

Title: Customers Skills Recognition	Document Number: MQPR 8-2 Custodian: General Manager Business Development
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Purpose

- To provide a process for assessing vocational profiles for job matching and job search
- To ensure appropriate assessment of employment needs and Job Seekers capabilities
- To impart a method for processing recognition of prior learning, credit transfer and skills recognition
- To describe the process of validating assessments and ensure fairness in judgement of customer performance
- To ensure that MADEC recognises the Australian Quality Framework qualifications and Statements of Attainment issued by other registered training organisations
- 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 with a disability 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 approach to working with clients specifically each person with a disability who is seeking a service has access to MADEC services on the basis of relative need and available resources.

Scope

- All job matching and job search clients.
- All students.
- All staff members involved in job matching processes.
- All staff members involved in recognition of prior learning processes.
- All staff members involved in credit transfer processes.
- All staff members involved in skills recognition processes.

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 3 Engagement
- 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.

Centrelink - means the Commonwealth Services Delivery Agency established under the Commonwealth Services Delivery Agency Act 1997.

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 A and B, 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.

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

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.

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 Education, Employment and Workplace Relations information systems.

Community College Services

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 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 principles and rules of evidence

- **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** – One of the rules of evidence. 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** – One of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
- **Currency** – One of the rules of evidence. 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.
- **Reliability** – One of the principles of assessment. 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.
- **Flexibility** – One of the principles of assessment. 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.
- **Fair** – One of the principles of assessment. 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.

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

Credit Transfer – Credit transfer assess 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.

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.

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.

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.

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.

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.

Acronyms

AQTF	– Australian Quality Training Framework
ASQA	– Australian Skills Quality Authority
CT	– Credit Transfer
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
JCA	– Job Capacity Assessment
NVR	– National Vocational Regulator
RCC	– Recognition of Current Competencies
RPL	– Recognition of Prior Learning
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.
- A2 Employment Consultants are responsible for complying with MADEC Work Instructions for
 - A2.1 Streams 2 to 4 Services
 - A2.2 Use of the Employability Skills Profiler as described in the above MADEC's work instruction for Streams 2 to 4 Services.
- A3 Employment Consultants shall work one-to-one with each Job Seeker to develop their pathway to employment based on an assessment of skills, barriers and career direction.
- A4 Employment Consultants shall assess Job Seekers as needing to gain or update skills and access training including undertaking a suitable Qualifying Training Course.

Disability Employment Services

- A5 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
 - A5.1 The participant's pathway towards employment, including appropriate interventions, training, education and work experience activities and
 - A5.2 Vocational barriers, including gaps in their skills, where relevant.

- A6 A skills assessment may include
- A6.1 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
 - A6.2 The future skill needs of the participant
 - A6.3 The participant's current educational achievements, skills and experience in direct relation to the local labour market, including area of skill shortage
 - A6.4 The participant's job search experience, résumé and any written applications and
 - A6.5 Training or other interventions needed to help the participant obtain sustainable employment.
- A7 Employment Consultants shall
- A7.1 Where relevant, amend each participant's Employment Pathway Plan to specify the outcomes of their skills assessment and
 - A7.2 Record the skills assessment in DEEWR's IT systems
- A8 Disability Employment Services managers, team leaders and staff are responsible for complying with DEEWR contract requirements and DES Guidelines for
- A8.1 Creating and Updating an Employment Pathway Plan Guidelines
 - A8.2 Disability Management Service – Special Class Clients Guidelines
 - A8.3 Disability Management Service Participants Not Receiving Income Support Guidelines
 - A8.4 Job Seeker Classification Instrument Guidelines
 - A8.5 Ongoing Support Assessment Allocation Guidelines
 - A8.6 Ongoing Support Assessment Guidelines
 - A8.7 Referral for a Job Capacity Assessment Guidelines
 - A8.8 Risk Assessment for DES Work Experience Activities Guidelines
 - A8.9 Supported Wage System Assessment Guidelines.

Community College Services

Information Provided to Customers

- B1 The Community College Manager is responsible for
- B1.1 Ensuring that students and potential students are informed of their right to apply for recognition of prior learning and credit transfer
 - B1.2 Ensuring that students and potential students are provided with the appropriate brochures about recognition of prior learning and credit transfer
 - B1.3 Updating brochures and providing access to the brochure on the MADEC website (also refer MQPR 8-1)

- B1.4 Updating forms for use in applying for recognition of prior learning and credit transfer
- B1.5 Ensuring that copies of relevant learning outcomes and competencies are provided to students when they apply for recognition of prior learning and credit transfer.

Applying for Recognition of Prior Learning

- C1 RPL applies at a unit of competence level and not at a course level.
- C2 Students are required to enrol in one or more units of competence of a course in which they are applying for RPL in before RPL can be granted.
- C3 Each approved RPL must have a training outcome in that course or qualification.
- C4 A student may be granted RPL for a whole course or qualification.
- C5 Application forms are available from the Community College.
- C6 Students are required to complete the forms, collect evidence against the performance criteria of the unit of competence and deliver their application form and documentation to the Community College for payment of fees and registration.
- C7 The Community College Manager is responsible to ensure that
 - C7.1 All RPL applications must have a completed form attached to it
 - C7.2 RPL applicants can access information, support and consultation with appropriate staff members for assistance
 - C7.3 No applications are accepted without payment of the current RPL fee
 - C7.4 Each application is to be considered independently of other applications and will attract a separate fee
 - C7.5 Students will be supplied with confirmation of their RPL application after enrolment
 - C7.6 MADEC staff members applying for RPL are exempted from all fees.

Assessing Recognition of Prior Learning Applications

- D1 The Community College Manager identifies the appropriate qualified RPL assessor to conduct the assessment.
- D2 The delegated qualified RPL assessor may seek the assistance of subject technical experts to conduct the assessment.
- D3 The RPL is assessed according to the RPL assessment model in the Recognition of Prior Learning Training and Application Manual for Education.

Processing Recognition of Prior Learning Applications

- E1 The delegated qualified RPL assessor is responsible to

- E1.1 Ensure that RPL meets the requirements of the relevant Training Package or accredited course
 - E1.2 Inform RPL applicants that they can participate and engage in the RPL process
 - E1.3 Complete the assessment process (also refer MQPR 8-3) and submits all necessary documentation and results to the Community College Manager.
- E2 The Community College Manager is responsible for
- E2.1 Checking the RPL has all the accurate and required documentation
 - E2.2 Ensuring that granted RPL's do not fall into the category of Direct Credit Transfer and vice versa
 - E2.3 Sending the application to a second qualified RPL assessor for approval and counter signature
 - E2.4 Ensuring that there are no unresolved issues about the granted RPL
 - E2.5 Processing the application and registering results into the VETTRAK student records system (also refer MQPR 10-1)
 - E2.6 Ensuring that the student is informed of the results of their application formally by letter.

Credit Transfer

- F1 The Community College Manager ensures that teachers inform students of the possibility of credit transfer.
- F2 A student can apply for credit transfer for a whole course or qualification.
- F3 Application forms for credit transfer are available from Community College staff members.
- F4 Students are required to complete the form, collect evidence documentation and submit to the Community College for payment of fees.
- F5 The Community College Manager forwards the application to the appropriate qualified teaching staff member for processing and decision making.
- F6 The delegated qualified teaching staff member may seek the assistance of subjects' technical experts to conduct the assessment.
- F7 The delegated qualified teaching staff member completes the assessment process and submits all necessary documentation and results to the Community College Manager.
- F8 The Community College Manager is responsible for
 - F8.1 Checking the credit transfer has all the accurate and required documentation
 - F8.2 Sending the application to a second qualified teaching staff member for approval and counter signature
 - F8.3 Ensuring that there are no unresolved issues about the granted credit transfer

F8.4 Processing the application and registering results into the VETTRAK student records system

F8.5 Ensuring that the student is informed of the results of their application formally by letter.

F9 MADEC staff members applying for credit transfer are exempted from all fees.

Qualified Assessors for RPL and Credit Transfer

G1 Assessments are conducted by an assessor or teaching staff member who has as a minimum

G1.1 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

G1.2 Relevant vocational competencies at least to the level being assessed.

G2 If a teaching staff member does not possess the above minimum requirements the following two people may work together to conduct assessments

G2.1 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 and

G2.2 One person who is able to demonstrate vocational competencies at least to the level being assessed.

G3 The Community College Manager and the Human Resource Manager is responsible for

G3.1 Employing teaching staff members with the appropriate qualifications, skills and experience to facilitate delivery of training and assessment

G3.2 Reviewing teaching staff members' qualifications, skills and experience annually

G3.3 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).

RPL Assessment Validation

H1 The Community College Manager is responsible for ensuring that

H1.1 Consultation processes and mechanisms are identified to capture outcomes of reviewing courses and assessment validation

H1.2 The method of assessment validation is in accordance with

H1.2.1 The curriculum documentation or

H1.2.2 The competency standards and

H1.2.3 Performance criteria of the training package and

H1.2.4 Workplace requirements and, where relevant, regulatory requirements

H1.3 Assessment validation processes is conducted in accordance with the principles of assessment and the rules of evidence, as follows:

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.

- H1.4 Teaching staff members validate assessment strategies systematically by
 - H1.4.1 Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made in assessing the same competencies at least annually
 - H1.4.2 Documenting assessment validation processes.
 - H1.4.3 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
Completed Credit Transfer Application forms
Completed Recognition of Prior Learning Application forms
Contracts and Funding Agreements
Credit Transfer Results
Interpreter Records
Job Match Lists
Job Search Matches
Job Seeker Passwords
Job Seeker Vocational Profiles
Learning and Assessment Strategies Outline
MADEC Community College Website
Recognition of Prior Learning Results
Résumés for Job Application
RPL exemptions for NEIS customers
Schedule of Contacts
Skills Recognition Results
Staff Members' Qualifications and Vocational Competencies
Student Information Brochures

Associated Quality Documents

Aged Care Student Outcomes
Recognition of Prior Learning Application Form
Skills Self Assessment
Trainee Declaration Form for OH&S

Authority

Chief Executive Officer

Reviewed By

Custodian of this Procedure