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## STAGE 2 - TOOL 8: Building a competency scaffold

Before the detail of the assessment approach can be undertaken, each element of the standard will need to be broken down into a competency scaffold that reflects what an individual needs to *know* and what they need to *do* in order to be successful in their given role. The scaffold can then be used to generate the questions that must be asked so that measurable judgments of competence can be made to judge and record progress.

**How to use this tool**

1. If not already written in this format, take each element of your standard and break it down into **competence** statement. An effective competency statement defines an aspect that could be *assessed* using an interview-type interaction (for knowledge) or through observation (for skills and behaviours).

**Competence, competencies and dimensions**

*Competence*

* The things people need to do in order to perform a job.

*Competencies*

* The behaviours that lie behind competent performance.
* How knowledge and skills are used and applied in the workplace.
* A way to integrate knowledge, skills, judgement and attributes that people need to perform a job effectively.

*Dimensions*

* The component parts for building the competency.
* How the competency framework will be demonstrated through actions and behaviours.

Some competence statements will be assessed more than once and many can be assessed in the same assessment activity. The important action here is to make the element assessable.

1. Map the **dimensions** of each competence statement. This may also be referred to as the range and scope of the statement.

Some competencies can mean quite different things in different settings so, to make the competence measurable, the limits need to be clear.

1. Break each dimension down into specific and measurable questions should be asked that will assess the knowledge required or the skills/behaviours that must be demonstrated. Each question should have a limited range of best practice answers/responses (for knowledge) or things that an assessor should witness (for skills/behaviours). These answers will be used in the assessment system to judge competence via a binary (yes/no, competent/not competent) system or via a range competence (a scale or a form of outstanding – poor range). and what are the

It is important to minimise subjectivity and personal opinion in assessment. Questions should focus on the outcome and facilitate an evidence-based judgment of performance.

**After using the tool**

Once the questions are identified, you will be ready to start work the detailed assessment approach that will satisfy the dimensions of the standard. It will also be possible to develop a recording and monitoring tool (which may be through an online software package or assessor’s portfolio) to track achievement and quantify progress for certification purposes.

**An example of a skills-based competence scaffold**

|  |  |  |
| --- | --- | --- |
| **Competency** | **Dimensions**  **(Range and Scope)** | **Questions** |
| Safely starting a motorcycle | Petrol | Have they visually checked the level in the correct position? |
| Have they verified against the fuel indicator? |
| Has the fuel quality been checked? |
| Oil | Has the level been checked using the recommended procedure? |
| If required, has the level been topped up between the limits? |
| Has the oil quality been checked? |
| Water | Has the reservoir been inspected? |
| Has the level been topped up according to the recommended procedure? |
| Damage | Has a visual check been completed around the machine? |
| Have the major panels been inspected? |
| Has any immediate damage been spotted and rectified? |
| Has the correct procedure to repair been identified? |
| Electrical System | Has the battery been inspected? |
| Have the indicators been inspected on both sides? |
| Has the front headlight and main beam been checked to be operational? |
| Have both brake systems been checked as operational? |
| Warning lights checked? |
| Does the motorcycle start? |
| Rubber | Have the tyres been visually checked for damage and objects? |
| Have the tyre pressures been checked? |
| Have the correct tread depth and pattern width been identified and checked? |
| Steering | Has a visual bars check been undertaken? |
| Has a free play check been undertaken? |
| Have the forks been checked for integrity and pitting? |
| Has a rolling slow check been undertaken with a stop? |