

## Competency Mapping – Assessment Tool

The competency mapping tool aligns all assessment tools in use against the relevant unit(s) of competency to demonstrate how all assessment requirements are being met. All areas of the mapping document are to be completed as per the table below through a thorough review and analysis of the unit of competency document and assessment resources engaged.

It is an expectation that, in order to meet the principles of assessment and rules of evidence, all units of competency will maintain at a minimum, two methods of evidence collection to confirm competency for each element within a unit. At least one of these evidence types should be a form of direct evidence (it should be noted that evidence pieces may overlap elements within the unit).

Guidance must be provided where appropriate on the characteristics of evidence, evidence options and amount of the evidence to be collected for specific assessment tasks mapped to the unit of competency.

Assessment methods overall must address the whole unit of competency as outlined below. All items listed in the mapping documentation are considered mandatory. Assessment methods overall must ensure that consistent performance of the unit is demonstrated, in multiple instances of performance over a period of time.

**Unit Code & Name:** <<Unit Code & Unit Name exactly as it appears from the national register [www.training.gov.au](http://www.training.gov.au)>>

**Release Number:** <<Please add the training package details and release number, and release number for the unit>>

**Prerequisites:** <<Please list any pre-requisites noted for the unit>>

**Co requisites** <<Please list any co-requisites noted for the unit>>

**Target Group:**

Clearly describe the target group for which this assessment can be used  
The target group undertaking this assessment are employees in a wide range of XXXXXXXXXXXXXXX environments.  
<<The participant may be undertaking the unit assessment as an employee under traineeship arrangements.>>  
<<There are no specific characteristics identified that may impact performance in assessment of this unit.>>  
<<No licensing, legislative, regulatory or certification requirements apply to this unit.>>  
<<Should match target groups as listed in any Training and Assessment Strategies relevant>>

**Assessment  
Conditions &  
Context:**

<<Add the context from unit of competency document, the assessment purpose and any conditions of use.>>  
<<This assessment is to be conducted as per Builders Academy Australia Assessment Procedures.>>  
<<Participant's undertaking the assessment should do so unassisted in demonstrating competency.>>  
<<This assessment is to be conducted in an actual workplace or simulated workplace environment.>>  
<<Assessment in this unit requires XXXXX - please refer to the unit of competency Assessment Requirements documentation>>

**Legislative &  
licensing  
requirements:**

Clearly describe any legislative or licensing requirements related to the unit.  
<<No licensing, legislative, regulatory or certification requirements apply to this unit.>>

**Specific Resource  
Requirements:**

<<List all resources needed as referenced throughout the unit of competency document, that are required for learning delivery.>>

Element	Performance Criteria	Range of Conditions	<<Assessment Tool 1>>  <<Version #>>	<<Assessment Tool 2>>  <<Version #>>
1 <<Insert element>>	1.1 <<Insert performance criteria>>	<<Insert Range of conditions if any are provided for the specific performance criteria>>	<<Reference Assessment Tool alignment here by <b>specific detail</b> - e.g. task number, assessment number, page number, screen number etc>>	
	1.2			
	1.3			
	1.4			
	1.5			
	1.6			
2	2.1			
	2.2			
	2.3			
	2.4			
	2.5			
	2.6			
3	3.1			
	3.2			
	3.3			
	3.4			
	3.5			
	3.6			

Foundation Skills	<<Assessment Tool 1>> <<Version #>>	<<Assessment Tool 2>> <<Version #>>
<<Insert all foundation skills listed>>	<<Reference Assessment Tool alignment here by <b>specific detail</b> - e.g. task number, assessment number, page number, screen number etc>>	

Performance Evidence	<<Assessment Tool 1>> <<Version #>>	<<Assessment Tool 2>> <<Version #>>
<<Insert all performance evidence listed>>	<<Reference Assessment Tool alignment here by <b>specific detail</b> - e.g. task number, assessment number, page number, screen number etc>>	

Knowledge Evidence	<<Assessment Tool 1>> <<Version #>>	<<Assessment Tool 2>> <<Version #>>
<<Insert all knowledge evidence listed>>	<<Reference Assessment Tool alignment here by <b>specific detail</b> - e.g. task number, assessment number, page number, screen number etc>>	

Assessment Conditions	<<Assessment Tool 1>> <<Version #>>	<<Assessment Tool 2>> <<Version #>>
<<Insert all Assessment Conditions listed>>	<<Reference Assessment Tool alignment here by <b>specific detail</b> - e.g. task number, assessment number, page number, screen number etc>>	

Dimensions of Competency	<<Assessment Tool 1>> <<Version #>>	<<Assessment Tool 2>> <<Version #>>
Task Skills - the ability to perform individual tasks	<<Reference Assessment Tool alignment here by <b>specific detail</b> - e.g. task number, assessment number, page number, screen number etc>>	
Task Management Skills - demonstrating the ability to manage a number of different tasks/operations/activities within the job role or work environment		
Contingency Management Skills - the requirement to respond to irregularities and breakdowns in routine		
Job / Role environment skills - demonstrating the ability to deal with responsibilities and expectations of the workplace, including working with others		