# Assessment Mapping (for traditional units from old Training Packages)

*This document is used to demonstrate content validity of the assessment tool*

Table 1 Main details

| Details | Unique description |
| --- | --- |
| **Unit Code, name and release number** | MEM14005A - Plan a complete activity (1) |
| **Skills Team** |  |
| **Region/Campus** |  |
| **SkillsPoint (owned by)** |  |

*NOTES:*

* *Event columns can be added or deleted as required*
* *Rows for elements and performance criteria, etc. can be added or deleted as required*
* *Each component of the unit must be mapped to at least* ***one assessment criteria*** *or* ***question*** *in one or more assessment events*
* *Do NOT delete the section labelled Employability Skills. If the Employability Skills ARE EXPLICIT in the performance criteria, they do not need to be listed. However, if the Employability Skills ARE NOT incorporated in the performance criteria they must be listed and mapped.*
* *Dimensions of Competency must be considered when selecting assessment types to ensure that the range of tasks you have chosen cover the following:*
  + *Task Skills*
  + *Task Management Skills*
  + *Contingency Planning Skills*
  + *Job Role Environment Skills*

## Unit component mapping to assessment event/s

Table 2 Unit component mapping to assessment event/s

| Element number | Element name | Performance criteria number | Performance criteria description | Learning resources | Knowledge 1 of 2  Theory Assessment | Skills 2 of 2  Sheet metal template |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Identify activity requirements | 1.1 | Activity outcomes and objectives are identified and clarified with appropriate persons |  | Part 1 Q2 | Task 1  Item 1 |
|  |  | 1.2 | Activity requirements, including resources, overall timeframe, quality requirements and criteria for acceptable completion are identified and clarified |  | Part 3 Q1, 2, 3 | Task 1  Item 2, 3, 6, 7 |
|  |  | 1.3 | Relevant specifications and procedures are obtained and clarified |  | Part 3 Q1, 2, 3 | Task 1  Item 1,2,3,4 |
| 2 | Plan process to complete activity | 2.1 | The individual components of the activity are identified and prioritised |  | Part 2 Q4 | Task 1  Item 5 |
|  |  | 2.2 | Planning tools and techniques are selected and used according to the needs of the activity |  | Part 3 Q1 | Task 1  Item 4,6 |
|  |  | 2.3 | The plan is checked for accuracy and conformance to instructions and requirements |  | Part 1 Q2  Part 3 Q1 | Task 1  Item 5,6,7,8 |
| 3 | Modify plan | 3.1 | The plan is referred to and modified as necessary to overcome unforeseen difficulties or developments that occur as work progresses |  | Part 1 Q5, 6  Part 3 Q5 | Task 1  Item 9,10 |
|  |  | 3.2 | The results of the activity are reviewed against the plan, and possible future improvements to plan are identified |  | Part 1 Q5  Part 3 Q5 | Task 1  Item9,10 |

## Employability skills NOT explicit in the performance criteria

Table 3 Employability skills NOT explicit in the performance criteria

| Employability skills | Description | Learning resources | Insert name & type of event | Insert name & type of event | Insert name & type of event |
| --- | --- | --- | --- | --- | --- |
|  | This unit contains employability skills |  |  |  |  |

## Required skills

Table 4 Required skills

| Required skills | Description |  | Learning resources | Knowledge 1 of 2  Theory Assessment | Skills 2 of 2  Sheet metal template |
| --- | --- | --- | --- | --- | --- |
|  | Look for evidence that confirms skills in: |  |  |  |  |
| RS1 | Obtaining, reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawing and other applicable reference documents |  |  |  | Task 1  Items 1,2,3,4 |
| RS2 | Preparing a plan including sequential steps that will enable the activity to be completed |  |  |  | Task 1  Items 5,6,7 |
| RS3 | Modifying the plan where appropriate, to take account of difficulties or developments that occur while following the prepared plan |  |  |  | Task 1  Items 8,9 |
| RS4 | Planning and sequencing activities |  |  |  | Task 1  Items 5,6 |
| RS5 | Checking and clarifying task-related information |  |  |  | Task 1  Items 1,2,3,4 |
| RS6 | Checking for conformance to specifications |  |  |  | Task 1  Item 7 |
| RS7 | Using numerical operations, geometry and calculations/formulae within the scope of this unit |  |  |  | Task 1  Item 7 |
| RS8 | Using planning techniques such as scheduling, time management, brainstorming, setting of goals and defined outcomes, prioritising, review and evaluation strategies |  |  |  | Task 1  Items 1,5,6, 7 |
|  |  |  |  |  |  |

## Required knowledge

Table 5 Required knowledge

| Required knowledge | Description | Learning resources | Knowledge 1 of 2  Theory Assessment | Skills 2 of 2  Sheet metal template |
| --- | --- | --- | --- | --- |
|  | Look for evidence that confirms knowledge of: |  |  |  |
| RK1 | Tasks to be performed |  | Part 1 Q1,  Part 2 Q1  Part 3 Q1, 2 ,3 |  |
| RK2 | Person/s who can clarify the objectives, requirements and specifications |  | Part 1 Q2 |  |
| RK3 | Specifications relevant to the tasks to be performed |  | Part 1 Q1,Q3  Part 2 Q2,  Part3 Q1, 2, 3 |  |
| RK4 | Outcomes to be achieved |  | Part 3 Q1,3 |  |
| RK5 | Timeframe for activity completion |  | Part 1 Q3  Part 3 Q1, 3, 4 |  |
| RK6 | Quality requirements of the product or service |  | Part 2 Q4, Q5  Part 3 Q1, 2, 3 |  |
| RK7 | Priority of each step in the plan |  | Part 1 Q4  Part 2 Q6  Part 3 Q1 |  |
| RK8 | Reasons for the relative priority of each step |  | Part 1 Q5  Part 3 Q1 |  |
| RK9 | Modifications to the plan to overcome a range of unforeseen situations |  | Part 1 Q5  Part 2 Q3 ,4  Part 3 Q1, 3, 4, 5 |  |
| RK10 | Hazards and control measures associated with planning the complete activity, including housekeeping |  | Part 2 Q7, 9  Part 3 Q1, 2, 3, 5, 6 |  |
| RK11 | Safe work practices and procedures |  | Part 2 Q7, 8, 9  Part 3 Q1, 2, 3, 5, 6 |  |

## Critical aspects

Table 6 Critical aspects

| Critical aspects | Description | Learning resources | Insert name & type of event | Insert name & type of event | Insert name & type of event |
| --- | --- | --- | --- | --- | --- |
| CA1 | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |  |  |  |  |
|  |  |  |  |  |  |