Community Services Training Package (CHC99)

Assessment Guidelines
Preface

These Assessment Guidelines form part of the Community Services Training Package. The Community Services Training Package has been developed by Community Services and Health Training Australia and funded by the Australian National Training Authority.

This document must be used in conjunction with the following documents:
- Qualifications Framework
- Community Services Common Competency Standards
- Specialisation competency standards (e.g. Community Housing)

The Community Services Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:
- Aged Care Work
- Alcohol and Other Drugs Work
- Child Protection/Juvenile Justice/Statutory Supervision
- Children's Services
- Community Work
- Community Housing Work
- Disability Work
- Mental Health Work (non-clinical)
- Youth Work

Community Services Training Package users should note that its qualifications cover approximately fifty percent of the workforce in the community services industry. Areas not fully covered at this stage include counselling, community management and welfare.

For further information relating to the Community Services Training Package please contact:

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Introduction

Assessment is the process of collecting evidence and making judgements on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to those standards expected in the workplace as expressed in the Community Services Industry standards contained in this Training Package.

The Community Services Training Package incorporates an assessment system based on the principles agreed by Ministers and consistent with the Australian Recognition Framework, which is designed to ensure the validity, reliability and fairness of assessment conducted in workplace and institutional contexts.

The purpose of these guidelines is to provide:

◆ the Community Services assessment system overview
◆ the Community Services assessor qualifications
◆ guidelines for designing Community Services assessment resources
◆ guidelines for conducting Community Services assessments and
◆ additional sources of information on assessment
Assessment in the Community Services Industry

Assessment of competency in the Community Services Industry is unique in that it cannot rely solely on a measurement approach; competency in the industry includes a complex interrelationship of duty of care, ethical behaviour, and personal values in the context of provision of high quality service to individual clients. Registered Training Organisations undertaking assessment in the Community Services Industry will do so in this context. Assessor qualifications are outlined later in this document.

The guiding principles for assessment in Community Services include that:

1. All people should be given the opportunity to seek recognition of their competency in one or all of the units of competency before participating in a training program.
2. Assessment must cover the range of skills, knowledge, values, attitudes and ethics as defined in the set of competencies as a whole and the individual units of competency being assessed.
3. Judgement made about competency must be based on sufficient evidence. Evidence may be gathered over a number of occasions and in a range of contexts (as listed in the range of variables) and using different methods (as indicated in the evidence guide) for each unit.
4. Evidence collected should be sufficiently current to allow a sound assessment decision.
5. Evidence should demonstrate that all the performance criteria in a unit of competency have been met even where units are assessed concurrently.
6. Appropriate processes need to be implemented to ensure consistency of judgement.
7. Assessors must meet the qualifications detailed in these guidelines.
8. Reasonable adjustments are made to assessment procedures for people with special needs, such as people with disabilities, people with language or literacy difficulties.
9. The processes and criteria for assessment must be transparent to all persons being assessed.
10. A collaborative approach to assessment of competency between trainer/s, assessor/s, the individual and the workplace, against one or all of the units in the standards may be used.
11. Individuals being assessed must be advised of procedures for a review of assessment decisions.
12. All reasonable attempts should be taken to give sufficient choice of assessment options to meet:
   ♦ The needs of individuals and/or workplaces
   ♦ The context of assessment as outlined in the evidence guide of the unit of competency
   ♦ The approaches and the philosophies of different workplaces
   ♦ The location of the workplace or individual (eg rural/remote)
Assessment System Overview

Benchmarks for assessment

The benchmarks for assessment in the Community Services Training Package are the national Community Services competency standards. These competency standards have been endorsed by the Community Services Industry and the National Training Framework Committee. The standards form the benchmark in all sectors of the industry whether assessed through a training and assessment pathway or an assessment only pathway.

The Community Services competency standards included in this Training Package are:

♦ Aged Care Work National Competency Standards (1999)
♦ Alcohol and Other Drugs Work National Competency Standards (1999)
♦ Children’s Services National Competency Standards (1999)
♦ Community Housing Work National Competency Standards (1999)
♦ Community Work National Competency Standards (1999)
♦ Disability Work National Competency Standards (1999)
♦ Mental Health Work (non-clinical) National Competency Standards (1999)
♦ Youth Work National Competency Standards (1999)

The competency standards contain comprehensive Evidence Guides designed to support the assessment of competency, specifically the four components: task skills, task management skills, contingency management skills, and job/role environment skills. The Evidence Guide in the competency standards provides sufficient detail to ensure the assessment of competency incorporates assessment of underpinning knowledge, skills and application. Where prerequisite units of competency exist, and where units of competency are to be grouped together for assessment purposes, this is clearly stated in the Evidence Guide for each unit.

Language, Literacy and Numeracy requirements for assessment

Language, literacy and numeracy issues need to be considered during the assessment procedure. Consideration of language, literacy and numeracy issues are key to job performance and communication in the workplace.

Many assessment practices are exclusive and through inappropriate methods and practices actively preclude a range of workers from being assessed as competent. Therefore a multifaceted assessment approach is recommended. As job roles and skills, including language and literacy skills, are complex and multi-dimensional no single or simple procedure will provide adequate information for carrying out fair and consistent assessments.

The language and literacy requirements of the assessment process should not exceed the language, literacy and numeracy requirements of the particular level of work in the industry. Assessment should be based on actual, not perceived requirements of the workplace and should be guided by language, literacy and numeracy needs set out in units of competency.
Role of registered training organisations

Assessment for national recognition purposes in the Community Services Industry must be undertaken or auspiced through a Registered Training Organisation. Under the Australian Recognition Framework, State and Territory Training and Recognition Authorities have the responsibility for monitoring assessments, including the reporting of outcomes, appeals and the issuance of qualifications and statements of attainment.

Registered Training Organisations may include public or private training organisations as well as enterprises within the industry. A Registered Training Organisation may provide both on and off the job training and/or assessment in the Community Services Industry. The role of the Registered Training Organisation is to:

♦ Conduct and/or validate assessments against the units of competency in the Community Services Training Package.
♦ Ensure that the assessment is undertaken by individuals or a team who meet the qualifications requirements for the level of work they are assessing as established by the Community Services Industry in Part Three of this document and the relevant national competencies for assessors.
♦ Ensure that the Community Services Assessment Guidelines are used as a basis for assessment processes and procedures.
♦ Develop and maintain quality assurance mechanisms to ensure assessment is fair, reliable, valid and flexible to provide outcomes consistent with the State/Territory Training Authorities’ requirements and the National Competency Standards for Assessment.
♦ Implement an appeals process consistent with the State/Territory Training Authorities’ requirements.
♦ Maintain secure records of assessment outcomes or arrange a reliable out sourced record keeping process to the unit of competency level.
♦ Provide access to the recording system for reporting and replacement of personal records of assessment on an ongoing basis.
♦ Issue the AQF qualification consistent with the packaging guidelines in the national Community Services Training Package.
♦ Where whole qualifications are not achieved or not sought by the trainee/worker, issue statements of attainment consistent with the packaging guidelines in the national Community Services Training Package.

Assessments for national recognition purposes in the Community Services Industry should be mutually recognised. All Registered Training Organisations throughout Australia must ensure that they recognise and offer credit for the assessment outcomes of all other Registered Training Organisations. This is regardless of whether assessment was conducted through a training and assessment pathway or an assessment only pathway.

Any off the job assessment must be undertaken using the methodology outlined in each unit of competency Evidence Guide. Assessment off the job will generally be through workplace or community based simulation.
Assessment pathways

Assessment of an individual’s competence against the Community Services National Competency Standards should lead to the issuance of a qualification or Statement of Attainment under the Guidelines of the Australian Qualifications Framework.

The Community Services Training Package provides a flexible framework to enable the full range of work situations to be recognised through meaningful qualifications (see the Qualifications Framework for more detail).

The acquisition of competencies by any means should be recognised for qualifications purposes provided they are assessed by a Registered Training Organisation. 100% up-front assessment is possible and should be offered to all trainees/workers seeking competency recognition.

The assessment pathways recognised by the Community Services Industry include:

| Training and assessment pathway undertaken entirely off the job | Any off the job assessment must be undertaken using the methodology outlined in each unit of competency Evidence Guide. Assessment off the job will generally be through workplace or community based simulation. |
| Training and assessment undertaken entirely on the job | This pathway is particularly suited to New Apprenticeships pathways but may also be suitable for the many experienced workers in Community Services who have no formal qualifications. |
| Training and assessment combining on and off the job components | This pathway is particularly suited to New Apprenticeship pathways but may also be suitable for the many experienced workers in Community Services who may need some formal training to update their knowledge and skills. |
| An assessment only pathway entirely off the job | This pathway is suitable for those who have considerable industry experience but who hold no formal qualifications. |
| An assessment only pathway entirely on the job | This pathway is suitable for those who have considerable industry experience but who hold no formal qualifications. |
| An assessment only pathway off and on the job | This pathway is suitable for those who have considerable industry experience but who hold no formal qualifications. |
Community services assessment pathways to a national qualification

Registered Training Organisations

Packages of national competencies or single units of competency against which assessments are undertaken

- Training & Assessment Only
  - Off the job
  - On the job
  - On and off job

Statement of Attainment or National Qualification
Partnership arrangements

In the past training and assessment were usually conducted by RTOs acting more or less independently of enterprises. Under the Community Services Training Package, partnership arrangements between RTOs and workplaces are encouraged. Given the diversity of workplaces in Community Services these Assessment Guidelines provide for a range of partnership arrangements to auspice assessment.

The two broad types of assessment systems in the Community Services Industry are:

- The training and assessment system is managed by a Registered Training Organisation.
- The training and assessment system is managed by a partnership arrangement between a Community Services workplace and Registered Training Organisation.

The options outlined below are available for partnerships between workplaces and Registered Training Organisations.

<table>
<thead>
<tr>
<th>Provision of Training</th>
<th>Provision of Assessment</th>
<th>Qualification issued by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Shared training provision</strong></td>
<td></td>
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</tr>
<tr>
<td>- The Registered Training Organisation provides the off the job training using qualified trainers</td>
<td>- The Registered Training Organisation uses individuals who meet the assessor qualifications and requirements outlined in these Guidelines or a team of one or more persons who collectively meet this requirement to provide assessment entirely off the job or a combination of on and off the job assessment.</td>
<td>- The Registered Training Organisation issues the Statement of Attainment/s or Qualification.</td>
</tr>
<tr>
<td>- On the job training is provided by the workplace using qualified workplace trainers</td>
<td>- Note that any off the job assessment must be undertaken using the methodology outlined in each unit of competency’s Evidence Guide. Assessment off the job will generally be through workplace or community based simulation.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Workplace based training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- All training is provided by the workplace on the job using qualified workplace trainers.</td>
<td>- A Registered Training Organisation provides ‘assessment only’ services using qualified assessors.</td>
<td>- The Registered Training Organisation issues the Statement of Attainment/s or Qualification.</td>
</tr>
</tbody>
</table>
Recognition of prior learning

The Community Services Industry recognises that competencies can be achieved in a number of ways:

♦ Through formal or informal training
♦ Through work experience
♦ Through general life experience
♦ Through any combination of the above.

All assessment pathways must incorporate recognition of prior learning (RPL) which allows competencies held by individuals to be formally benchmarked against the Community Services national competency standards. The flexible assessment pathways above facilitate RPL. Registered Training Organisations are required to have RPL processes in place as part of their registration. RPL assessments must be against the competencies in the endorsed Community Services Training Package and must meet the quality assessment principles outlined in this User’s Guide.

RPL must be offered to all trainees/workers who are seeking recognition against the Community Services competency standards. 100% RPL/up-front assessment is possible and should be offered to trainees/workers where appropriate.
Assessor Qualifications

Assessments against competencies in the Community Services Training Package will be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those conducting assessments and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.

Assessment may be undertaken by an individual, partnership or team of people who collectively meet the assessor qualifications in these guidelines.

There are three Community Services qualification requirements for assessors:

1. A qualified assessor must be competent in the National Competency Standards for Assessment:
   - BSZ401A Plan assessment
   - BSZ402A Conduct assessment
   - BSZ403A Review assessment

   Or the equivalent national assessment units if these are reviewed.

2. A qualified assessor must be competent in the Community Services national competency standards to at least the level being assessed or must be able to work in partnership with a person who has achieved the relevant competencies.

3. A qualified assessor must have a detailed understanding of the Community Services endorsed competency standards and their use as benchmarks for assessment within the context and culture of the workplace, sector and Community Services Industry.

Assessment for national Community Services qualifications must be against the endorsed competency standards. Assessors must have a detailed understanding of each unit of competency and assessment must take into account the range of variables statements and the evidence guides for each unit.

Individual units of competency must also be assessed in the context of the unique nature of work in the industry which includes a complex interrelationship of duty of care, ethical behaviour, and personal values in the context of provision of high quality service to individual clients.

Further detail is provided on page 3 of these guidelines.

Individuals may meet the requirements of the national assessor standards by:

- Completion of either a recognised training program or
- An approved RPL process conducted in accordance with the Australian Recognition Framework. This option may be particularly relevant to those people such as TAFE teachers and some workplace supervisors, who have not been assessed against the endorsed standards but who, nevertheless, have demonstrated expertise in the preparation, conducting and evaluation of assessment in the workplace.
Individuals may meet the requirements of the Community Services competency standards they are assessing by:
♦ Completion of either a recognised training program; or
♦ An approved RPL process conducted in accordance with the Australian Recognition Framework. This option may be particularly relevant to those people such as workplace supervisors, who have not been assessed against the endorsed standards but who, nevertheless, have demonstrated expertise in the competency standards they are assessing, in the workplace.

Individuals may meet the requirements of detailed understanding of the Community Services endorsed competency standards and their use as benchmarks for assessment within the context and culture of the workplace, sector and Community Services Industry by:
♦ Demonstrating competence in the Community Services competency standards they are assessing; or
♦ Undertaking relevant professional development relating to the Community Services endorsed competency standards they are assessing

The professional development of Community Services assessors is primarily the responsibility of the Registered Training Organisations but is also a responsibility of the assessors themselves. Relevant professional development should be undertaken regularly to ensure current knowledge about the Training Package and any review work.

Community Services and Health Training Australia and its network of state and territory industry training advisory bodies will work closely with Registered Training Organisations and State and Territory Training Authorities to ensure that assessors are informed of changes to competency standards, qualifications and the assessment system.

Further information on the requirements for assessors is provided in the section entitled Assessment System Overview – role of Registered Training Organisations.

Using qualified assessors

Given the diversity of workplaces in Community Services these Assessment Guidelines provide for a range of options to auspice assessment both on and off the job. The options outlined below are available for partnerships between workplaces and Registered Training Organisations. The Registered Training Organisation may use:

A workplace assessor who is qualified in the national competencies for assessors, the Community Services national competencies they are assessing, and who has a detailed understanding of the Community Services competency standards and their use as benchmarks for assessment within the context and culture of the workplace, sector and industry

A workplace assessor who is competent against the assessor competency standards and who has ready access to another person who is competent in, and can advise the assessor on, the relevant vocational competencies at least to the level being assessed and who has a detailed understanding of the Community Services competency standards and their use as benchmarks for assessment within the context and culture of the workplace, sector and industry

An assessment panel who collectively meet the assessor competencies and the relevant vocational competencies at least to the level being assessed and a detailed understanding of the Community Services competency standards and their use as benchmarks for assessment within the context and culture of the workplace, sector and industry

An external assessor who is competent against the assessor competencies working with a workplace supervisor who collects assessment evidence using industry endorsed assessment procedures. This supervisor meets the vocational competencies being assessed and has a detailed understanding of the Community Services competency standards and their use as benchmarks for assessment within the context and culture of the workplace, sector and industry
A workplace supervisor with the relevant vocational competencies at least to the level being assessed and has a detailed understanding of the Community Services competency standards and their use as benchmarks for assessment within the context and culture of the workplace, sector and industry. This supervisor utilises industry endorsed assessment procedures with the outcome being validated by an external assessor who is competent against the assessor standards.
Guidelines for Designing Assessment Resources

The purpose of assessment is to establish whether the participant has achieved the required level of competence as described in the Community Services national competency standards. The design of assessment resources must ensure that judgement on the participant’s competence is based on criteria outlined in the competency standards and the key principles of validity, reliability, fairness and flexibility.

The criteria for assessment are holistic. They integrate attitudes, skills and understanding of the ‘whole work’ situation. The criteria for a particular unit may also be cross-referenced to other units so that assessment reflects workplace reality and is not duplicated. Holistic assessment also enables effective use of assessment resources. Where indicated in the unit, units may be assessed simultaneously as long as all the performance criteria for each unit are met.

An integrated approach to assessment must be used which includes a combination of:

♦ Task skills – the requirement to perform individual tasks
♦ Task Management skills – the requirement to manage a number of different tasks within a job
♦ Contingency Management skills – the requirement to respond to irregularities and breakdowns in routine
♦ Job/role environment skills – the requirement to deal with the responsibilities and expectations of the work environment including working with others

To ensure an integrated approach, assessment conditions should be, or should simulate, the contemporary, authentic workplace situation. Where possible, existing workplace materials including organisational policies and procedures should be used.

Evidence gathering methods must be equitable to all groups of participants and ‘reasonable adjustment’ principles should be applied as needed. The language and literacy requirements of the assessment process should not exceed the language and literacy requirements of the particular level of work in the industry.

Self assessment is a legitimate form of assessment in Community Services and may be used. It should be integrated into the assessment process where possible and should not be used as the only form of assessment.

Assessment resources must address the performance criteria specified in the National Community Services Competency Standards being assessed.

Apart from these guidelines, there is no set format for the design, production or development of assessment resources.
Guidelines for Conducting Assessments

Steps of assessment
The steps to be undertaken in any Community Services assessment are those outlined in the National Assessment Competency Standards.

These can be summarised in four steps:
1. Plan the assessment.
2. Carry out the assessment.
3. Record and Report the results of the assessment.
4. Review the assessment.

Plan the assessment
Planning for assessment in Community Services includes establishing:

♦ The purpose of the assessment.
♦ Assessment processes and procedures.
♦ Management and implementation of assessment.
♦ The readiness of the assessee for assessment.

When designing assessment materials, a table of specifications for each unit of competency should be used. This should identify the possible methods of gathering evidence that best suit each unit. It is crucial that the methods of evidence gathering enable the performance criteria, range of variables and evidence guides for each unit to be met. Units may be combined for assessment purposes.

Carry out the assessment
Carrying out assessment in Community Services includes identifying:

♦ Evidence to be collected.
♦ Evidence collection methods.
♦ Methods for recording the evidence.
♦ Methodology to ensure that the evidence is consistent with the principles of validity, equity, authenticity and sufficiency.

The following requirements must be met when conducting assessments in Community Services:

♦ Identification of the competency standards to be assessed.
♦ Where appropriate, identification of customised standards being assessed.
♦ Adherence to standards set down in the National Assessment Competency Standards.

Self-assessment should be integrated into the assessment process where possible. Evidence gathering methods must be appropriate to the context, assessor and candidate.

The person being assessed must understand:

♦ What is being assessed.
♦ How it is being assessed.
♦ Where and when the assessment is to occur.

The person being assessed must be aware of...
♦ Their options for re-assessment.
♦ The assessment and appeals process.

The assessor must provide feedback to the person being assessed, identify any missing evidence of competency and provide advice on how to overcome skills gaps.

The assessor must record the outcome of the assessment
♦ On a document for the person being assessed.
♦ On the Registered Training Organisation’s documentation.

Evidence gathering methods

The following range of assessment methods may be used to provide evidence of competency in Community Services:

♦ Observation of the trainee performing work or a specific task

  Checklist
  A way of recording judgements made regarding trainee performance by deciding whether a characteristic is or is not present or whether something was or was not done.

  Log book
  A way of recording progress by having trainers or assessors to record trainee’s performance over a period of time.

  Diary
  A way of recording progress by having trainees record their performance over a period of time.

♦ Written tests

  Extended essays
  An open ended type of written assignment.

  Restricted essays
  A written response which is more detailed than a short answer but less open ended than an extended essay.

  Short answer
  A question with a predetermined answer which requires a written response of no more than a few words.

  Structured question
  An assessment instrument made up of a diagram, text, picture etc followed by a series of questions.

  Alternate response
  A statement with two possible responses from which the trainee must select the correct one.

  Completion
  An incomplete statement in which the trainee is required to supply the missing words.

  Matching
  Two lists which the trainee is required to match.

  Multiple choice
  A question of incomplete statement followed by four of five options from which the trainee
must select the correct one.

**Multiple response**
A variant of multiple choice where there is more than one correct response.

**True-false**
A statement which the trainee is required to indicate as true or false.

**Self report**
A form of assessment in which trainees generate the evidence of their performance, progress, experiences, attitudes and feelings.

♦ Oral tests or questioning

**Aural/Oral**
Assessment tools which provide opportunities to assess trainees’ ability to listen, interpret, and communicate information and ideas.

**Interview schedule**
A series of open or closed questions designed to collect trainee responses.

♦ Simulation/role play/case study

**Simulation**
A structured resource-based exercise which seeks to simulate real life situations and requires the trainee to achieve a specific task.

**Role-play**
A person-centred simulation used to present trainees with the opportunity to display behavioural and interpersonal skills.

**Case study**
An assessment tool which presents a simulated context and provides trainees with opportunities to display problem solving and decision making skills.

♦ Reports

**Project**
An assessment tool consisting of any exercise or investigation in which time constraints have been relaxed usually requiring a significant part of the work to be done without close supervision.

**Project reports**
A written overview of a project which may also require oral presentation.

♦ Portfolio

**Portfolio of evidence**
Documentary material generated by trainees which links the evidence of their performance to a set of criteria used for assessment.

Reprinted from: *Workplace Trainer Category 2 - Conducting Assessment*, NSDC, 1995
Recording and reporting the results of the assessment

Recording results:
The recording, storing, retrieval and access to all competency standard assessment outcomes is the responsibility of the Registered Training Organisation which issues the national Qualification or Statement of Attainment. This applies to all types of Registered Training Organisations including public and private training organisations and workplaces within the industry.

The Registered Training Organisation may outsource the recording; storing and maintaining the outcomes of assessments, provided it meets the quality assurance requirements of the State or Territory Training Authority.

A Registered Training Organisation should:

♦ Demonstrate its capacity to establish an enduring record keeping system.
♦ Maintain the confidentiality of records in accordance with state/territory and federal privacy legislation.
♦ Record as a minimum, identification details, units of competency achieved and qualifications/statements of attainment issued.
♦ Record assessment outcomes on software that is compatible with the national reporting system.
♦ Record data in a manner which allows flexible reporting.

Reporting results:

A Registered Training Organisation must be able to report on the results of assessments undertaken in Community Services.

Specifically it must:

♦ Report on the attainment of competencies and the issuing of qualifications and statements of attainment on demand.
♦ Report on data to fulfil auditing requirements consistent with federal, state/territory and industry specifications.
♦ Report in a manner that maintains the confidentiality of records in accordance with state and federal privacy legislation.
♦ Produce records consistent with the national reporting system.
♦ Report assessment outcomes on software that is compatible with the national reporting system.
♦ Issue Qualifications and Statements of Attainment under the Australian Qualifications Framework listing units of competence achieved on the qualification and using unit titles which are the same as those listed in the Training Package and including the unit code. In the case of statements of attainment listing Community Services common units, the context of assessment should be included where possible, eg CHCCSSA Identify and address specific client needs (Disability Work context).

An Australian Qualifications Framework qualification will be issued by a Registered Training Organisation once the full package of competencies specified in the Training Package for the level has been achieved. If the trainee leaves the training or the workplace before completing the full package of competencies required to gain a qualification, they will receive a Statement of Attainment for each unit of competency achieved.
The following reporting proforma may be used by qualified assessors to report competency assessments for individual trainees/workers:

<table>
<thead>
<tr>
<th>ASSESSMENT REPORT PROFORMA</th>
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<tbody>
<tr>
<td>Name/ID: ................................ ................................ ................................ ................................ ................................</td>
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<tr>
<td>Organisation: ................................ ................................ ................................ ................................ ................................</td>
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<tr>
<td>Contact details: ................................ ................................ ................................ ................................ ................................</td>
</tr>
<tr>
<td>....................................................................... State ...................................... Post Code</td>
</tr>
</tbody>
</table>

1. Plan the assessment

   - **Purpose of the assessment:** *Indicate the reason for the assessment*
   - **Performance criteria:** *Append related outcomes and criteria*
   - **Assessment conditions:** *Give details and the basis for any assessment conditions eg. policy/common practice/standards/curriculum/learning materials*
   - **Evidence required:** *Describe the assessment activity*
   - **Assessment arrangements:** *Include time. Place, resources, people, special requirements*

2. Carry out the assessment

   - **Details:** *Append relevant checklists, instruments, tools*

3. Record the results

   - **Results:** *Give results and reasons for reaching the decision. Provide advice on options to meet competency. Provide details of appeals process. Record results -trainee and RTO record*
   - **Assessor/s signature:**
   - **Recorded by:** *Give details of the assessor/s*

4. Review the results

   - **Comment:** *Comment on any problems, recommendations for modifications to procedures*

Reprinted from: *Workplace Trainer Category 2 - Conducting Assessment, NSDC, 1995*
Review results of the assessment

Assessors must review results of each assessment undertaken.

This includes:

♦ Provision of feedback on the assessment outcomes.
♦ Updating assessment records.
♦ Post-assessment counselling.
♦ Appeal and reassessment.
♦ Certification
♦ Review of assessment procedures.

The features of a quality review of assessment in Community Services include:

♦ Use of strategies to prevent potential bias.
♦ Ensuring that the criteria outlined in the Assessment Guidelines for Community Services have been met.
♦ Development of procedures for assessment decisions to be examined if there are ongoing requests for review/appeal.

Every candidate who has an unsuccessful assessment outcome must be:

♦ Informed of the reasons for their lack of success.
♦ Re-advised of their rights to review/appeal.
♦ Re-advised on options for further training that would be relevant to the individual’s needs and circumstances.

Quality assurance mechanisms

The Community Services Industry expects that any Registered Training Organisation involved in the assessment of Community Services competencies will develop and maintain a quality assurance framework for assessment. All quality assurance mechanisms should align with the State or Territory Training Authority requirements for Registered Training Organisations.

The use of these industry endorsed Assessment Guidelines will underpin any quality assurance framework.
Sources of Information on Assessment

Competency Standards for Assessment
National Assessors and Workplace Trainers Body (NAWTB)
8 Soudan Lane
Paddington NSW 2021
Tel 02 9360 7322

Training Package for Assessment and Workplace Training
National Assessors and Workplace Trainers Body (NAWTB)
8 Soudan Lane
Paddington NSW 2021
Tel 02 9360 7322

A Guide to Workplace Assessment in the Community Services and Health Industry
Community Services & Health Training Australia Ltd
GPO Box 9848
Sydney NSW 2001
Tel: 02 9263 3589

Australian Training Products Ltd
GPO Box 5347 BB
Melbourne Victoria 3001
Tel: 03 9630 9836

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Community Services & Health Australia Ltd
GPO Box 9848
Sydney NSW 2001
Tel: 02 9263 3589

Australian Training Products Ltd
GPO Box 5347 BB
Melbourne Victoria 3001
Tel: 03 9630 9836

A Guide to Developing Assessment Tools in the Community Services and Health Industry
Victorian Community Services and Health Industry Training Board
180a Palmerston Street
(PO Box 1300)
Carlton Victoria 3053
Tel: 03 9347 0377
Fax: 03 9347 0464
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Assessment Works - A study of workplaces with experience in assessment

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United We Teach, United We Learn - Investigating the Integration of On and Off the Job Training and Assessment, A synthesis of case studies

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CROWS NEST NSW 2065
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Workplace Assessment Systems - A training program that assists participants to design a workplace assessment system for their own organisation.

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Designing Workplace Assessment Tools - A self directed learning program

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Appendix 1
Community Services and Health National Training Network

NATIONAL

ITAB
Community Services and Health Training Australia Ltd
Level 6 / 1 Oxford St GPO Box 9848
Darlinghurst NSW 2010 Sydney NSW 2001
Tel 02 9263 3589 Fax 02 9263 3599
http:\\www.home.aone.net.au/cshta Email: natcsh@s054.aone.net.au

GOVERNMENT
Australian National Training Authority (ANTA)
AMP Place Level 5
10 Eagle Street 321 Exhibition St
BRISBANE QLD 4000 MELBOURNE VIC 3000
Tel 07 3246 2300 03 9630 9800

National Training Information Service (ANTA)
http:\\www.anta.gov.au

Centre for Vocational Assessment Research
Vocational Education & or Assessment Research Centre
Assessment Centre Department of Learning
Crows Nest TAFE Campus, Assessment & Special Education
Ground Floor Faculty of Education
Rodborough Ave Level 4 Alice Hoy Building
Crows Nest NSW 2065 The University of Melbourne
Parkville Victoria 3052

Tel 02 9448 4558 or Tel 03 9344 8206
Fax 02 9448 4560 Tel 03 9344 8790

The Workplace Assessment INFOLINE
1800 068 413 or (02) 9413 0802
Monday to Friday 9.00 am to 5.00 pm
NEW SOUTH WALES

ITAB

NSW Community Services and Health Industry Training Advisory Board
Level 2 35 Regent St
Chippendale NSW 2008
Tel 02 9319 1911

GOVERNMENT

Vocational Education Training Accreditation Board (VETAB)
Level 12, 1 Oxford St
Darlinghurst NSW 2010
Tel 02 9266 8111

AUSTRALIAN CAPITAL TERRITORY

ITAB

ACT Community Services and Health Industry Training Advisory Board
Level 3 Callum Offices - Building C
Easty St
Woden ACT 2606
Tel 02 6207 1489

GOVERNMENT

ACT Accreditation and Registration Council
Department of Education and Community Services
Level 5 40 Allara St
CIVIC ACT 2601
Tel: 02 6205 7777
Fax: 02 6205 7045

ACT Office of Training and Adult Education
Department of Education and Community Services
Level 5 40 Allara St
CIVIC ACT 2601
Tel: 02 6205 7777
Fax: 02 6205 7045
QUEENSLAND

ITAB

Queensland Community Services and Health Industry Training Council
PO Box 499
Brisbane Albert St QLD 4002
Tel 07 3234 0190
Fax 07 3234 0474

GOVERNMENT

Training Queensland
Education House
30 Mary St
Brisbane QLD 4000
Tel 07 3237 0979

VICTORIA

ITAB

Victorian Community Services and Health Industry Training Board
180A Palmerston St
Carlton VIC 3053
Tel 03 3947 0377

GOVERNMENT

Office of Training and Further Education (OTFE)
Level 6 Rialto South Tower
525 Collins Street
Melbourne Vic 3000
Tel 03 9628 2238

TASMANIA

ITAB

Tasmanian Community, Property and Health Services Industry Training
Advisory Board
8 Montpelier Retreat
Battery Point TAS 7004
Tel 03 6224 4460
Fax 03 6224 1660

GOVERNMENT

Department of Vocational Education and Training (DVET)
99 Bathurst Street
Hobart Tas 7000
Tel 03 6233 7013
NORTHERN TERRITORY

ITAB

NT Community Services and Health Industry Training Advisory Board
Level 1 75 Wood St  PO Box 1557
Darwin NT 0800  Darwin NT 0801
Tel 08 8999 3560  Fax 08 8999 3566

GOVERNMENT

NT Employment and Training Authority (NTETA)
Level 1 Harbour View Plaza
cnr Tiger Brennan & McMinn
Darwin NT 0800
Tel 08 8999 4344

SOUTH AUSTRALIA

ITAB

SA Community Services and Health Industry Training Advisory Board
5-9 Rundle St  PO Box 248
Kent Town SA 5071  Kent Town SA 5071
Tel 08 8362 9311  Fax 08 8362 1455

GOVERNMENT

Department of Education, Training and Employment (DETE)
Level 12 Education Centre
31 Flinders Street
Adelaide SA 5001
Tel 08 8226 3405

WESTERN AUSTRALIA

ITAB

WA Community Services, Health and Education Industry Training Council
First Floor 1152 Hay St
West Perth WA 6005
Tel 08 9481 4211  Fax 08 9481 5226

GOVERNMENT

WA Department of Training
Level 2
151 Royal Street
East Perth WA 6004
Tel 09 8235 6138