

Unit	1059
Title	Conduct Assessment
Document type	Learning Resource



In consultation with industry subject matter experts, the BC Forest Safety Council (BCFSC) facilitated the production of this material.

Printed copies are considered uncontrolled and may be outdated. Current versions are available from the BCFSC. Refer to <https://www.bcforestsafe.org/node/2823> for more information.

Feedback is welcome and may be sent to training@bcforestsafe.org.

Table of Contents

Unit Introduction.....	4
1059-1: Pre-assessment	5
Key Point 1.1: Pre- assessment Activities.....	6
Before the written assessment.....	6
Before the competency conversation.....	7
Before the practical assessment.....	8
1059-2: Conduct Assessment	9
Key Point 2.1: Conducting a Competency Conversation	10
Key Point 2.2: Conducting a Practical Assessment	12
Strategies for improving a practical assessment	12
Key Point 2.3: Concluding the Assessment	14
Concluding the written assessment	14
Concluding the competency conversation	14
Concluding the practical assessment	15
Self-Quiz.....	16
Self-Quiz Answers.....	17

Unit Introduction

By the end of this unit you will be able to demonstrate knowledge of:

- Pre-assessment plan
- How to conduct competency conversations
- How to conduct practical assessment
- Concluding the assessment

1059-1: Pre-assessment

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key point:

1.1 Pre-assessment activities

Key Point 1.1: Pre-assessment Activities

On the day of assessment, pre-assessment activities set the tone for the final assessment. It is important to come prepared and relaxed with documentation in order. Below are best practices for the three general assessment tools.

Remember, no matter what type of assessment, it is the job of the Assessor to be professional and make every effort to put the candidate at ease. This will assist in maximizing the flow of information and evidence throughout the assessment process. An Assessor must be fully aware of tone, voice, and verbal cues that could affect the assessment activity.

Before the written assessment

- Arrive a minimum 20 to 30 minutes before the written exam is set to start
- Confirm identity with government issued ID
- Copy ID onto exam form or take picture
- Ensure the room is adequate for the activity, including layout
- Number each exam and answer key for exam control
- Explain the purpose of the activity, timelines, and outcomes, washroom breaks
- Break the ice with humour where possible
- Take time to answer any questions and confirm information was received and understood
- Observe normal exam invigilation protocols (no phones)
- Encourage participants to write comments next to exam items for quality assurance on troublesome questions
- Mark down start time on board if available and let the candidate know how much time remains at reasonable intervals

Before the competency conversation

- Arrive a minimum 20 to 30 minutes before the competency conversation is set to start
- If in person, ensure the room is adequate for the activity including layout
- Confirm identity with government issued ID
- Copy ID onto exam form or take picture
- If the conversation is by Skype or other means, ensure internet connection is working and reliable
- Explain the purpose of the conversations, timelines, and outcomes, washroom breaks and protocols
- Take a relaxed but professional approach to put the candidate at ease
- Break the ice with humour where possible
- Take time to answer any questions
- Have the candidate sign off that timelines, outcomes and protocols were explained to them and they understand
- Ensure candidate understands that the assessment decision will not be given on day of assessment
- Mark down start time on board if available and let candidate know how much time remains at reasonable intervals
- Allow three to four hours for the competency conversation

Before the practical assessment

- Arrive a minimum 20 to 30 minutes before the practical assessment is set to start
- If in person, ensure the safety considerations for the activity are met including layout
- Confirm identity with government issued ID
- Copy ID onto exam form or take picture
- Explain the purpose of the practical assessment, timelines, and outcomes, washroom breaks and protocols
- Take a relaxed but professional approach to put the candidate at ease
- Break the ice with humour where possible
- Take time to answer any questions
- Have the candidate sign off that timelines, outcomes and protocols were explained to them and they understand
- Ensure candidate understands that the assessment decision will not be given on day of assessment
- Mark down start time and let candidate know how much time remains at reasonable intervals
- Ensure adequate supply of tools, equipment, and supplies for the assessment
- Allow four to eight hours for the practical assessment

Remember before the assessment:

- Explain roles and responsibilities including observers
- Confirm pre-requisites if any
- Go through relevant checklists
- Explain the process for the day
- Explain reason for recording assessment where applicable
- Explain outcomes you are looking for
- Explain assessment decision process
- Explain gap training
- Ensure they are not noticeably impaired
- Complete candidate sign-off sheet
- Confirm with candidate they are ready for assessment

1059-2: Conduct Assessment

What you will learn in this section

By the end of this section you will be able to demonstrate knowledge of the following key points:

- 2.1 Conducting a competency conversation
- 2.2 Conducting a practical assessment
- 2.3 Completing the assessment

Key Point 2.1: Conducting a Competency Conversation

Conducting a competency conversation takes time and practice. An Assessor must be careful not to fall into common pitfalls associated with using this tool. A well-designed and implemented competency conversation is one of the strongest assessment tools available because of the ability to explore range and context.

The Assessor conducting the assessment must:

- Have a strong knowledge of the Units of Competency being addressed
- Have a detailed and broad understanding of the underpinning knowledge required for the occupation
- Have the ability to communicate effectively across a range of candidates and skill levels

In addition, the Assessor must be aware of their own strengths and limitations and how they can affect the assessment process.

Limitations emerge when a candidate is not providing the answers and as a result the following can occur:

- The Assessor leads the candidate in the direction they want them to go
- The Assessor begins to train the candidate when it is 'assessment only'
- The Assessor becomes uncomfortable with silence and talks to fill the space or moves onto the next question

Other common pitfalls occur when the Assessor acknowledges a correct student response with a "yes" or "correct" and the candidate becomes nervous when the positive cue is not continued into other question/answer scenarios.

It may become obvious during the conversation that the candidate is not yet competent. The conversation should continue so that the candidate is given every opportunity to demonstrate what they do know.

Strategies for improving a competency conversation

When a candidate is obviously nervous or wound up, take a break to talk to them about their experience and your experience in the occupation. If needed, re-clarify the expectations and remind them this is a conversation. Sometimes a 10 minute break can allow the candidate to relax and put the competency conversation back on course.

If a candidate thinks the “question is dumb” or asks “why is this important” explain the relevancy of the topic from a competency-based perspective. If the behavior continues, ask the candidate if they wish to continue with the competency conversation.

When a candidate has verbalized most of the responses the Assessor is seeking and the Assessor knows the candidate knows the response, “light leading” is appropriate to bring the candidate towards the correct response.

When a candidate has given a correct response but is not getting the majority of the responses the Assessor should:

- Re-read the question to the candidate
- Ask the candidate if they have anything else to share if no further responses are forthcoming
- Move onto the next question if they have no further responses

This is important because on an appeal the recorded conversation must show that the candidate was the one that said, “I don’t have anything else to say.”

When a candidate has given the correct responses and the Assessor wants to move on, the Assessor should say “thank you.... next question.”

When the Assessor asks a question and the candidate goes on a tangent unrelated to the question being asked, stop the candidate and say “let me ask the question again” to try to draw the candidate back.

Assessors must be comfortable with silence. Do not train or talk when an uncomfortable gap occurs. Use professional judgment to know when to move on.

An Assessor must control their non-verbal and verbal cues. The term “keep a poker face” applies. Do not affect the outcome of the assessment by providing encouragement, agreeing with what has been said, or by lack of eye contact, facial expression, posture etc.



REMEMBER!

When conducting the competency conversation be aware of common pitfalls:

- Assessor leads
 - Assessor trains
 - Assessor does most of the talking
 - Assessor does not wait for a response
 - Assessor not comfortable with silence
-

Key Point 2.2: Conducting a Practical Assessment

A practical assessment is the observation of skills and in some cases asking questions within the practical assessment to ensure that the candidate knows why they are doing what they are doing. It is best practice to keep questions to a minimum during a practical assessment unless the Assessor wants to confirm that a candidate knows why they are doing something. This is usually related to safety, communication, and workplace hazards.

Practical assessments conducted in the workplace should mirror the actual work activities for the day and cause minimal disruptions to the worker or workplace. Holistic assessment occurs while undertaking the practical assessment so occupational skills are observed while the workplace activities are being assessed.

Like the competency conversation, the Assessor must be careful not to train when conducting the practical assessment. The Assessor has the right and is expected to stop the assessment if any activity or conduct put the candidate, Assessor, others, or the site in an unsafe position. Safety is paramount in all practical assessments.

Strategies for improving a practical assessment

Before starting the assessment ensure that the any equipment being used to support the assessment is ready and tested. This is important for voice recordings, videos, and photos taken during the assessment. The candidate would not be happy to have to come back because of the lack of contingency skills on the part of the Assessor.

When a candidate is obviously nervous or wound up, take a break to talk to them about their experience and your experience in the occupation. If needed, re-clarify the expectations. Sometimes a 10-minute break can allow the candidate to relax and put practical assessment back on course.

Take the time before the assessment begins to clearly articulate to the candidate what the assessment will involve and what the expectations are. This may require a pre-meeting with other workers in the area so they understand the assessment and what the expectations are.

Most workplace activities can be broken down into:

- prepares for work activities

- conducts the work activities
- completes the work activities

If the practical assessment follows this order there should be minimal disruptions to the workday.

Do not add to the predetermined scope of the assessment. This is not the time to explore the candidate's knowledge or skills outside of the agreed scope and level the assessment is set at.

If the candidate does something differently than how you would do it and it is not prescriptive in the assessment tool, do not show bias towards it. For example, the Assessor may always conduct a pre-trip inspection clockwise on a truck but the candidate does it counter clockwise. Unless it is prescribed, it is the **outcome** that is important.



REMEMBER!

A summative practical assessment should mimic as closely as possible real work activities.

Key Point 2.3: Concluding the Assessment

Concluding the assessment includes the following:

- Written assessment
- Competency conversation
- Practical assessment

Concluding the written assessment

At the conclusion of the written assessment, the invigilator should collect the exam and marking score sheet, pencils, diagram booklets, and calculators if applicable.

The invigilator has one of two options:

- Mark the exam with the candidate present and review the results with them
- Let the candidate know the timelines to get results and how the results will be conveyed

It is important to remember in a competency-based system that results of a written assessment should only be used to identify gaps, not receive a mark.

Concluding the competency conversation

At the conclusion of the competency conversation the Assessor should:

- Gather all paperwork and ensure nothing is left behind
- Thank the candidate and remind them of the process to receive results
- Reconfirm with the candidate that re-assessment, if needed, is only on areas where gaps have been identified
- Review the material the same day so that his/her memory is fresh
- Answer any questions the candidate may have and ask them how they thought they did
- Develop a broad gap training plan so things are not forgotten if a couple of days pass until the report is written
- Make sure documents are signed and dated
- Complete and submit the final report in the agreed timelines

Concluding the practical assessment

At the conclusion of the practical assessment, the Assessor should:

- Work with the candidate to ensure that all tools, equipment and supplies are put back or collected and the assessment site is put back to its original state as closely as possible
- Ensure all paperwork is in order including required videos and photos if applicable
- Thank the candidate and remind them of the process to receive results
- Reconfirm with the candidate that re-assessment, if needed, is only on areas where gaps have been identified
- Review the material the same day so that his/her memory is fresh
- Answer any questions the candidate may have and ask them how they thought they did
- Develop a broad gap training plan so things are not forgotten if a couple of days pass until the report is written
- Make sure documents are signed and dated
- Complete and submit the final report in the agreed timelines



REMEMBER!

The Assessor should record information while it is still fresh in his/her memory.

Self-Quiz

1. What is important to remember when conducting a competency conversation?
 - Do not continue with conversation if it is obvious that candidate will not succeed
 - Be comfortable with silence
 - Only ask the questions the Assessor deems relevant
 - Talk about personal interests when the candidate seems stressed

2. What must an Assessor remember when conducting a practical assessment?
 - Give feedback to the candidate regularly
 - Stay close to the candidate
 - Train only on safety critical activities
 - Be aware of verbal and non-verbal cues

3. What would give a candidate reason to appeal if they did not meet the outcomes of the competency conversation?
 - Assessor did not give adequate time for the candidate to respond
 - Assessor was not focused on the assessment
 - Assessor asked questions that were too difficult
 - Assessor would not respond to candidate asking if response was correct



Now check your answers on the next page.

Self-Quiz Answers

1. What is important to remember when conducting a competency conversation?

Answer: **Be comfortable with silence**

2. What must an Assessor remember when conducting a practical assessment?

Answer: **Be aware of verbal and nonverbal cues**

3. What would give a candidate reason to appeal if they did not meet the outcomes of the competency conversation?

Answer: **Assessor did not give adequate time for the candidate to respond**