

Title: Assessment Processes	Document Number: MQPR 8-3 Custodian: General Manager Business Development
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Purpose

- To describe the assessment of learning throughout the education and training programs
- To describe the recording of assessment during and upon conclusion of education and training programs
- To ensure that MADEC takes due care of assessable materials supplied by students
- To ensure that teaching staff members use instruments for measurement which impact on student outcomes have appropriate procedures for controlling their accuracy
- To describe the process of validating assessments and ensure fairness in judgement of customer performance
- To ensure appropriate assessment of Job Seeker employment needs
- To ensure that disadvantaged groups and individuals are provided assistance and support enabling them to enjoy the same basic rights and opportunities generally available to all Australians
- To provide high quality employment services that enable Job Seekers to achieve sustainable employment to their maximum capacity, promote capacity of people with a disability leading to improved employment opportunities and encourage innovation and continuous improvement in the provision of employment services
- To have the right end result for clients specifically each person with a disability to enjoy their working conditions and their participation and involvement in the community.

Scope

- All employment consultants.
- All teaching staff members.
- All students.
- All Job Seekers.

References

- Australian Quality Training Framework June 2010 Essential Conditions and Standards for Continuing Registration
- Disability Services Standards and Key Performance Indicators 2003, Evidence Guidelines Disability Employment Services (July) 2007
- Disability Employment Services Quality Framework 2010
- Job Services Australia Quality Framework 2010
- Job Services Australia Quality Assessment Instructions Measure 2 Service Delivery
- Job Services Australia Quality Assessment Instructions Measure 3 Engagement
- Job Services Australia Quality Assessment Instructions Measure 4 Client Experience
- ISO 9001:2008 Standard 7.2 – Customer Related Processes
- VET Quality Framework / Standards for NVR Registered Training Organisations 2011

DEEWR Contract References (DES Guidelines)

- Creating and Updating an Employment Pathway Plan Guidelines
- Disability Management Service – Special Class Clients Guidelines
- Disability Management Service Participants Not Receiving Income Support Guidelines
- Job Seeker Classification Instrument Guidelines
- Ongoing Support Assessment Allocation Guidelines
- Ongoing Support Assessment Guidelines

- Referral for a Job Capacity Assessment Guidelines
- Risk Assessment for DES Work Experience Activities Guidelines
- Supported Wage System Assessment Guidelines

Definitions

Employment Services

Assessment – means a formal assessment of a Fully Eligible Participant's level of disadvantage by either Centrelink or a Provider, using the Job Seeker Classification Instrument (JSCI), of by a Job Capacity Assessor (JCA) Provider, through a JCA, and includes specification of the Stream under which Services will be provided to the Fully Eligible Participant.

Department of Education, Employment and Workplace Relations – purchases employment services on behalf of the Australian Government and is responsible for contract management and administration and will continually monitor, evaluate and promote performance improvement in the employment and related services market in achieving the government's objectives.

Department of Human Services – was established in October 2004 to support the Minister for Human Services and improve the development, delivery and coordination of Government services. Its' role is to administer Comprehensive Work Capacity Assessment / Job Capacity Assessment activities and direct, coordinate and broker improvements to service delivery with other departments and agencies to ensure the effective and efficient implementation of Government policy.

Disability Employment Services (DES) – provides eligible people with disability to have access to individually tailored services that provide capacity building, training, work experience and other interventions to help participants obtain sustainable employment.

The objective of DES is to help individuals with disability, injury or health condition to secure and maintain sustainable employment. DES increases the focus on the needs of the most disadvantaged job seekers and achieves greater social inclusion. DES boosts employment participation and the productive capacity of the workforce, address Skills Shortage areas and better meet the needs of employers.

This includes two distinct demand-driven programs:

- Disability Management Service – for job seekers with disability, injury or health condition who require the assistance of a disability employment service (and who may require irregular or occasional support) but are not expected to need regular long-term support in the workplace, and
- Employment Support Service – for job seekers with permanent disability and with an assessed need for long-term regular Ongoing Support in the workplace to retain their job.

Most DES participants will be able to exit as independent workers once a 26-week outcome has been achieved. For those who require Ongoing Support to retain their job, three support options are available:

- Flexible Ongoing Support – available in both Programs: Disability Management Service and Employment Support Service
- Moderate Ongoing Support – available in Employment Support Service only
- High Ongoing Support – available in Employment Support Service only.

Disability Employment Services Code of Practice – reflects the Australian Government's expectations of how MADEC will interact with job seekers, employers and each other. Together with the Service Guarantee they form part of the performance framework and ensures each job seeker receives a high-quality service.

Disability Employment Services Service Guarantees – specifies the level of service each client can expect to receive. Together with the Code of Practice they form part of the performance framework and ensures each job seeker receives a high-quality service.

Disability Services Act (1986) – provides the legal framework for the disability open employment services employment assistance.

DES Eligibility Criteria – is determined by Job Capacity Assessment providers. A job seeker is referred to the DES programme if they have a permanent or likely to be permanent disability and have a reduced capacity for communication, learning or mobility and require support for more than six months after placement in employment and/or require specialist assistance to build capacity in order to meet participation requirements.

DES Eligible Job Seeker – is a person who is not employed and has been specified as an eligible worker following assessment by a job capacity assessment (JCA) provider for the purposes of the DES programme.

DES Eligible Worker – is a person who is employed and has been specified as an eligible worker following assessment by a job capacity assessment (JCA) provider for the purposes of the DES programme.

DES Eligible School Leaver – means a participant who meets the eligibility requirements for and eligible school leaver in accordance with DEEWR guidelines.

DES Job Capacity Assessment – means a holistic assessment of a participant's participation barriers and current work capacity, undertaken by a Job Capacity Assessment provider.

DES Job in Jeopardy Participant – means a participant who meets the eligibility requirements for a Job in Jeopardy participant according to DEEWR Guidelines.

DES Non-vocational Barriers – means the range of barriers that can prevent a person from obtaining and sustaining employment or education or from undertaking further skills development, other than Vocational Barriers.

DES Vocational Barriers – means a lack of appropriate training, skills or qualifications for employment.

DES Ongoing Support – means the DES program services a participant may receive while they are in employment, unsubsidised self-employment, an apprenticeship or a traineeship after a 26 week employment outcome or job in jeopardy outcome until they exit.

DES Ongoing Support Assessment (OSA) – means an assessment by an Ongoing Support Assessor as to a participant's need for ongoing support. In both Programs: Disability Management Service and Employment Support Service, ongoing support in the workplace is available for as long as the participant is assessed by an OSA Assessor as requiring it. OSA assessors independently assesses the ongoing support needs of participants to determine whether ongoing support is required and which level will best suit the needs of the participant and employer.

DES Participant – is an eligible job seeker and an eligible worker.

DES Special Class Client – means a Disability Management Service participant who meets the eligibility requirements of a class of persons determined by DEEWR to be a Special Class Client in accordance with DEEWR guidelines.

Disability Services Act (1986) – provides the legal framework for the disability open employment services employment assistance.

Eligible Job Seeker - means a person to whom Employment Services are provided, or have been provided, by MADEC.

Employment Services - means the services described and set out in the Employment Services Contract.

Job Capacity Assessment – means a new service that will provide a holistic and comprehensive assessment of a Job Seeker's barriers to finding work. These assessments will supplement the Job Seeker Classification Instrument for people who need a more thorough assessment of their employment barriers and the services that will best address these.

Job Capacity Assessment Provider - means an assessor who will play a key role in supporting increased requirements and services for Job Seekers. They will refer them to the most appropriate service for overcoming their barriers and assisting them to find work, for example JN, DES, or vocational rehabilitation.

Vocational Profile – means the eligible Job Seeker's vocational information and resulting resume lodged on-line by MADEC in the Department of Employment and Workplace Relation's information systems.

Community College Services

Access and Equity – means the policies and approaches aimed at ensuring that Vocational Education and Training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes. Access and equity do not mean that an RTO has to accept anyone as a client.

Accredited Course – means a structured sequence of Vocational Education and Training that has been accredited by a state or territory course accrediting body and leads to an Australian Qualifications Framework qualification or statement of attainment.

Apprenticeship / Traineeship – means a structured training arrangement for a person employed under an apprenticeship/traineeship training contract. It usually involves the person receiving training and being assessed both on and off the job.

Apprenticeship / Traineeship Training Contract – means a contract governing the terms of an apprenticeship or traineeship that is made between an employer and a person employed by them as an apprentice or trainee. The contract must be registered with the relevant state or territory's government department or agency in accordance with the state's or territory's legislation. The training provided under the contract must be delivered by an RTO approved by the state or territory's department or agency and a training plan developed by the RTO must form the basis of the person's training and assessment.

Assessment – means the process of collecting evidence and making judgements on whether competency has been achieved to confirm an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards of a Training Package or the learning outcomes of an accredited course.

Assessment Guidelines – means the endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.

Assessment Method – means the particular technique used to gather different types of evidence. This may include methods or techniques such as questioning, observation, third party reports, interviews, simulations and portfolios.

Assessment Strategy – means the approach to assessment and evidence gathering used by the assessor of a registered training organisation. This includes the assessment process, methods and assessment tools.

Assessment Tool – contains the instrument and the instructions for gathering and interpreting evidence.

Assessment Validation – means a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods and tools, the evidence that was collected using these assessment methods and tools and the interpretation of that evidence to make a judgement of competence. Validation may be undertaken prior to and post assessment and include formative and summative assessments (the latter includes assessment for recognition purposes). Validation may be an internal process involving assessors from the same training and assessment organisation or it may occur as an external exercise involving assessors from different organisations.

Assessment Validation Strategies – may be internal processes with stakeholders' involvement or external validations with other providers and stakeholders.

Assessment principles and rules of evidence

Assessment principles (4) – are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:

Validity – There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.

Reliability – There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

Flexible – To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development.

Fairness – Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Assessment rules of evidence (4) – are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure it is valid, sufficient, authentic and current as follows:

Validity – One of the rules of evidence and one of the principles of assessment. There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is

justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.

Sufficiency – Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authenticity – To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Currency – In assessment, currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Client (in Community College) – means learner, enterprise or organisation which uses or purchases the services provided by MADEC.

Concurrent Courses - occur where the same course/unit of national competencies are conducted by more than one teacher during the same period, or when a number of teachers deliver self-paced, individualized training to the same student group.

Consecutive Courses - occur where the same course is conducted by more than one teacher, at different times in a calendar year.

Credit Transfer – Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal and learning that is outside the AQF.

Curriculum - is a documented path which outlines and defines broad learning outcomes and assessment methods for a course.

Curriculum Package - is a documented path which outlines and defines broad standards, learning outcomes, elements of competency and assessment methods for a course.

Customisation - occurs when changes are made to a training package or curriculum documentation to modify training.

Flexible Learning and Assessment – means an approach to Vocational Education and Training that allows to be adopted in a variety of learning environments, in order to cater for differences in individual learning interests, needs, styles and opportunities.

In Progress Assessment – is assessment carried out during the course delivery.

Instruments of Measurement – impacts on customer outcomes which if inaccurate or malfunctioning could restrict the customer's learning process or affect assessment results.

Learning Outcomes and Elements of Competency - are statements which specify precisely the performance, the conditions and the standards that learners must achieve to be deemed competent.

Moderation of Assessment – A process which involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector.

It enables assessors to develop a shared understanding of the requirements of specific Training Packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.

Program - is the sum of a number of courses/learning outcomes.

Program Outline - is the course summary information provided to students at course commencement.

Program Profile - The program profile is a list of accredited courses approved by the OTTE which specifies the number of student contact hours to be generated by each course and the subsequent funding resulting from the conduct of those courses.

Recognition of Prior Learning – An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion, a qualification.

Risk Management - is the systematic application of management policies, procedures and practices to the tasks of identifying, analysing, evaluating, treating and monitoring risk.

Short Courses - courses are deemed short at the discretion of the Community College.

Student Supplied Product – is assessable material supplied by the student in a course of study.

Teaching Plan - is developed by the teacher, and includes the methodology /strategies, schedule of topics/activities and assessment methods (documentation not essential).

Training and Assessment Strategy – is a framework that guides the learning requirements and the teaching, training and assessment arrangements of a vocational education and training qualification. It is the document that outlines the macro-level requirements of the learning and assessment processes, usually at the qualification level.

Training Package – is a nationally endorsed, integrated set of competency standards, assessment guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.

Training Plan – is a documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.

Training Program – is a program (also known as learning program), developed by an RTO, that meets the training and assessment requirements of a qualification from a Training Package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. It may form part of a training and assessment strategy.

Unit of Competency – means the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Validation of Assessment – is a process for ensuring that the way a unit of competency or group of units is assessed, and the evidence collected through these assessments, is consistent with the requirements of the unit or group of units, of competency and of industry. It includes

validating the assessment process, the assessment tools and instruments, the evidence collected using tools and instruments, and the interpretation of that evidence to make a judgement of competence in relation to the same unit(s) of competency. Validation may be undertaken before, during and after the actual assessment activity occurs and may include both formative and summative assessment. The latter includes assessment for the purpose of gaining RPL.

Vocational Competency – Vocational competency is a particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.

Acronyms

AQTF	– Australian Quality Training Framework
ASQA	– Australian Skills Quality Authority
DEEWR	– Department of Education, Employment and Workplace Relations
DES	– Disability Employment Services
DESQA	– Disability Employment Services Quality Assurance
DSS	– Disability Services Standards
FaHCSIA	– Department of Families, Housing, Community Services and Indigenous Affairs
NVR	– National Vocational Regulator
RTO	– Registered Training Organisation
VET	– Vocational Education and Training
VRQA	– Victorian Registration and Qualifications Authority

Procedure

Employment Services

- A1 Employment Consultants are responsible for complying with DEEWR Guidelines for
 - A1.1 Stream Services Review
 - A1.2 Referral and Commencement
 - A1.3 Creating and Updating an Employment Pathway Plan
 - A1.4 Generating, Assessing and Approving Work Experience Activities
 - A1.5 Risk Assessment for Work Experience Activities Guidelines
 - A1.6 Referral for a Job Capacity Assessment Guidelines.

- A2 Employment Consultants are responsible for complying with MADEC Work Instructions for
 - A2.1 Stream 1 Services
 - A2.2 Streams 2 to 4 Services
 - A2.3 Use of the Employability Skills Profiler as described in the above MADEC's work instruction for Streams 2 to 4 Services
 - A2.4 Work Experience.

Stream 1 Services

- B1 Employment Consultants are responsible for ensuring that
 - B1.1 A Job Seeker's eligibility for Stream Services is identified by DEEWR on its IT systems. Job Seekers in Stream 1 are considered to be relatively job ready.

B1.2 Each Job Seeker referred to MADEC is booked into an Initial Interview by Centrelink, a JCA Provider or DEEWR

B1.3 Job Seekers completes

- B1.3.1 a Skills Self Assessment form
- B1.3.2 the Stream 1 Assessment Upload
- B1.3.3 the Pathway to Employment form
- B1.3.4 an Employment Pathway Plan.

B2 Employment Consultants shall ensure that all necessary information and documentation is held in the client file folder, on the DEEWR IT system and in MADEC's case notes system.

Streams 2 to 4 Services

C1 Employment Consultants are responsible for ensuring that

C1.1 A Job Seeker's eligibility for Stream Services is identified by DEEWR on its IT systems

C1.1.1 Job Seekers in either Stream 2 or 3 will have greater barriers to employment than Job Seekers in Stream 1

C1.1.2 Job Seekers in Stream 4 will have complex and/or multiple non-vocational barriers.

C1.2 Each Job Seeker referred to MADEC is booked into an Initial Interview by Centrelink, a JCA Provider or DEEWR.

C2 When using the Employability Skills Profiler (ESP), Employment Consultants shall ensure the following

C2.1 Schedule session and book into cmypeople, print off letter and pass onto Job Seeker

C2.2 When the Job Seeker has completed the on-line session, Supervisor prints out the Job Seeker's Strengths Report and explains the information and how it can be used e.g. to update résumé, improve interview question answers

C2.3 The Job Seeker must have follow up appointment arranged with Consultant no later than 5 days after the profiling session to print out the Job Seeker's Job Options Report and explain how to use it. Job Seekers should be asked to identify jobs that may interest them and do some research into what exactly would be involved using Job Guide or similar website

C2.4 The Job Seeker must have follow up appointment arranged with Consultant no later than 5 days after being given Job Options Report. Consultant will run Job Fit Report on occupations selected by Job Seeker. Consultant should use knowledge of jobs in demand and future prospects as well as the level of fit of the Job Seeker to the selected occupations to decide which Reports are printed. Job Seeker should then be asked to undertake some research into courses or other training options that would address competencies requiring further development

- C2.5 Further appointments should be arranged to discuss training and arrange referral to programs such as Productivity Places Program, vocational short courses or Education
- C2.6 It is important to the success of ESP that these appointments occur in close succession to maintain positive momentum. They should be recorded as Contacts in both ESS and Case Notes, as if there are more than 6 Contacts conducted within 13 week period, Additional Contacts may be claimed.
- C3 Employment Consultants shall provide the Job Seeker with the assistance and arrange and monitor the activities specified in the Employment Pathway Plan.
- C4 Employment Consultants shall meet with Job Seekers a minimum of monthly, but may meet more regularly if deemed necessary following the initial interview to
 - C4.1 Review and update Employment Pathway Plans to include new activities and to remove completed activities and assistance
 - C4.2 Update relevant assessment forms
 - C4.2.1 Stream 2 and 3 Assessment Form
 - C4.2.2 Stream r Assessment and Employment Pathway Plan.

Work Experience

- D1 MADEC Employment Consultant shall
 - D1.1 Provide Job Seekers with information on the range of available Work Experience Activity opportunities
 - D1.2 Update the Employment Pathway Plan with the Job Seeker
 - D1.3 Explain the Job Seeker's obligations under Social Security for Activity Tested Job Seekers
 - D1.4 Undertake an assessment using the Work Experience Assessment form to determine appropriate activities and assistance for the Job Seeker
 - D1.5 If the Job Seeker decides on their work experience activity during the appointment, refer the Job Seeker to identified program/s
 - D1.6 Review, and if necessary update, the Job Seeker's résumé in ESS
 - D1.7 If the Authority to Release Information form on file is more than 6 months old have the Job Seeker sign a new Authority to Release Information form.
- D2 MADEC must undertake a Hazard Identification and Risk Assessment of worksites where Job Seekers are to be placed in Unpaid Work Experience or Voluntary Work. This must be conducted by a Consultant with Workplace Risk Assessment or other appropriate qualification
 - D2.1 DEEWR Risk Assessment Form must be completed for each placement and must be kept on Job Seeker client file

- D2.2 Undertaking monitoring visits of the worksite as part of risk assessment and to ensure appropriate attendance by Job Seeker.
- D3 Before commencing on site Job Seekers participating in Individual Activities are required to attend an Induction
 - D3.1 The Job Seeker must be booked in for an Induction after the risk assessment has been completed and prior to commencing in the placement. The Job Seeker must be advised of the date, time and location of the Induction. Note: Inductions should, where possible, be conducted as group sessions
 - D3.2 At the Induction the Job Seeker will be given a Participant Handbook which includes specific risk assessment for the selected activity. Participants are required to understand the content and complete all the forms at the back of the Handbook
 - D3.3 Where the risk assessment identifies that Personal Protective Equipment is required for the activity and the host or Job Seeker is unable to supply this then MADEC should arrange for purchase through the Employment Pathway Fund.

Disability Employment Services

Skills Assessment

- E1 Employment Consultants may conduct a skills assessment for a participant while they are receiving employment assistance or extended employment assistance as Employment Consultants thinks necessary. The skills assessment should identify
 - E1.1 The participant's pathway towards employment, including appropriate interventions, training, education and work experience activities and
 - E1.2 Vocational barriers, including gaps in their skills, where relevant.
- E2 A skills assessment may include
 - E2.1 The participant's job readiness, current employment skills and experience, including an assessment of their existing skill-set and aptitude for various types of work
 - E2.2 The future skill needs of the participant
 - E2.3 The participant's current educational achievements, skills and experience in direct relation to the local labour market, including area of skill shortage
 - E2.4 The participant's job search experience, résumé and any written applications and
 - E2.5 Training or other interventions needed to help the participant obtain sustainable employment.
- E3 Employment Consultants shall
 - E3.1 Where relevant, amend each participant's Employment Pathway Plan to specify the outcomes of their skills assessment and
 - E3.2 Record the skills assessment in DEEWR's IT systems.

Assistance for Participants

- E4 MADEC shall provide assistance for participants during their period of service and any period of ongoing support which is designed to
 - E4.1 Develop the skills the participant needs to improve their capacity to find, gain and remain in sustainable employment or self-employment and
 - E4.2 Allow participants to address identified vocational barriers and non-vocational barriers.
- E5 MADEC shall provide assistance for participants in a flexible way which takes into account
 - E5.1 The results of any assessments or evaluations
 - E5.2 Whether the participant is a Disability Management Service Participant or a Employment Support Service Participant and, where relevant, the funding level of the participant
 - E5.3 Whether the participant is in a period of employment assistance, extended employment assistance, post placement support or ongoing support
 - E5.4 Whether the participant is a Job in Jeopardy Participant
 - E5.5 The individual circumstances of the participant and
 - E5.6 Any Guidelines.
- E6 The types of assistance which may be provided for participants include
 - E6.1 Providing, purchasing or assisting participants to access
 - E6.1.1 Functional capacity evaluations, physical assessments or other assessments to determine a person's limits or abilities
 - E6.1.2 Interventions such as physiotherapy, occupational therapy, pain management or psychological counselling
 - E6.1.3 Training, work hardening or physical conditioning programs
 - E6.1.4 Support on whole of life issues that impact on a participant's employment
 - E6.1.5 Information on how vacancies will be sourced, including an outline of how MADEC will canvass and approach employers regarding vacancies
 - E6.1.6 Job search assistance including advice on the availability, location and use of job search facilities in the local area which are available for no charge; advice on career options; and employment preparation assistance
 - E6.2 Referring suitable participants to vacancies
 - E6.3 Identifying the needs of local employers and developing skills and training activities for participants which match those needs
 - E6.4 Assisting employers with job design

- E6.5 Canvassing and approaching employers for vacancies for the participant and actively participating in local area employer networks and forums
 - E6.6 Undertaking activities to promote and market the abilities of participants to employers
 - E6.7 Providing assistance, training and information for employers and staff to support participants in the workplace
 - E6.8 Providing information to employers and assisting employers to access and arrange employer incentives, such as through the Wage Subsidy Scheme and Supported Wage System
 - E6.9 Organising workplace assessments and modifications, including through liaison with the JobAccess Provider, and Work Based Assistance and
 - E6.10 Providing tailored ongoing support to assist participants to maintain their employment, unsubsidised self-employment, apprenticeship or traineeship once in ongoing support.
- E7 At any one time, a participant will only be entitled to receive Employment Assistance, Extended Employment Assistance, Post Placement Support, Ongoing Support or Job in Jeopardy Employment Assistance, such periods being mutually exclusive.

DEEWR Contract Requirements and DES Guidelines

- E8 Disability Employment Services managers, team leaders and staff are responsible for complying with DEEWR contract requirements and DES Guidelines for
- E8.1 Creating and Updating an Employment Pathway Plan Guidelines
 - E8.2 Disability Management Service – Special Class Clients Guidelines
 - E8.3 Disability Management Service Participants Not Receiving Income Support Guidelines
 - E8.4 Job Seeker Classification Instrument Guidelines
 - E8.5 Ongoing Support Assessment Allocation Guidelines
 - E8.6 Ongoing Support Assessment Guidelines
 - E8.7 Referral for a Job Capacity Assessment Guidelines
 - E8.8 Risk Assessment for DES Work Experience Activities Guidelines
 - E8.9 Supported Wage System Assessment Guidelines.

Grievances, Appeals and Complaints

- F1 The Regional Manager in consultation with the relevant staff members is responsible in acting on any written appeal, complaint or grievance (also refer MQPR 2-1).

Community College Services

- G1 The Community College Manager is responsible for
- G1.1 Ensuring that assessments conducted by teaching staff members are governed by the relevant curriculum documentation

- G1.2 Maintaining up-to-date records of the verified training, assessment and vocational competencies for all staff members working either for or on behalf of MADEC as trainers and assessors (also refer MQPR 3-6).
- G2 The Community College Manager is responsible for ensuring that assessments are conducted by a qualified staff member who has as a minimum
 - G2.1 Completed the three assessment units from Certificate IV in Training and Assessment (TAE10) or is able to demonstrate equivalent competencies in accordance with MADEC requirements
 - G2.2 Able to demonstrate equivalent vocational competencies at least to the level being assessed.
- G3 If a teaching staff member does not possess the above minimum requirements the following two people may work together to conduct assessments
 - G3.1 One person that has completed the three assessment units from Certificate IV in Training and Assessment or is able to demonstrate equivalent competencies in accordance with MADEC requirements
 - G3.2 One person who is able to demonstrate equivalent vocational competencies at least to the level being assessed.
- G4 Teaching staff members are responsible to ensure that
 - G4.1 All documents critical to the learning and assessment process are version controlled (also refer MQPR 2-4)
 - G4.2 The assessment strategy is described in all assessments (also refer MQPR 8-1)
 - G4.3 Consultation processes and mechanisms are identified to capture outcomes of assessment strategy discussions
 - G4.4 Assessment methods used are based on clearly documented criteria and appropriate to measure learning outcomes
 - G4.5 Appropriate assessment methods are used where these are not described in the curriculum documents
 - G4.6 The assessment process discussed to each student at course commencement. The assessment process shall include
 - G4.6.1 The assessment methods to be used
 - G4.6.2 The proposed timetable of assessment
 - G4.6.3 The importance of assessment
 - G4.6.4 The policy on late submissions of assessable materials
 - G4.7 Appropriate assessment instruments are developed, secured and that applications and standards are validated to ensure uniformity across MADEC.
 - G4.8 Assessments are carried out in a valid, timely, reliable, fair and flexible manner.
 - G4.9 Students are provided with ongoing feedback

- G4.9.1 Students requiring extra support in their learning are identified and provided with opportunities to seek assistance
- G4.9.2 Assessment items are returned to students in a timely manner
- G4.9.3 Student progress is monitored and communicated to students to ensure that opportunities for improvement can be taken as required
- G4.9.4 Students have the right to view any of their own assessed work in the presence of the subject teaching staff member by negotiation with the teacher concerned.
- G4.10 Records of in-progress assessments are maintained (also refer MQPR 10-1).
- G4.11 Assessments are reviewed
 - G4.11.1 Assessment procedures are reviewed regularly to ensure that they are valid and fair and in line with peer, industry, community and student expectations
 - G4.11.2 Consultation processes and mechanisms are identified to capture outcomes of discussions.
- G5 The Community College Manager and teaching staff members shall ensure that assessments
 - G5.1 Comply with the Assessment Guidelines included in training packages and accredited courses
 - G5.2 Lead to the issuing of a Statement of Attainment or qualification under the Australian Quality Framework when a student is assessed competent against the nationally endorsed unit/s of competency (also refer MQPR 10-1)
 - G5.3 Comply with the principles of validity, reliability, fairness and flexibility
 - G5.4 Provide for applicants to be informed of the context and purpose of the assessment and its procedures
 - G5.5 Where relevant, focus on the application of knowledge and skills to the standard of performance required in the workplace and cover all aspects of workplace performance including task skills, task management skills, contingency management skills and job role environment skills
 - G5.6 Involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained
 - G5.7 Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options
 - G5.8 Are equitable for all persons, taking account of cultural and linguistic skills
 - G5.9 Provide for re-assessment on appeal.

Student Misconduct in Assessment

- H1 The appropriate teaching staff member is responsible to initially addressing an issue where a student is alleged to have acted dishonestly in any way in relation to the assessment of their work.
- H2 The teaching staff member is responsible to refer the issue to the Community College Manager.
- H3 The teaching staff member shall not mark the disputed assessment item in the first instance until the matter has been addressed
- H4 If allegations have been substantiated then disciplinary action could take the form of
 - H4.1 Cancellation of the results in the unit or subject
 - H4.2 Cancellation of all subject results in the semester
 - H4.3 Additional work or assessment as defined
 - H4.4 Suspension from the course or program as endorsed by the Chief Executive Officer.

Grievances, Appeals and Complaints

- I1 The Community College Manager in consultation with the relevant teaching staff member and assessor is responsible in (also refer MQPR 2-1)
 - I1.1 Acting on any written appeal, complaint or grievance raised against an internal final assessment for a unit or subject
 - I1.2 Examining the merits of the appeal
 - I1.3 Setting out a corrective and preventive strategy
 - I1.4 Ensuring both the student and the assessor are able to have a fair hearing
 - I1.5 Recording all grievances and complaints in accordance with MADEC's policy and procedures
 - I1.6 Ensuring that all procedures have been followed
 - I1.7 Ensuring that complaints and grievances are dealt with within appropriate timelines
 - I1.8 Ensuring that dated copies of statements of appeal outcomes sent to appellants are sighted.

Special Considerations

- J1 Teaching staff members are responsible for identifying and raising any disability issues with the Community College Manager in the early stages of the course or programs.
- J2 Special consideration may be given where a specific disability restricts a student from fulfilling all the requirements of a course.
- J3 Students may request special consideration from their teachers where an illness or accident has restricted them from fulfilling all requirements of a course.

Student Supplied Product

- K1 The Community College Manager is responsible to ensure that relevant teaching staff members receive all assessable materials submitted by students
- K1.1 Assessable materials which are not handed directly to the relevant teacher are deposited into and collected from the assessable materials tray by students and teaching staff members
 - K1.2 Assessable materials which are not handed directly to the relevant teachers are submitted via the MADEC's Reception Office
 - K1.3 Assessable materials may be delivered by hand, mail or by the student to the Reception Office.
- K2 Teaching staff members are responsible
- K2.1 To record the date of receipt and date of return of student supplied products
 - K2.2 To take due care of assessable materials submitted by or modified by their students
 - K2.3 To ensure that assessable materials remain the intellectual property of the student
 - K2.4 To notify the student of loss or damage to any student supplied product
 - K2.5 To store original and photocopied assessable materials in a secure lockable individual student file storage
 - K2.6 To keep uncollected student items for a minimum of three months
 - K2.7 To inform students that their learning materials and equipment found outside the secure lockable storage remains with the student
 - K2.8 To inform students of the above procedure.

Assessment Validation

- L1 The Community College Manager is responsible for ensuring that (also refer MQPR 8-2)
- L1.1 Consultation processes and mechanisms are identified to capture outcomes of reviewing courses and assessment validation
 - L1.2 The method of assessment validation is in accordance with
 - L1.2.1 The curriculum documentation or
 - L1.2.2 The competency standards and
 - L1.2.3 Performance criteria of the training package and
 - L1.2.4 Workplace requirements and, where relevant, regulatory requirements

- L1.3 Assessment validation processes is conducted in accordance with the principles of assessment and the rules of evidence (refer to the Definitions Section of this procedure)
- L1.4 Teaching staff members validate assessment strategies systematically by
 - L1.4.1 Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made in assessing the same competencies at least annually
 - L1.4.2 Documenting assessment validation processes
 - L1.4.3 Submitting Validation Reports to the Quality Department for processing opportunities for improvement resulting from validation meetings (also refer MQPR 2-3).

Records

Assessment Validation Records
Job Seeker Interpreter Records
Job Seeker Schedule of Contacts
Job Seeker Vocational Profiles
Literacy Review Record
MADEC Community College Website
Numeracy Review Record
Recognition of Prior Learning Application
Return and Receipt of Student Supplied Product and Assessable Items
Staff Members' Qualifications and Vocational Competencies
Student Information Brochures
Teacher Assessment Records
Training and Assessment Strategies Outline
Training Plans for Apprentices and Trainees

Associated Quality Documents

Aged Care Assessment Tools (refer to MADEC's QDoc Register and the Intranet)
Children's Services Assessment Tools (refer to MADEC's QDoc Register and the Intranet)

AATP Assessment File Checklist
AATP OTTE Non Compliant Checklist
AATP Trainee Assignment Cover Sheet
Assessment Book Chem Cert
Assessment Book RTC2701A Follow OHS Procedures
Assessment Log HLTCP Perform CPR
Assessment Log HLTFA201A Provide basic emergency life support level 1
Assessment Log HLTFA301B Provide first aid level 2
Assessment prepare and serve coffee espresso (1)
Assessment Prepare and serve coffee espresso (2)
Assessment Summary and Feedback Form
Assignment Cover Sheet
Attend Gaming machine assessment
Attend Gaming Machines SA Test
Authority to Release Information
CGEA INITIAL ASSESSMENT FORM
Competency assessment plan JSA

Complex Observation Checklist or 3rd Party Report Assessment Template
DES Employment in Jeopardy Form
DES Jobseeker File Action Sheet
First Aid Procedural Assessment
HLTAP301A Recognise healthy body systems in a health care context Cert III PAL
HLTHIR403B Work effectively with culturally diverse clients and co-workers oral interview questions
HLTHIR403B Work effectively with culturally diverse clients and co-workers required assessments
HLTOHS300A Contribute to OHS processes oral interview questions
HLTOHS300A Checklist Contribute to OHS processes
HLTOHS300A Contribute to OH&S processes required assessments
HLTOHS400A Maintain OHS processes
Initial Assessment Form
Language, Literacy and Numeracy Program LLNP Pre Training Assessment Booking Form
Level 2 First Aid answer sheet
Level 2 First Aid assessment
Multi Level Assessment
Multi Level First Aid Answer Sheet
Oral Interview Questions Recording Sheet
Participant Assessment Log SITGAM001A Attend Gaming Machines
Post Assessment Interview
Process Financial Transaction
Provide responsible gambling services
Provide responsible service of alcohol assessment
Questions to support complex observation checklist
Recognition of Prior Learning Application Form
Simulation Checklist
STEP ERS Participant Assessment and Action Plan
Template – Procedural Observation Checklist

Associated Quality Work Instructions

Stream 1 Services
Streams 2 to 4 Services
Work Experience
Work Experience Generally Group Based

Authority

Chief Executive Officer

Reviewed By

Custodian of this Procedure