

## **Assessment Policy**

### **Policy Statement**

Assessment is central to the vision, mission, culture, activities, practices and future development of Meerilinga Training College.

MTC implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited programs and conducted in accordance with the Principles of Assessment and the Rules of Evidence.

High-quality assessment practices will be responsive to industry and learner needs; and delivered by appropriately qualified trainers and assessors with sufficient support services and industry facilities and equipment.

The VET Assessment Policy will be implemented throughout MTC via Members and Student Information Sessions; and/or Members Training Sessions.

### **Assessment Only (RPL)**

MTC offers all applicants an 'assessment only' pathway through self-assessment, third party, competency observation and interview. Specific requirements for RPL include evidence of having worked in a regulated early education and care setting of not? for more than 2 years prior the application date and performing the activities outlined in the current performance criteria of units. Performance criteria for Qualifications and all Units of Competence can be viewed at [www.training.gov.au](http://www.training.gov.au).

Meerilinga recognises that learning and competency occurs through a variety of learning experiences including:

- Life experiences
- Formal and informal training
- Work experience
- Education opportunities

Whereby a candidate is seeking to commence or continue working in an education and care setting before commencing RPL the applicant can must demonstrate industry compliance to currency of working with children check, medical clearance to work with young children and currency of first aid. Applicants are responsible for all costs associated with certifications and currencies.

If a student does not achieve the competency requirements through RPL they may transfer into training and assessment for individual units or clusters to attain the qualification. Transfer options must be stated in writing within 10 days of receiving the RPL outcome. The fee for RPL will be credited to the advertised cost of training and assessment at the time of transfer. RPL has a minimum and maximum duration of 6 months unless otherwise waived by the Chief Executive Officer.

## Policy Purpose

The purpose of this policy is to:

1. Identify and describe principles underpinning the approach to assessment by MTC;
2. Inform and guide MTC members in the design and implementation of VET assessment;
3. Guide MTC community to reflect on contemporary assessment practices to better meet the diverse needs of the broad range of VET learners; and
4. Provide a clear framework for making VET program design strategy and plans in relation to assessment across MTC.

## Scope

This policy applies to all Students of Meerilinga Training College during the Student's time of Enrolment and which falls within the responsibility or control of Meerilinga.

## Policy Review

At least annually or from time to time the organisation may make changes to this policy to improve the effectiveness of its operation and customer service.

<b>Assessment Process</b>	
<b>Process Owner</b>	<b>Student Services</b>
<b>Effective Date</b>	<b>10/06/2022</b>
<b>Date of Last Revision</b>	<b>10/09/2019</b>

<b>Process</b>	<b>Responsible Worker</b>	<b>Supporting Resources</b>
1. Course information published Candidate or trainer initiated enquiry / interview for eligibility, gaps and requirements for applying. Fees, eligibility for funded courses / course details provided to candidate.	Marketing Trainer Assessor	Marketing Enquiries Register Communication Record Interview Record (Power Pro [General] / Training Assessment Log [Trainees])
2. Student enrolled Payment arrangements managed by Finance Learner plan for training, support and assessment Learning and assessment tools provided to student Support visits scheduled and followed	Trainer Assessor	Enrolment Process USI Verification Funding Eligibility Client File Communication Record RPL Plan RPL Self-Assessment PowerPro

3. Student submits completed assessment for each cluster. Feedback given Where applicable, student re-submits or provides additional information/opportunity for assessment. Feedback given	Trainer Assessor	Student Assessments Evidence Communication Record Marking Sheet Assessor Guide Re-submission Record
4. Practical Assessment / Observations / Competency Interview completed Feedback given	Trainer Assessor	Assessments Evidence Communication Record Marking Sheet Assessor Guide
5. Grading Student Advised Employer/Student Feedback Contract / Training Plan Sign Off Internal Quality Audit Authority to Issue Issuance of result within 30 Days	Trainer Assessor Quality Officer	Communication Record VET Grading Outcome Final Outcome Report Results recorded PowerPro Internal Audit Form Authority of Issuance Results recorded [PowerPro / TRS] Registered Post Log AVETMISS Record SMART Record

### Assessment Only (Recognition of prior learning)

<b>Process Owner</b>	<b>Student Services</b>
<b>Effective Date</b>	<b>10/06/2022</b>
<b>Date of Last Revision</b>	<b>10/09/2019</b>

<b>Process</b>	<b>Responsible Worker</b>	<b>Supporting Resources</b>
1. RPL information published Candidate or trainer initiated enquiry / interview for eligibility, gaps and requirements for applying. RPL fees, eligibility for funded courses / RPL process [6 months' timeframe] provided to candidate.	Marketing Trainer Assessor	Enquiries Register Communication Record Interview Record (Power Pro [General] / Training Assessment Log [Trainees])
2. Student enrolled Payment arrangements managed by Finance Candidate plan for support and assessment RPL tools provided to student Support visits scheduled and followed	Trainer Assessor	Enrolment Process USI Verification Eligibility Client File Communication Record RPL Plan RPL Self-Assessment PowerPro

3. Student submits completed RPL self-assessment portfolio. Feedback given Where applicable, student re-submits or provides additional information/opportunity for assessment. Feedback given	Trainer Assessor	Communication Record Marking Sheet Assessor Guide
4. Practical Assessment / Observations / Competency Interview completed Feedback given	Trainer Assessor	Assessment Evidence Communication Record Marking Sheet Assessor Guide
5. Grading Student Advised Employer/Student Feedback Contract / Training Plan Sign Off Internal Quality Audit Authority to Issue Issuance of result within 30 Days	Trainer Assessor Quality Officer	Communication Record VET Grading Outcome Final Outcome Report Results recorded PowerPro Internal Audit Form Authority of Issuance Results recorded [PowerPro / TRS] Registered Post Log AVETMISS Record WAAMS Record

## Process Details

Step No.	Description
1.	<p>Learner training and assessment plans will be developed and provided to students on commencement and updated accordingly enabling the amount of training to vary depending on the existing skills and knowledge of the learner, the mode of delivery and include any work placement arrangements.</p> <p>MTC will use a risk-based approach to developing a learners plan considering risk indicators such as the potential safety concerns to clients from an assessment outcome that is not valid, the mode of delivery, changes to training packages and/or licensing requirements.</p> <p>All assessment will be meet the endorsed industry/enterprise competency standards. The assessment guidelines within National Training Packages will provide the framework for the assessment of the competency units. All assessors must be familiar with the relevant units of competency.</p> <p>All workers carrying out assessment must be qualified assessors. These requirements will be in line with the specification in the assessment guidelines of the relevant Training Package and RTO Standards 2015.</p>

Information on assessment processes, appeals processes, duration will be provided to candidates before they enroll.

MTC will have fair and reasonable fees and charges and refund policy for all modes of delivery and assessment.

Training and Assessment plans will be developed and provided to students prior to their assessment.

All assessment will made against documented assessment guides.

Assessments will be valid, reliable, fair, and flexible. Assessors will ensure that all assessment decisions involve the evaluation of sufficient evidence to enable a judgment to be made on the competence of a candidate.

All assessments will take into account MTC's equity guidelines.

The assessor will keep a record of the evidence presented by the student that enables the assessment decision to be made. MTC will provide the student with feedback, which included the assessment outcome and recommendations for further training, appeals, and reassessment options.

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| 2. | National recognition will be offered to all participants to help in ensuring a nationally consistent approach to assessment in the VET sector. Skills recognition will be offered to all participants prior to enrolment in line with the Skills Recognition Framework.   |
| 3. | Any marketing will identify training and assessment services that lead to an AQF qualification or Statement of Attainment separately from any other training and assessment services offered by MTC.  |
| 4. | <p>Assessment will be conducted within 10 working days of receipt of student submissions. Assessments will be valid, reliable, fair, and flexible. Assessors will ensure that all assessment decisions involve the evaluation of sufficient evidence as described in the trainer's guide/s to enable a judgment to be made on the competence of a candidate.</p> <p>All assessments will take into account MTC's equity guidelines. Grading will follow the following generic descriptors:</p> <p><b><u>Satisfactory</u></b><br/>The student demonstrates <b>effective</b> skills and knowledge for the individual assessment task.</p> <p><b><u>Not Yet Satisfactory</u></b><br/>The student demonstrates <b>some</b> skills and knowledge but <b>does not satisfactorily</b> meet all of the performance criteria specific to the unit. The student only uses <b>basic</b> reflective skills and is unable to link the knowledge to theory.</p> <p><b><u>Competent</u></b><br/>The student demonstrates <b>effective</b> skills and knowledge and can <b>satisfactorily</b> meet the performance criteria specific to <u>all</u> unit/s in <b>various</b></p> |

**situations.** The student can apply **knowledge and skills** that link to national training package performance and workplace criteria.

**Not Yet Competent**

After two attempts of any assessment requirement and the student does not manage to reach the competent level that is expected, they will be recorded as “not yet competent”.

The assessor will keep a record of the evidence presented by the student that enables the assessment decision to be made. MTC will provide the student with feedback, which included the assessment outcome and recommendations for further training, appeals, and reassessment options where applicable.

The assessor will record the results on the student management system and student file.

5. Prior to closure of a student where applicable the Employer as well as the Student will be requested to complete a Feedback Survey. These will be submitted to student administration for logging continuous improvement opportunities and SMART reporting.

For trainees the contract and training plan completion form must be signed off and the trainee completion result must be uploaded through the WA Apprenticeship Management System (WAAMS) portal prior to providing the CEO to co-sign within 7 days of the final outcome assessment being made. For all students an internal quality audit will be undertaken and all omissions/errors/fees rectified prior to a request of Authority to Issue within 14 days of the final assessment outcome. Issuance of result will follow the issuance policy and certification sent to the student via registered post within 30 days.

## **Associated Documents**

- Training and Assessment Strategy
- Training and Assessment Plan (Each Cluster)
- Training and Assessment Tools
- Appeals Policy
- Complaints Policy
- Issuance Policy
- Records Management Policy
- National Recognition Policy
- Teach Out Transition Policy
- Access and Equity Policy
- Fees and Charges and Refunds Policy
- Standards for RTOs 2015
- Australian Qualification Framework
- Certification

## Associated Forms

- Application to Enrol
- Assessment Tools
- Training Contract Completion Record
- Final Outcome Report
- Authority to Issue
- AQTF Learner Feedback
- AQTF Employer Feedback

## Guidelines for Supervisors

Training and Assessment will be guided by the overarching validated Training and Assessment Strategy and clustered training and assessment plans. Assessment will only be conducted for qualifications or units of competency on Meerilinga's scope. Assessment includes all forms of assessment including Skills Recognition (RPL), workplace and on-the-job assessments, simulated and classroom assessments and all assessment approaches such as written, interviews, evidence portfolios, oral presentations, practical demonstrations and simulations.

MTC Assessment Policy draws on definitions and guidelines provided in national regulatory publications and acknowledges these sources. MTC training and assessment strategies and practices will meet the amount of training required for the learner to gain the competencies as specified in the relevant training package or VET accredited course. The amount of training will vary depending on the existing skills and knowledge of the learner, the mode of delivery and include any work placement arrangements. Competency based assessment is the process of collecting evidence and making judgments on whether competency has been achieved.

MTC will require participants to undergo a formal assessment process prior to the issue of any qualifications.

## Assessor requirements

As per Clause 1.13 of the Standards for Registered Training Organisations 2015, training and assessment is delivered only by persons who have:

- a. Vocational competencies at least to the level being delivered and assessed;
- b. Current industry skills directly relevant to the training and assessment being provided; and
- c. Current knowledge and skills in vocational training and learning that informs their training and assessment.
- d. Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.
- e. 1.14. The RTO's training and assessment is delivered only by persons who have the training and assessment credential specified in Item 2 or Item 3 of Schedule 1.
- f. 1.15. Where a person conducts assessments only, the RTO ensures that the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of Schedule 1. For full details of Schedule 1 visit

<https://www.legislation.gov.au/Details/F2019C00503>

- g. 1.16. The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

### **Assessment Methods**

Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

The purpose of competency-based assessment is to confirm that an individual can perform to the standard and conditions expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards. The best way to assess this is through holistic assessment methods that focus on whole work activities rather than specific tasks or components of a work activity in a methodical and consistent manner.

All assessment, including RPL, must comply with the assessment requirements of the relevant training package or VET accredited course and be conducted in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and the Rules of Evidence (validity, sufficiency, authenticity and currency).

All assessment will be carried out in accordance with documented assessment processes.

All assessment will be carried out in accordance with endorsed industry/enterprise competency standards. The assessment guidelines within National Training Packages will provide the framework for the assessment of the competency units. All assessors must be familiar with the relevant units of competency.

National recognition will be offered to all participants to help in ensuring a nationally consistent approach to assessment in the VET sector. Skills recognition will be offered to all participants prior to enrolment. Credit transfer will be recorded where verification of the equivalent unit/s has been made through sighting and verifying an original certification and/or a certified copy of an original and/or verification by the issuing body.

Guidelines to access information on assessment processes and appeals processes will be provided to participants before they enroll.

Any marketing will identify training and assessment services that lead to an AQF qualification or Statement of Attainment separately from any other training and assessment services offered by MTC.

MTC will have fair and reasonable fees and charges and refund policy for all modes of delivery and assessment.

All assessments will take into account MTC's equity guidelines.

The assessor will keep a record of the evidence presented by the student that enables the assessment decision to be made. MTC will provide the student with feedback, which



included the assessment outcome and recommendations for further training, appeals, and reassessment options through the marking sheet.

MTC will see student and employer where applicable feedback for continuous improvement and reporting requirements.

## Guidelines for Developing Assessment Tools

This guide is designed to assist the development of practical assessment tools that:

- meet the requirements of the *Standards for Registered Training Organisations (RTOs) 2015* and
- deliver skilled educators who are workforce ready.

### What is meant by assessment?

According to the *Standards for Registered Training Organisations 2015*:

- **Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or a vocational education and training (VET) accredited course.
- **An assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.
- An **assessment tool** includes the following components—context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

### Developing assessment tools

The developer will conduct assessment tools at Meerilinga through.

1. **Planning**—Identify the assessment requirements of the training package? Gathers feedback from the sector. Identify what assessment methods are most appropriate for the learner cohort.
2. **Design and development**—How does each component of an assessment tool come together?
3. **Quality Checks**—How to review a tool prior to implementation?

### Step 1 — Planning

Consider how a learner will:

- demonstrate the task
- know what they need to do to complete the task and why, and
- demonstrate they have the ability to perform the tasks in different contexts and environments.

Download and save the components of the training package unit guide, assessment guide and supporting resources. Identify all of the requirements a learner needs to show to demonstrate competency and address all requirements of the training package.

This can be done in a number of ways to include:

- handwritten notes on the documents
- linking or mapping common elements, criteria, knowledge and skills
- pulling the assessment criteria together in a document before development
- documenting discussions with sector experts
- seeking feedback from topic experts
- referencing credible sources of expertise for processes / knowledge criteria e.g. Staying healthy in Childcare, national Quality Standards or the United Nations Rights of the Child Multiple and varied assessment methods include observation, knowledge-based assessment and logbook tasks are required. Where possible use approved processes, forms and templates available from sector or regulatory authorities. These resources must be referenced as the source owner. Where images are used these must be purchased or have documented approval for use.

Component	Description
Elements	<ul style="list-style-type: none"> <li>• The essential actions or outcomes which are demonstrable and assessable.</li> </ul>
Performance criteria	<ul style="list-style-type: none"> <li>• The required performance in relevant tasks, roles and skills to demonstrate achievement of the element.</li> </ul>
Performance evidence	<ul style="list-style-type: none"> <li>• Specifies the skills to be demonstrated relevant to the product and process.</li> <li>• The frequency or volume of the product or process.</li> </ul>
Knowledge evidence	<ul style="list-style-type: none"> <li>• Specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency.</li> <li>• The type and depth of knowledge required to meet the demands of the unit of competency.</li> </ul>
Assessment conditions	<ul style="list-style-type: none"> <li>• Stipulates any mandatory conditions for assessment.</li> <li>• Specifies the conditions under which evidence for assessment must be gathered, including any details of required equipment and materials; contingencies; specifications; physical conditions; relationships with team members and supervisor; relationship with client/customer; and timeframe.</li> <li>• Specific assessor requirements, including any details related to qualifications, experience and industry currency.</li> </ul>

Demonstrate that industry representatives (including employers) have contributed to the development of assessment practices and resources (Clause 1.5 – 1.6). Engagement with industry must be conducted at the planning stage to assist in identifying the most

appropriate assessment methods. This can be done via survey monkey, workshops, networks, sector forums, visiting employers, analysing feedback and desktop research from credible sources.

Industry consultation must be evidenced through the continuous improvement process form.

When determining the assessment methods, consider:

- **Who is your learner cohort?** When conducting an assessment, consider the general needs of the cohort. For example, it may be more appropriate to consider a portfolio of evidence for learners who are actively employed and are up-skilling existing competencies.
- **Who will collect the evidence?** For example, a workplace supervisor would be responsible for collecting all third party evidence, and the learner would be responsible for collecting a portfolio of evidence. Considering who will collect the evidence guides what instructions are required to accompany the assessment task. Remember, no matter who collects the evidence for assessment, the assessor always determines competence.
- **Where will the assessment be conducted?** In many instances, the requirements of the training package or accredited course determine the assessment conditions. Some units of competency require assessment to occur in the workplace. Other units recognise that, for reasons of safety, space, or access to equipment and resources, assessment can take place in simulated conditions which represent workplace conditions as closely as possible. Once you understand the requirements of the unit and have feedback from industry on the assessment process, you can consider the methods of assessment you use to gather evidence.

## Types of Assessment Methods

Using a range of assessment methods helps produce valid decisions and recognises that learners demonstrate competence in a variety of ways. A range of assessment methods are outlined in the table below.

Method	Description
Direct observation	<ul style="list-style-type: none"> <li>• Assessed in real time in the workplace.</li> <li>• Assessed in a simulated off-the-job situation that reflects the workplace.</li> </ul>
Logbook Tasks	<ul style="list-style-type: none"> <li>• Structured assessment activities such as reports, displays, work samples, role plays, and presentations.</li> </ul>
Assessment ONLY Portfolio	<ul style="list-style-type: none"> <li>• A purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the candidate.</li> <li>• Evidence could include written documents, photographs, videos or logbooks.</li> </ul>

Knowledge Based Questioning	<ul style="list-style-type: none"> <li>• Generally more applicable to the assessment of knowledge evidence.</li> <li>• Assessment could be by written or oral questioning, conducting interviews and questionnaires.</li> </ul>
Third-party evidence	<ul style="list-style-type: none"> <li>• Third party evidence is supplementary to observation, logbook or portfolio and knowledge based assessment.</li> </ul>

## Step 2—Design and Development

An assessment tool comprises a number of components which ensure assessment is conducted in a manner that is fair, flexible, valid and reliable. These components include:

1. Context and conditions of assessment
2. Task to be administered to the student
3. An outline of evidence to be gathered from the candidate
4. Evidence criteria used to judge the quality of performance
5. Administration, recording and reporting requirements

### 1. Context and conditions of assessment:

The context and conditions of assessment clarify the target group and purpose of the tool and is recorded in instructions for the assessor, the learner and any contributing third party included with the assessment instrument.

The context and conditions of assessment considers those characteristics of the learner cohort that may impact on performance. For example, an assessment tool could be developed to cater for particular language, literacy and numeracy requirements; a learner's workplace experience; or other learner needs that require reasonable adjustment. The context of the assessment may also take into account assessments already completed, and the competencies demonstrated in these assessments. Reasonable Adjustment requires approval from the CEO.

By looking at context you can consider the conditions under which evidence for assessment must be gathered. Training package requirements and industry consultation will identify conditions to be considered when conducting assessment such as:

- equipment or material requirements
- contingencies
- specifications
- physical conditions
- relationships with team members and supervisors
- relationships with clients/customers
- timeframes for completion.

Any conditions should be clarified in the instructions to ensure consistency in the application of the assessment.

## Example - ensuring your assessment tool includes required assessment conditions

The unit *CHCECE005 Provide care for babies and toddlers* has the following assessment conditions:

- Skills must be demonstrated in a regulated education and care service (a **physical condition**).
- In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical (**contingencies**).
- Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. (**equipment requirements, relationship requirements, and timeframes**).

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care (**specifications**).

Assessment must involve:

- interactions with actual babies and toddlers under the age of 24 months under the supervision of an early childhood educator (**equipment requirements, physical conditions, relationships**).
- Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors (**specifications**).

Assessment tools you develop for this unit must reflect these assessment conditions. All skills must be demonstrated in a regulated education and care service, where the learner will demonstrate those skills either in a real-time working environment or in a simulated off-the-job situation that reflects the workplace. Regardless of whether the assessment is conducted in real time or in simulation, the tasks must reflect framework requirements and the resources for assessment must include actual babies and toddlers (not a simulated doll). Your assessment tool must ensure that the person making the determination of competence is an assessor who meets the requirements of the *Standards for Registered Training Organisations 2015*.

## 2. Tasks to be administered to the student

The instructions you provide to the student should outline the task(s) through which a learner can demonstrate competency. These instructions will prompt the learner to say, do, write or create something.

The learner clearly needs to understand the tasks. If the learner reviews the tasks and needs to clarify the instructions or ask further questions, then the information provided is not valid or reliable. These tasks have been identified and practiced throughout learning, building on the complexity and contexts over time. Therefore, learners are well prepared for assessment and assessment instructions minimise the variation between assessors.

### **Example—providing instructions to a learner about demonstrating evidence**

The unit *CHCECE005 Provide care for babies and toddlers* requires some of the following performance evidence:

There must be demonstrated evidence that the candidate has completed the following tasks:

- provided care to at least three different babies and toddlers of varying ages using safe and hygienic practices, including:
- assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain
- setting up a safe environment conducive to rest
- changing nappies
- heating breast milk and formula, preparing bottles and preparing and heating food
- cleaning equipment and utensils, and
- feeding babies.

To provide instruction to the learner about demonstrating the Performance Evidence, the task information should clarify if assessment is conducted in real-time or in simulation (with an actual baby or toddler), where the assessment will occur, when the assessment will occur, who will conduct the assessment, and what the learner will be assessed against.

### **3. An outline of the evidence to be gathered from the candidate**

As well as informing the learner of what they will do in the assessment, the task needs to explain what evidence learners need to provide in response to the tasks.

If a learner is required to submit evidence, the instructions must include guidance on:

- what to include as evidence
- how to submit the evidence, and
- how to present the evidence.

If a learner is observed by an assessor, the outline of the evidence should clarify what the assessor will look for during the observation. An 'observation checklist' could be appropriate in this instance. Generally observations occur in real time in a regulated early childhood setting however, where reasonable adjustment is approved observation can be recorded by audio or video and instructions must be clear and advised to all parties prior the assessment activity. **Example—instructions to learner on assessment**

For the unit *CHCECE005 Provide care for babies and toddlers*, an RTO must ensure that all skills are demonstrated. Instructions to the learner must clarify: how they will demonstrate each skill, and who they will demonstrate these skills to. Where a skill is not observed by the assessor, you should provide instructions to guide the learner on how they can collect the evidence (e.g. by the provision of work samples) or further observation and how then to submit the evidence to the assessor for determination.

#### **4. Evidence criteria used to judge the quality of performance**

The evidence criteria are also referred to as the 'assessment decision-making rules'. These are the rules used to make judgements about whether competency has been achieved.

Evidence criteria are used by an assessor to ensure consistent outcomes when:

- checking evidence quality (i.e. the rules of evidence)
- judging how well the learner performed according to the standard expected, and collating evidence from multiple sources to make an overall judgement.

The evidence criteria ensure the intent of the assessment tool is met and that the learner is able to demonstrate they have valid, sufficient, authentic and current skills and knowledge relevant to the unit. The criteria confirms the evidence provided by a learner:

- directly relates to the competency being assessed
- is enough to allow the assessor to make a valid judgement
- is the learner's own work, and
- shows currency of the skills and knowledge required.

Evidence criteria cannot be open to interpretation, all assessment must demonstrate acceptable criteria with sufficient clarity for assessment judgements to be consistent across a range of assessors and points in time.

This is achieved by:

- ensuring an evidence guide is completed for all logbooks
- ensuring an evidence guide is completed for assessment only
- ensuring the criteria and number of observations (where applicable) is clearly documented
- ensuring valid responses to knowledge-based assessments

All judgements are made only by an assessor who meets those requirements of Clauses 1.13 – 1.16 (and Clauses 1.21 – 1.24 if applicable) of the *Standards for Registered Training Organisations 2015*. Where evidence collected by a third party, the assessor must make a judgement on that evidence. Decision-making rules are required for an assessor to use in considering all third-party evidence. These rules include, the third party must hold a qualification or unit equivalent or higher.

### **Example—performance evidence assessed by direct observation**

For the unit CHCECE005 Provide care for babies and toddlers, where performance evidence is assessed by direct observation in the work place, your RTO will develop an observation checklist to judge and record candidate observations.

An assessor will record their observations of the learner's performance directly onto this checklist. Instruct the assessor to record his/her observation on the checklist during or after the observation.

The checklist needs to allow the assessor to record when s/he has not had the opportunity to observe the learner demonstrating the skills and knowledge in real time in the workplace. The tool also needs to include instructions on how to treat items not observed so the assessor can then assess these items in simulation or coordinate further observation.

The checklist should also allow for an assessor to record the number of instances, the period of observation, and any defining resources used to demonstrate the learner has - provided care to at least different three babies and toddlers of varying ages.

## **5. Administration, recording and reporting requirements**

Assessors must securely retain and submit to the student administration services in scanned or hard copy all completed student assessment items for each learner. The hard copy will be held for a period of six months in a student file from the date on which the judgement of competence for the learner was made. Student files will then be archived for retrieval to be able to reissue AQF certification documentation for a period of 30 years.

In recording evidence of assessment, assessors and learners need to be informed of the administration, recording and reporting requirements related to that assessment tool.

In most instances piece(s) of work completed by the learner will be photographed and/or inserted into the logbook. This completed evidence criteria may be sufficient where it is not possible to retain the student's actual work. Assessors must ensure that the retained evidence has enough detail to demonstrate the judgement made of the learner's performance against the standard required.

Each assessment tool will provide an assessor to provide feedback to the learner, both where competency has been demonstrated and where further evidence is required. Providing feedback shows fairness in the assessment process and allows a learner to understand why a result was awarded. Candidates will be advised and supported where an appeal is requested. The process for appeals can be found in the Appeals Policy.

### **Step 3 - Quality checks**

MTC will undertake the following checks before implementing a new assessment tool.

Further consultation with industry will confirm if the content of the tool is correct and relevant to the workplace. Industry representatives could critique the tool for its:



- clarity
- content accuracy
- relevance, and
- appropriateness of language for the learners.
- Reviewing the tool with other trainers and assessors, who have current skills and knowledge in vocational training, learning and assessment—including competency based training and assessment), can check whether:
- the tools will address all assessment requirements of the training package or accredited course
- the level of difficulty is appropriate to the unit
- the tools will enable effective collection of evidence, and has provided clear instructions which can be easily understood by the learner, third party and assessor.

Trialling the tool before it is used by learners is preferential as it tests the effectiveness of the tool without affecting a learner. When trialling a tool, select from Meerilinga a group of individuals who have similar characteristics to, and levels of ability of, the target learner group. Trialling the tools in the workplace enables us to determine whether the tool would:

- be cost effective to implement
- be engaging to the learner, and
- produce valid and reliable evidence.

## Forms/Record Keeping

Title	Location	Responsible Officer	Minimum Retention Period
Training and Assessment Strategy	MTC	Quality	5yrs
Training and Assessment Plan	MTC	Quality	5yrs
National Recognition Verification	MTC	Assessor	5yrs
Training and Assessment tools	MTC	Assessor	5yrs
Marketing	Marketing Log	Marketing	5yrs
Traineeship Records	MTC	Trainer	5yrs
Marking Sheets	MTC	Assessor	5yrs
Student File / Evidence	MTC	Assessor	5yrs
Student File Final Grade Outcome Report / Issuance	MTC	Quality	30yrs

## Reference

Standards for Registered Training Organisation 2015  
 Australian Qualification Framework

## Definitions

Term	Definition
<b>Assessment criteria</b>	Specify how assessors evaluate students' knowledge, understanding and capabilities, and are based on intended learning outcomes
<b>Assessment task</b>	Is a piece of work/activity that forms part of an assessment item
<b>Assessment outcome</b>	Refers to the mark given for an assessment item
<b>Authentic</b>	The assessor is assured that the evidence presented for assessment is the learner's own work.
<b>Competent</b>	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
<b>Flexible</b>	Able to assess using different methods – e.g. verbal, practical demonstration, role play, simulation, question and answer.
<b>Fair</b>	Ensure that the same assessment is used for each learner or situation while still being flexible.
<b>Competency-Based Assessment</b>	is the process in Vocational Education and Training (VET) courses of gathering evidence and making judgments about whether competency has been achieved against performance criteria and critical evidence requirements specified within the Units of competence within training packages.
<b>Not Yet Competent (NYC)</b>	Signifies the person being assessed has not yet demonstrated competence against one or more of the requirements detailed in the unit/s of competence. The person must have attempted or been provided with the opportunity to complete ALL of the assessment tasks for the unit to be deemed "NYC".
<b>Not Yet Satisfactory (NYS)</b>	Signifies that the person being assessed has attempted but not yet demonstrated a satisfactory level of skills and/or knowledge against the requirements of a single assessment task for a part of a unit of competence. The person has been assessed as not yet satisfactory in that specific assessment task only but may have been assessed as satisfactory in other assessment tasks for the unit of competence.
<b>Third Party Report</b>	Workplace supervisor feedback and verification that the student can perform specified tasks /duties to an acceptable standard over a period of time and under a range of conditions. This is documented on a checklist which is mapped against the benchmark set out in the unit/s of competence.
<b>Training Records</b>	Workplace and other training records such as a student's workplace induction or attendance at relevant professional development training sessions and/or experiences and removal from regular duties for study time logs
<b>Satisfactory</b>	Means the person being assessed has demonstrated a satisfactory level against the requirements of a single assessment task for a part of a unit of competence, but not yet all of the assessments used to assess a full unit of competence of cluster of units. The person has been assessed as Satisfactory in that specific assessment task.

	Once a student has gained a satisfactory result in all assessment tasks for a unit or cluster of units, the result converts to “C” or Competent.
<b>Standards</b>	Standards for Registered Training Organisations (RTOs) 2015 as administered by the VET regulator – Training Accreditation Council
<b>Sufficient</b>	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
<b>Demonstration in the workplace</b>	Practical demonstration by the student which is observed by the assessor and recorded for evidence against a pre-determined benchmark through a checklist, contact record, workplace log, or any other means which records the result for evidence, including video.
<b>Validation</b>	A process review of the RTO’s assessment system and processes to check, find or test that assessment techniques assess what they claim to assess.
<b>Valid</b>	Assessment techniques assess what they claim to assess.

### Mapping Policy and Procedures

Policy Area	Standards for RTOs 2015	National Quality Standards Early Childhood	National Standards for Volunteering Involvement 2015	Standards to Community Services	Standards to Family Support
MTC	S 1.1 – 1.4 S 1.5 – 1.6 S 1.8 – 1.12 S1.13 – 1.16	QA 1 Element 1.1.2 & 1.2.1 QA 7 Element 7.1 & 7.1.5 & 7.3.1	S5.3	S 4.1.1	S5 S14