of the person being assessed and/or the assessor - for example, race, gender, language background, religious background, political affiliation, sexual orientation, physical disabilities, physical appearances, marital status, age, skin colour, social class and/or ethnic background. Such biases are always to be avoided.

Assessment specialists have developed an international code of ethics and practice (by the National Council on Measurement in Education i.e. NCME). The Code of Practice below is based on international standards:

- The differing needs and requirements of the person(s) being assessed, the local enterprise(s) and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
The rights of the candidate(s) are protected during and after the assessment

- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and processes of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate(s) and the assessor that the assessment was carried out in accordance with agreed procedures
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- Results are only released with the written permission of the candidate(s)
- The assessment results are used consistently with the purposes explained to the candidate
- Self-assessments are periodically conducted to compare current competencies against the required competencies
- Professional development opportunities are identified and sought
- Opportunities for networking amongst assessors are created and maintained
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

### 3.2 Purposes and Key Features of an Assessment Plan

While the guidelines for conducting assessments set out in the preceding section provide a valuable framework of ideas and practices, there are some adaptations which may need to be made. For example, to strengthen validity and reliability, if
more than one assessment is used to assess a particular performance criteria (PC), that assessments should be spaced over time, location and so on as some Competency Units may be considerably longer and more diversified than others. Some Competency Units are relatively short – they may be less than 24 hours in duration and during this period there is limited time for complex and multiple cross-referencing of assessment.

Trainers are advised to take a balanced approach, using the principles to maximise validity, reliability, flexibility and fairness of the assessment process. However, assessment should not dominate the contact time with participants or to distort the broader purposes of the training.

It could also be the case that in some Competency Units, there are substantial components which are difficult to assess in pure 'competency' terms as they involve changes in 'mindset' and development of personal attributes. These are often difficult to validly assess on the basis of observed performance of specific competencies as they relate in large part to development of knowledge and attitudes.

Different methods of assessment – group discussions and personal observations of the trainee on how they approach particular challenges as well as knowledge assessment may be used with effectiveness. Assessment strategies should reflect a clear understanding of diverse learning styles.

3.2.1. Purposes of the Assessment Plan

The purpose of the assessment plan is to:

a. set out how the course will be assessed and to detail the assessment events, processes and instruments that will be used. The end result of the assessment process is a determination of Competent / Not Yet Competent

b. serve as a guide to trainers in their delivery and assessment of the course. This is particularly important if there are several trainers undertaking the delivery of the course

c. serve as the basis upon which to develop advice for trainees as to how the course will be assessed and what they will have to do to be assessed as 'Competent' (The assessment plan should not be provided in full to trainees but a suitable summary of the assessment programme should be provided)

d. clarify for trainers, trainees, auditors and clients (companies, employers) what a competent person can do and how we establish that these criteria have been met. It also allows us to clearly advise unsuccessful trainees as to where they did not meet assessment requirements

e. provide a guide to show that the assessment is based upon, closely connected to, and structured around the Competency Units – in other words, that it is competency based.
3.2.2. Key Features of the Assessment Plan

A good assessment plan should include the following features:

a. fairness, validity, reliability and flexibility

b. links to the units and competency elements and the performance criteria set out in the Competency Unit

c. covering the assessment of underpinning knowledge

d. including assessment instruments and events which are ‘performance based’. This means the assessor is able to make a direct assessment of whether the trainee can perform the competency to the required skill level as set out in the performance criteria – through workplace demonstrations, simulated workplace demonstrations and practical tasks or other performance-based processes

e. be practical and realistic. This means there is a reasonable balance of course time taken up with training and assessment (the demands of assessment should not overwhelm the trainers’ time dedicated to course instruction). Assessment should not impose unreasonable burdens on the participant nor should the criteria be set so high that trainees find it unreasonably difficult to succeed

f. where possible, assessment should be fun. Clever and authentic assessment should tap upon the natural enthusiasm of the learner to learn and the satisfaction which comes with demonstrating a skill or ability

g. be holistic and avoid being ‘atomistic’ – multiple small, unconnected assessment events which are time consuming and may mean little on their own. Often the key to ‘competence’ is to be able to combine a set of discrete skills into a meaningful job related process

h. have coherency and, where possible, be clustered around a few more comprehensive assessment events which can collectively assess several specific elements and performance criteria in a connected way

i. the weightings of the assessment events and processes should be documented – and whether they are essential for an assessment of competence or not essential should be made clear to participants (in other words, the specific skill or competent behaviour can and would be assessed in multiple ways during the course)

j. detail and justify how an assessment of ‘Competent’ is reached, for example how the knowledge assessment is integrated into the overall assessment, whether there is a threshold requirement on this assessment, how ‘failed’ attempts may be repeated and what are the essential elements of competence in the assessment. It should be stressed that there is no such thing as ‘80% Competent’ - a candidate is either ‘Competent’ or ‘Not Yet Competent’. This means the definition of ‘competent’ and how competence is met needs to be clearly stated in the assessment plan
k. avoidance of multiple choice and true / false objective testing unless for the most basic cognitive recall elements of underpinning knowledge. If these methods are used, new item sets should be constructed for each class or group as otherwise over time these tasks lose their reliability. Such approaches are recommended only when a training organisation has the capability to develop and validate a substantial item bank.

l. for the knowledge component short written or oral answers to authentic work-related questions or situations are a more suitable approach; other techniques can include longer written reports, presentations and longer written tests.

m. it is useful and recommended that the assessment plan be set out in descriptive tabular form showing how the assessment covers the various elements of competence:

- This is sometimes referred to as a 'Table ofSpecifications' for the assessment programme. There are several ways this can be done. One approach is to list all the elements and PCs and set out in the table how each will be assessed, the instrument, time taken and so on – refer to Annex A (appended after CTAG Part B). This however can lead to rather more atomistic checklist approaches.

- Another way is to set out the key comprehensive assessment events (as suggested in Item h and against them – which elements and PCs are assessed during the assessment event. This technique thus begins not with a large list of PCs but rather a small set of coherent larger assessment events in which many PC assessments are integrated – refer to Annex B. This is likely to result in a more interesting, less fragmented and less intrusive assessment programme. Care must be taken however to ensure that all the elements and performance criteria are assessed. If necessary, some specific assessments may be needed to ensure full coverage.

- A summary of evidence sources and evidence expectations are a useful adjunct to the assessment plan. A sample of Evidence Checklist is appended at Annex C.

- Avoiding, whenever possible, assessment events or conditions which are finite and irredeemable, especially early in the course. (If you fail this event – you have failed the course.) Trainees should be given the opportunity to be re-assessed on critical assessments, to have a second chance and to have the opportunity to address particular assessment requirements in alternative ways.

- Overall, while the assessment is important, a balance should be struck between training and assessment, and the trainee should feel that the assessment and instructional programme were well connected and integrated in the training experience.
3.2.3. Assessing Underpinning Knowledge

In each of the Competency Units there is an elaboration of the underpinning knowledge for the course. This reflects what a trainee needs to know to be competent and also what he or she must know and understand to practise the competency effectively and in the right context.

For example, a worker may have the competency to operate machinery or resolving process problems but must also know and understand the workplace safety and health requirements to use this competency responsibly.

To some extent underpinning knowledge is implicit in the performance of the competency (for example, the worker will put on personal protective clothing or equipment before commencing work activities) but nevertheless the underpinning knowledge should be separately assessed (to ensure that the worker knows the reason of doing this and the safety and health issues involved).

After demonstrating competent performance, one way to determine if the learner understands the principles underpinning their performance is to use verbal questioning. A verbal assessment template is shown in Annex D. When creating a set of verbal questions, the assessor / trainer should regard their prepared questions as a guide only. By way of implementing a flexible assessment plan, the trainer / assessor will adapt the verbal questioning according to the assessment environment and learner response.

If the Competency Units are relatively short, there may not be time for trainees to write reports, journals and undertake sizable projects and so the assessment plan should set out how this will be undertaken in a balanced way, and in the knowledge component.

One approach is to identify the underpinning knowledge which is essential for competence and to ensure that the trainee has this knowledge, if necessary, through an opportunity to repeat those critical parts of the knowledge assessment in which he or she was unsuccessful.

Ultimately the trainer / assessor must be clear about the criteria being set for assessment of the knowledge component and show these in the assessment plan.

3.3. Assessment Requirements

The assessment may be sequenced with or follow other Competency Units that deal with similar or related subject matter in order for the participant to draw from previous experience for this assessment.

This assessment context is the participant's current place of work and job role. A judgement of competence denotes that the participant is able to produce the desired outcomes reflected in the competency element within the requirements of the work role and environment. The assessment would therefore be limited to the scope and circumstances defined by the following elements:
the range of activities, tasks, roles and responsibilities found in the workplace
relevant industry code of practice
relevant workplace safety and health legislation
legal or ethical issues that the participant may have to deal with in the workplace

Assessment may be undertaken on- and off-the-job as defined in the next section. When on-the-job assessment is not feasible, alternatives may be discussed between the assessor and the participant. The essential reference for the collection of evidence is the Competency Unit.

The assessment plan may include the following assessment methods:
- Project
- Oral test
- Case study
- Work observation
- Written activities / reports
- Interview
- Review of relevant documents which include training records, personal statement / resume, journal / diary, testimonials
- Others.

3.4. Collecting Evidence

Evidence must be gathered from a range of contexts that will enable a fair and reliable judgement about the participant’s competence. The assessment process and collection of evidence must be valid, reliable, flexible, and fair while the evidence collected must also be valid, sufficient, current and authentic.

Evidence gathering methods should be culturally inclusive and take into account the language, literacy and numeracy skills of the participant.

Reasonable adjustments may be considered for participants with physical and/or sensory disabilities or learning difficulties that may require support to undertake assessment. Such support could include physical, mechanical or technical aids, extra time for assessment or specially devised or adapted methods of assessment. For example, participants who do not have opportunities to be observed conducting live meetings or briefings may be assessed through interviews or simulations.

Evidence of competency must include workplace safety and health and other legislative aspects of the job.

3.5. Recording and Reporting Assessment

The participant should be given specific and constructive feedback on the assessment outcome. Information to be captured in an assessment record includes the Competency Unit and elements, the assessor name, assessment date, participant name, the assessment evaluation, and any subsequent appeal and outcome. A suggested format is given in Annex E.
3.6. Recognition of Prior Learning

An individual who has acquired skills and knowledge relevant to this unit through previous teaming or work experience may be assessed for recognition of prior learning. Where skills and knowledge have been gained through experience, the applicant will need to provide evidence of competence. Documentary evidence of formal assessment should be provided by the applicant such as certification obtained under WSQ Competency Units or other recognised certification.

3.7. Workplace Safety and Health Requirements

This training programme should be delivered and assessed in accordance with Workplace Safety and Health (WSH) legislation of Singapore. Participants should only be required to undertake instruction and assessments in environments that comply with WSH legislation of Singapore. To ensure that everyone associated with learning in this course commits to maintaining a safe environment, the following information should be included in the training programme:

- policies for workplace safety and health
- roles and responsibilities with respect to workplace safety and health
- procedures for workplace safety and health
- workplace safety and health instructions to trainers, assessors, participants and administrative staff
- need to maintain workplace safety and health records.

Trainers and assessors should make the participants aware of the WSH issues related to the Competency Unit in theoretical and practical situations.