

# Opening pathways to VET Assessments

*Guidelines for the use of competency based assessment tools for organisations working with people with a disability to achieve competency in manufacturing skills.*



Copyright

**Acknowledgements**

This resource has been developed as part of the Training Package Implementation Project. The project is sponsored and funded by the Office of Training and Tertiary Education (OTTE).

The Office of Training and Tertiary Education (OTTE) wishes to acknowledge the many individuals, groups and organisations that contributed to the development of this product.

© State of Victoria 2005

Copyright of materials present on the Victorian Government Website resides with the State of Victoria. Apart from fair dealing for the purposes of private study, research, criticism or review, as permitted under copyright legislation, no part may be reproduced or reused for any commercial purposes whatsoever without the written consent of the copyright owner. Materials produced as part of the Training Package Implementation Project may be reproduced in whole or in part for education and training purposes, subject to the inclusion of an acknowledgement of the source.

Written requests and enquiries concerning reproduction and rights should be addressed to:

General Manager  
Training Operations  
Office of Training and Tertiary Education  
PO Box 266D  
Melbourne Vic 3001

# CONTENTS

---

<b>CONTENTS</b>	<b>4</b>
<b>INTRODUCTION</b>	<b>6</b>
What is this resource?	6
Who is this resource for?	7
The process manufacturing industries	8
Process manufacturing Training Packages	9
Process manufacturing qualifications	10
<b>LEARNERS WITH A DISABILITY</b>	<b>11</b>
Disability Defined	11
Policy and directions	12
Equity, the AQTF and compliance	13
Legislation and regulatory requirements	14
What is discrimination?	15
What is reasonable adjustment?	16
Assessing people with a disability	17
Possible assessment adjustments	19
Purpose of assessment	20
Example – Assessment in an open workplace	21
Example – Assessment in a supported workplace	22
<b>ABOUT ASSESSMENT</b>	<b>23</b>
The assessor	24
Compliance and guidelines	25
The assessment purpose	26
The assessment strategy	26
The assessment context	27
The assessment plan	28
Principles of assessment	29
Involving the learner	30
Individual differences	31
Assessment Methods	32
Rules of evidence	34
Assessment tools	35
Quality evidence	36
Conducting Assessments	37
Fair assessments	41

Assessment validation	43
<b>WORKPLACE ASSESSMENT</b>	<b>44</b>
Assessing in the process manufacturing industries	44
Workplace assessment	45
Workplace self assessment	46
Understanding a unit of competency	47
Customised qualifications packaging	52
Grouping units of competency	54
<b>APPENDICES</b>	<b>57</b>
The Disability Services Act 1986	57

# INTRODUCTION

---

## WHAT IS THIS RESOURCE?

This resource provides information to workplace assessors about competency based assessment in both open and supported workplaces in the process manufacturing industries

This resource provides a comprehensive guide to conducting competency based assessment in the workplace.

It includes:

- Information about competency based assessment in the workplace
- Case studies showing good practice in the process manufacturing industries
- Checklists to guide planning and assessment
- Practical tools for providing information to the learner

The resource can be used in a variety of ways. Those who would like to gain a comprehensive understanding of competency based assessment in the workplace can read this resource in its entirety. Alternatively, those who prefer to learn as they go can use it as a resource guide providing support in particular areas where help is needed or just for occasional referencing.

## WHO IS THIS RESOURCE FOR?

This resource has been developed to assist workplace assessors who conduct competency based assessments in the process manufacturing industries.

The resource guides workplace assessors in preparing and conducting workplace assessments. It also provides valuable information with respect to applying reasonable adjustment when assessing people with a disability to ensure that the assessment processes, tools and judgements are fair and equitable.

Competency based assessment in the workplace enables employees to gain nationally accredited recognition for the skills and knowledge that they have whilst identifying gaps for further training and development.

This resource is useful for anyone involved in or interested in finding out more about assessment in the workplace and may include employers, human resource managers, union representatives, training committees and employees.

## THE PROCESS MANUFACTURING INDUSTRIES

The process manufacturing industries include the following industries and industry sectors:

- Plastics including injection moulding, blow moulding, blown film, rotational moulding, fabrication, composites, compounding and reclamation, extrusion and thermoforming
- Rubber including belt splicing, extrusion, rubber lining, tyre building and tyre retreading
- Manufactured mineral products including clay and ceramics, manufactured concrete products, ready mix concrete, glass manufacturing, cement manufacturing and other non-metallic mineral products, e.g. plaster products, abrasives and talcum powder
- Chemicals including paints and inks, fertilisers and pesticides, explosives, resins and industrial organics, industrial gases and inorganics and soaps, detergents and cosmetics
- Hydrocarbons including petroleum and oil

An important contributor to the economy, the process manufacturing industries employ 54,000 people in Victoria and 118,000 across Australia and contribute \$4.7b to the Victorian gross state product. It operates in an increasingly competitive global market and is a critical supplier of inputs to other industries important to the Victorian and Australian economy including the automotive, food processing and construction industries.

Employment practices are evolving in response to competitive pressures and many companies outsource and use core/ temporary/ crisis staffing. Currently around 30% of the workforce is employed casually, either sourced directly by the employer or through a Labour Hire company.

Addressing skills shortages and skills gaps currently and in the future continues to be an ongoing challenge for the process industries.



## PROCESS MANUFACTURING TRAINING PACKAGES

The process manufacturing industries are represented by three nationally endorsed Training Packages that are the framework for conducting competency based assessments.

These Training Packages are:

- PMA02 Chemical, Hydrocarbons and Oil Refining Training Package
- PMB01 Plastics Rubber and Cablemaking Training Package
- PMC04 Manufactured Mineral Products Training Package

Training Packages comprise three endorsed components: the competency standards, the qualifications framework and the assessment guidelines.

- Competency standards define the skills and knowledge required for competent performance in the industry.
- Assessment guidelines detail the requirements for assessor qualifications and designing and conducting assessments.
- The qualifications framework provides the rules for packaging competencies to achieve a qualification at Certificate I, II, III, IV, Diploma or Advanced Diploma level.

There is a lot of flexibility with respect to how competencies are packaged for qualifications to match job roles and how they are grouped logically for assessment within those qualifications for efficiency and effectiveness. It is important that a workplace assessor possess a thorough knowledge and understanding of the Training Package they are using and the job roles performed by the employees they are assessing.

## **PROCESS MANUFACTURING QUALIFICATIONS**

This process manufacturing industries comprise the following nationally recognised qualifications:

### **Chemical Hydrocarbons and Oil Refining**

- Certificate I in Process Plant Skills
- Certificate I in Process Support
- Certificate II in Process Plant operations
- Certificate II in Process Support
- Certificate II in Process Plant operations
- Certificate III in Process Support
- Certificate IV in Process Plant technology
- Diploma of Process Plant Technology
- Advanced Diploma of Process Plant Technology

### **Plastics Rubber and Cablemaking**

- Certificate I in Plastics Rubber and Cablemaking
- Certificate II in Plastics
- Certificate II in Rubber
- Certificate II in Cablemaking
- Certificate II in Process Manufacturing
- Certificate III in Plastics
- Certificate III in Rubber
- Certificate III in Cablemaking
- Certificate III in Process manufacturing
- Certificate IV in Polymer Technology
- Diploma of Polymer Technology
- Advanced Diploma of Polymer Technology

### **Manufactured Minerals Products**

- Certificate I in Manufactured Mineral Products
- Certificate II in Manufactured Mineral Products
- Certificate II in Production Support
- Certificate III in Manufactured Mineral Products
- Certificate III in Production Support
- Certificate IV in Manufactured Mineral Products
- Diploma of Manufactured Mineral Products
- Advanced Diploma of Manufactured Mineral Products

# LEARNERS WITH A DISABILITY

---

## DISABILITY DEFINED

The Disability Discrimination Act 1992 has a very broad definition of disability, that includes illness or disease, past disability and present disability. The Act states that disability means:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
  - presently exists; or
  - previously existed but no longer exists; or
  - may exist in the future; or
  - is imputed to a person.

## **POLICY AND DIRECTIONS**

The Australian Government recognises that people with a disability face difficulties achieving training and employment outcomes compared with the broader community.

In 2000, after formal consultations with a wide range of stakeholders, Australia's education and training ministers launched the Bridging Pathways National Strategy and Blueprint making a five year commitment to improving access to vocational education and training for people with a disability.

In 2003 the current the national vocational education and training strategy, Shaping Our Future, was launched reconfirming the sector's commitment to equity of participation and achievement. This was followed in 2004 by the release of the revised Blueprint of Bridging Pathways.

The Bridging Pathways vision "is to create a vocational education and training system that leads world's best practice in achieving equitable outcomes for people with a disability".

Its four goals are:

- Opening the door (access)
- Improving the learning experience (participation and attainment)
- Achieving employment and lifelong learning outcomes (outcomes in employment and learning)
- Creating an accountable system (accountability)

## **EQUITY, THE AQTF AND COMPLIANCE**

Access and equity is defined in the AQTF Standards for Registered Training Organisations as “the policies and approaches that ensure that vocational education and training is responsive to the diverse needs of individual clients, including people who face barriers due to age, gender, cultural difference, disability, language, literacy and numeracy, unemployment, imprisonment or isolation and any other clients who are experiencing barriers in relation to access, participation and outcomes.”

Standard 6 of the AQTF states:

“The RTO applies access and equity principles and provides timely and appropriate information, advice and support services which assist clients to identify and achieve their desired outcomes.”

This means that RTOs must have in place policies and procedures relevant to access and equity.

## LEGISLATION AND REGULATORY REQUIREMENTS

Standard 2 of the AQTF states:

“The RTO ensures that compliance with Commonwealth, state/territory legislation and regulatory requirements relevant to its operations is integrated into its policies and procedures and compliance is maintained.”

This means that RTOs must comply with the following Commonwealth anti-discrimination legislation:

- Disability Standards for Education 2005
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Human Rights and Equal Opportunity Act 1986
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Sex Discrimination Act 1984.

### **Commonwealth Disability Discrimination Act 1992**

The objects of the Act are to:

- eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of:
  - work, accommodation, education, access to premises, clubs and sport;
  - the provision of goods, facilities, services and land;
  - existing laws;
  - the administration of Commonwealth laws and programs;
- ensure, as far as practicable, that persons with a disability have the same rights to equality before the law as the rest of the community; and
- promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

The Act makes it unlawful for an education provider to discriminate against someone with a disability.

## WHAT IS DISCRIMINATION?

Discrimination is when a person is treated unfairly or harassed because of a disability.

Discrimination at work can be direct or indirect.

Direct discrimination is when you treat someone unfairly or differently just because they belong to a particular group of people. For example, if an RTO trainer refuses to enrol someone just because they have a disability.

Indirect discrimination is when you treat someone the same way as everyone else and in doing so disadvantage more people from one group than other groups. For example, saying all assessments will include a written examination could be indirectly discriminatory, because it is likely to end up discriminating against people who cannot write due to their disability. It has the same effect as saying "No people with a disability who can't write allowed" without saying it directly. It is not a requirement of the unit of competency that the candidate must undertake a written examination and therefore it is discriminatory. Other examples of indirect discrimination include imposed time limits on assessment, where the disability imposes a slower working rate and the performance criteria do not include time limitations.

## **WHAT IS REASONABLE ADJUSTMENT?**

The Disability Discrimination Act uses the principle of reasonable adjustment to ensure equity for people with disabilities.

Reasonable adjustment are the arrangements put in place to accommodate and lessen the impact of the disability.

If an individual meets the entry requirements of a training program then the training provider must make the necessary reasonable adjustments to help them complete the training.

Adjustments are reasonable if they do not impose hardship on the RTO or employer.

Examples of reasonable adjustments include ensuring access (eg ramps, alternative formats: Braille, audio-tapes, large-print, adaptive technology, note takers, readers, sign interpreters, tutors) and adjusting the assessment process (eg additional time to complete tasks, allowing breaks, flexible dates and times, using oral rather than written assessments).



## **ASSESSING PEOPLE WITH A DISABILITY**

The following information has been taken from the Training Package Development Handbook 2005.

Successfully assessing people with disabilities involves adopting good practice assessment methods while keeping an open mind and a flexible approach.

Each learner is an individual, with distinct learning preferences and life experiences, and learners with a disability are no different. Trainers and assessors should be encouraged to ask learners how their needs can be met and to try to accommodate these needs. The following good practice principles for assessment could improve assessment for all learners, including those with a disability; developers may wish to include such advice in resources.

### **Identify the issues –**

Getting to know learners and establishing rapport with them is essential. For people with a disability, this is even more important to help identify particular needs they may have, and to meet those needs where possible.

### **Create a climate of support**

- Assessors should create and foster a climate of tolerance, acceptance and support. Many people with a disability are faced with discrimination and negative stereotypical attitudes and language because of their disability or perceived difference. This may also mean working with other learners to ensure that their behaviour is appropriate and supportive. It may also involve encouraging a learner with a disability to take responsibility for their own situation.

### **Ensure access**

For people with disabilities access can sometimes pose a problem and it is the trainer, assessor and employer who can provide assistance to ensure access is achieved. Access needs are based on the individual's needs and abilities and could include:

- ramps, height adjustable desks;
- enlarged material, Braille translations;
- technology such as audio tapes and speech synthesisers; and/or
- AUSLAN interpreter or a scribe to take dictated responses to questions.

### **Appropriately structured assessment**

Assessment should be appropriately structured to meet the needs of a learner with a disability, while achieving the outcomes of the unit of competency.

Depending on the disability, examples of reasonable adjustment could include:

- breaking assessment into manageable segments and allowing more time to complete an assessment task where this is consistent with the unit of competency;
- assessing through verbal questioning and learner demonstration rather than written responses; and
- developing assessment tasks consistent with the workplace, such as using another person to check the spelling of a report for a person with dyslexia where this mimics a workplace situation where supervisors would normally check reports.

### **Using other expertise**

The person with a disability should always be the first point of advice, but with their permission, professionals can be consulted, disability liaison or support officers involved, and family or local community groups contacted.

## POSSIBLE ASSESSMENT ADJUSTMENTS

Guide 4 – The Kit to Support Assessor Training (ANTA, 2001) identifies the following issues that may be identified when working with a person with a disability:

- Speaking
- Reading
- Writing
- Numeracy
- Limited learning and/or study skills

Possible reasonable adjustment strategies that can be implemented to address these issues include:

- Discuss with the candidate and supervisor whether the disability is likely to impact on the assessment process
- Use methods that do not require a higher level of language or literacy than is required to perform the job role, for example pointing to something may meet enterprise requirements rather than talking about it
- Use support person and other support strategies as required
- Use short sentences that do not contain large amount of information
- Clarify information by rephrasing
- Confirm understanding, for example ask the candidate to rephrase questions
- Read any printed information to the candidate
- Use graphics, pictures and colour coding instead of, or to support, text
- Offer to write down, or have someone else write, oral responses given by the candidate
- Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs
- Have a number of shorter assessments rather than trying to cram too much into one session

## PURPOSE OF ASSESSMENT

Assessment of people with a disability in the workplace may be conducted for a range of reasons common to assessing people without a disability. These reasons include determining if competence has been achieved following training, identifying skills gaps, meeting licensing requirements and recruitment.

In addition people with a disability may be assessed to help determine their wage level in either a supported or open employment environment.

Open employment refers to the mainstream employment market where a person with a disability works along side people without disabilities. In this environment the Supported Wage System is (SWS) is the mechanism used to assess pro-rata wages. The Supported Wage System assesses the productivity of a worker with a disability relative to the productivity of a worker without a disability. For example if a worker with a disability assembles 70 widgets per day compared to 100 widgets per day for a person without a disability then their productivity level is 70%. The worker and the employer can agree to a pay rate of 70% of the normal wage.

Supported employment refers to Business Services funded by the Department of Family and Community Services to provide supported employment to people with a disability. People with a disability in supported employment generally have higher support needs, are unable to work at full productive capacity and find it hard to find and maintain a job in open employment. In supported employment a range of wage assessment tools are used to assess pro-rata wages involving both productivity and competency based assessments.

The most common wage assessment tool used in supported employment is the Business Services Wage Assessment Tool (BSWAT). This tool determines productivity and competency separately and then combines the results to calculate the supported wage. There are a number of alternative tools utilised by some Business services. Information about these tools can be obtained through the FACS website –

[http://www.facsia.gov.au/internet/facsinternet.nsf/disabilities/services-wage\\_assess.htm](http://www.facsia.gov.au/internet/facsinternet.nsf/disabilities/services-wage_assess.htm)

Productivity is measured by comparing the output of a worker with a disability against an industry benchmark similar to the Supported Wage System.

Competency is measured using eight units of competency from an endorsed Training Package including four core units and four elective units. Assessment is conducted using direct observation, questioning and interviewing and third party reports from supervisors. The supported wage is calculated as an average of the worker's competency and productivity percentages multiplied by the award rate:

Supported wage = [(Competency % plus Productivity %) / 2] x Award wage

## **EXAMPLE – ASSESSMENT IN AN OPEN WORKPLACE**

Jona, a hearing impaired process worker in a manufacturing plant that manufactures and bottle detergents experiences communication difficulties in the plant where there is a high level of ambient noise. Barry is assessing her against the Certificate III in Process Plant Operations.

Barry organises a meeting between himself, Jona and her supervisor to identify strategies to ensure a fair assessment.

The strategies that they devise include:

- When practical Jona's Supervisor shall arrange for Jona to have time away from the production line to complete the assessment
- Barry shall provide Jona with a list of written questions and instructions
- When Barry is observing Jona demonstrate a task that can only be done in the plant, Barry shall reserve any extra questions for when they are away from the plant
- Barry shall allocate extra time for assessing Jona to ensure that they both have sufficient time to implement the adjustment strategies

## **EXAMPLE – ASSESSMENT IN A SUPPORTED WORKPLACE**

Maryanne is assessing Ali who has an intellectual disability and works in supported employment as a process worker. He is being assessed against the Certificate I in Process Manufacturing. Ali is very nervous about the assessment because he understands that the outcome will impact his supported wage levels. Ali has difficulty communicating verbally, cannot read and write and is unable to retain information without regular repetition.

Maryanne consults with Ali, his parents and carers, his Disability Support Worker and his supervisor to identify strategies to ensure a fair assessment.

The strategies that they devise include:

- Maryanne shall spend some time with Ali on the production line getting to know him so that he feels more comfortable in her company and with the assessment
- Maryanne shall provide information about the assessment and the assessment process to the parents and carers and the Disability Support Worker so that they can help remind Ali what is happening in an informed way
- Maryanne shall conduct the assessment in partnership with the Disability Support Worker so that Ali's special needs are met
- Assessment shall be conducted over a period of time looking at one activity at a time
- Prior to each assessment occasion Ali will be reminded about the assessment, what has already happened and what will happen that day
- The assessment methods will not include any reading or writing activities and will concentrate on work product, direct observation and third party observation

## **ABOUT ASSESSMENT**

---

Information from the TAA Training Package has been used extensively to create the following general guide to assessment.

The AQTF Standards for RTOs defines assessment as the process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.

Assessment provides an opportunity for the learner to demonstrate their skills and knowledge to a predetermined standard. The assessment decision is significant for the learner. It is the assessor's responsibility to manage the assessment process and judge if the learner has reached the standard as set out in the unit of competency.

## THE ASSESSOR

To be an effective assessor you must:

- Possess relevant vocational competencies, at least to the level being assessed (or conduct the assessment in conjunction with someone who does)
- Have the following competencies from the Training and Assessment Training Package (or their equivalent) – Plan and organise assessment, Assess competence and Participate in assessment validation
- Understand the assessment process and the assessment purpose
- Be thoroughly familiar with the unit(s) of competency to be assessed
- Select the most appropriate form of assessment
- Make sound judgments by determining whether evidence supplied is sufficient to demonstrate competency



## COMPLIANCE AND GUIDELINES

The process, procedures and mandatory requirements for assessment process are documented in the Australian Quality Training Framework: Standards, the Training Package Assessment Guidelines and Competency Standards.

### **The Australian Quality Training Framework Standards**

The Australian Quality Training Framework: Standards provides information about the assessment processes Registered Training Organisations must have in place. In particular:

- Assessments must be equitable for all persons, taking account of cultural and linguistic needs (Standard 8).
- Assessments must comply with the principles of validity, reliability, fairness and flexibility (Standard 8).
- Registered Training Organisations must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients (Standard 9).
- Registered Training Organisations must ensure that in developing, adapting or delivering training and/or assessment products and services, delivery modes and training and assessment material which meet the needs of a diverse range of clients are identified (Standard 9)

### **Assessment guidelines**

The Training Package Assessment Guidelines describe the industry or industry sector assessment requirements and include an assessment system overview, details of assessor qualification requirements, guidelines for designing assessment resources, guidelines for conducting assessments and sources of information on assessment.

It should be stressed that this resource is a general guide to assessment and assessors and training providers must consult the relevant Training Package Assessment Guidelines.

### **Competency standards**

Competency standards define the skills and knowledge required for competent performance in an industry and form the building blocks of qualifications. To judge competence an assessor must have evidence that it sufficient, authentic, valid and current against each competency standard.

## **THE ASSESSMENT PURPOSE**

Assessment may be carried out for a number of reasons. An employer may assess a prospective employee for the purposes of recruitment against the requirements of the position. A student may be assessed following training to determine if competence has been achieved. Workers may be assessed to identify training needs, certify current competence, measure work performance or meet licensing requirements.

## **THE ASSESSMENT STRATEGY**

The assessment strategy includes:

- the identification of the competency standards forming the qualification
- interpretation of the packaging rules of the qualification
- interpretation of the competency standards as the benchmarks for assessment
- application of Training Package Assessment Guidelines
- arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant)
- nominated quality assurance mechanisms
- identified risk management strategies

## THE ASSESSMENT CONTEXT

The assessment context includes:

- the environment in which the assessment will be carried out
- opportunities for collecting evidence in a number of situations
- who carries out the assessment
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities
- auspicing and partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment

## THE ASSESSMENT PLAN

The assessment plan includes:

- the purpose and aims of the assessment
- the context of assessment
- relevant competency standards to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

## **PRINCIPLES OF ASSESSMENT**

The Standards for Registered Training Organisations. Standard 8 (RTO assessments) includes the following requirement:- The RTO must ensure that the assessments comply with the principles of validity, reliability, fairness and flexibility.

### **Validity**

A valid assessment assesses the requirements of the unit of competency being assessed including the elements, the performance criteria, the range statement, the evidence guide requirements, the key competencies/generic skills and the dimensions of competency.

### **Reliability**

A reliable assessment is consistent and reproducible. Different assessors and the same assessor at a different time make the same assessment decision when judging the same evidence.

### **Flexibility**

A flexible assessment is adaptable to the assessment context, task and candidate.

### **Fairness**

A fair assessment does not disadvantage any particular candidates.

## INVOLVING THE LEARNER

The learner should be consulted and involved throughout the assessment process. The learner and other relevant people should agree on:

- The unit of competency which will be assessed – the learner will self assess to know where they are competent. You may need to guide them.
- The types of evidence that will be used – the learner will need you to provide information and prompting about the types of evidence they can present.
- When and where the assessment will take place – this needs to be done with consultation with the learner and relevant people.
- The assessment method – the assessment method must be agreed upon by all relevant people.

## INDIVIDUAL DIFFERENCES

Individual differences may include:

- English language, literacy and numeracy barriers
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment
- learning difficulties
- psychiatric or psychological disability
- religious and spiritual observances
- cultural images/perceptions
- age and gender

## **ASSESSMENT METHODS**

Assessment methods are the particular techniques used to gather different types of evidence and include:

### Direct observation

- real work/real time activities at the workplace
- work activities in a simulated workplace environment

### Structured assessment activities, for example:

- simulation exercises/role-plays
- projects
- assignments
- presentations
- activity sheets

### Questioning

- written questions, e.g. on a computer
- interviews
- self-assessment
- verbal questioning questionnaires
- oral/written examinations (for higher AQF levels)



## Portfolios

- collections of work samples by the candidate
- product with supporting documentation
- historical evidence
- journal/log book
- information about life experience

## Review of products

- products as a result of a project
- work samples/products

## Third party feedback

- testimonials/reports from employers/supervisors
- evidence of training
- authenticated prior achievements
- interview with employer, supervisor, peers

## **RULES OF EVIDENCE**

The rules of evidence guide the evidence collection process to ensure evidence is:

2. Valid
  - address the elements and Performance Criteria
  - reflect the skills and knowledge described in the relevant unit/s of competency
  - show application in the context described in the Range Statement
  - demonstrate performance skills and knowledge are applied in real/simulated workplace situations
3. Current
  - demonstrate the candidate's current skills and knowledge
  - comply with current standards
4. Sufficient
  - demonstrate competence over a period of time
  - demonstrate repeatable competence
  - not inflate the language, literacy and numeracy requirements beyond those required in performing the work task
5. Authentic
  - be the work of the candidate
  - be corroborated/verified

## **ASSESSMENT TOOLS**

Assessment tools are the instruments developed from the selected assessment methods to be used for gathering evidence such as:

- a profile of acceptable performance measures
- templates
- specific questions or activities
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

## QUALITY EVIDENCE

Quality evidence addresses the rules of evidence and must:

- encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
- reflect the skills, knowledge and attributes defined in the relevant units of competency
- show application of the skills in the context described in the Range Statement
- demonstrate competence over a period of time
- demonstrate repeatable competence
- be the work of the candidate
- be able to be verified
- demonstrate current skills/knowledge of the candidate
- not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

## CONDUCTING ASSESSMENTS

The following information is taken from the Training Package Assessment Guidelines.

<p>Step 1</p> <p>Establish the assessment context</p>	<p>The assessor:</p> <ul style="list-style-type: none"><li>▪ establishes the context and purpose of the assessment;</li><li>▪ identifies the relevant competency standards, assessment guidelines and qualification framework in this Training Package;</li><li>▪ identifies any NTQC noted support materials that have been developed to facilitate the assessment process;</li><li>▪ analyses the competency standards and identifies the evidence requirements;</li><li>▪ identifies potential evidence collection methods.</li></ul>
---	--

<p>Step 2</p> <p>Prepare the candidate</p>	<p>The assessor meets with the candidate to:</p> <ul style="list-style-type: none"> <li>▪ explain the context and purpose of the assessment and the assessment process;</li> <li>▪ explain the competency standards to be assessed and the evidence to be collected;</li> <li>▪ advise on self-assessment, including processes and criteria;</li> <li>▪ outline the assessment procedure, the preparation the candidate should undertake, and answer any questions;</li> <li>▪ assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies;</li> <li>▪ seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process;</li> <li>▪ determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment;</li> <li>▪ develop an assessment plan.</li> </ul>
<p>Step 3</p> <p>Plan and prepare the evidence gathering process</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> <li>▪ establish a plan for gathering sufficient quality evidence about the candidate's performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment);</li> <li>▪ source or develop assessment materials to assist in the evidence gathering process;</li> <li>▪ organise equipment or resources required to support the evidence gathering process;</li> <li>▪ coordinate and brief other personnel involved in the evidence gathering process.</li> </ul>

<p>Step 4</p> <p>Collect the evidence and make the assessment decision</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> <li>▪ establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;</li> <li>▪ collect appropriate evidence and assess this against the elements, performance criteria, range statement and evidence guide in the relevant units of competency;</li> <li>▪ evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills, and job/role environment skills</li> <li>▪ incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;</li> <li>▪ evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency;</li> <li>▪ consult and work with other staff, assessment panel members or technical experts involved in the assessment process;</li> <li>▪ record details of evidence collected;</li> <li>▪ make a judgement about the candidate's competency based on the evidence and the relevant unit(s) of competency.</li> </ul>
<p>Step 5</p> <p>Provide feedback on the assessment</p>	<p>The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:</p> <ul style="list-style-type: none"> <li>▪ clear and constructive feedback on the assessment decision;</li> <li>▪ information on ways of overcoming any identified gaps in competency revealed by the assessment;</li> <li>▪ the opportunity to discuss the assessment process and outcome;</li> <li>▪ information on reassessment and the appeals process.</li> </ul>

<p>Step 6</p> <p>Record and report the result</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> <li>▪ record the assessment outcome according to the policies and procedures of the RTO;</li> <li>▪ maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO;</li> <li>▪ maintain the confidentiality of the assessment outcome;</li> <li>▪ organise the issuing of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.</li> </ul>
<p>Step 7</p> <p>Review the assessment process</p>	<p>On completion of the assessment process, the assessor must:</p> <ul style="list-style-type: none"> <li>▪ review the assessment process;</li> <li>▪ report on the positive and negative features of the assessment to those responsible for the assessment procedures;</li> <li>▪ if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.</li> </ul>
<p>Step 8</p> <p>Participate in the reassessment and appeals process</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> <li>▪ provide feedback and counsel the candidate, if required, regarding the assessment outcome or process, including guidance on further options;</li> <li>▪ provide the candidate with information on the reassessment and appeals process;</li> <li>▪ report any disputed assessment decision to the appropriate personnel in the RTO;</li> <li>▪ participate in the reassessment or appeal according to the policies and procedures of the RTO.</li> </ul>



## FAIR ASSESSMENTS

### Before the assessment

- Make sure that you are fully prepared with all materials, equipment, paperwork and pens ready.
- Make sure that you choose a location that is familiar to the learner, preferably at their work station using materials and equipment that is familiar to them.
- Make sure that you choose a time that is convenient to the learner when they are most alert and settled into the workplace. For example following their first tea break for the day.
- Make sure that the learner is aware of why they are being assessed and what they will be assessed on.
- Ask the learner if they are ready before you begin the assessment and be prepared to reschedule if they are not ready or uncomfortable.
- Don't leave preparation to the last minute.
- Make sure you are ready for the skill check by reading through the list of observations you will make and the questions you will ask.
- Be prepared with all the equipment, supplies and paperwork you need for the skill check
- Ask the person being skill checked if they are ready to be checked
- Ask the person being skill checked when is a good time for the skill check to be done
- Be sure that the person being skill checked understands the skill check completely. It should never be a surprise.

### **During the assessment**

- Don't use jargon. Speak plainly. If you need to use technical terms make sure that you explain them.
- Don't get caught doing other jobs whilst you are assessing. You must give the learner your full attention.
- Do ask for questions
- Do give positive feedback
- Keep questioning until you are sure
- Keep questions simple and clear
- Let the person answer the questions and don't answer them yourself
- Don't rush
- Don't make assumptions about the person
- Are encouraging at all times
- Give positive and constructive feedback
- Judge the performance not the person. It doesn't matter if you like the person or not.
- Stop the check if it becomes dangerous or unsafe at any time.
- Be positive and encouraging

### **After the assessment**

- Discuss the results with the person being skill checked
- Arrange another time for a follow up skill check or more training if it is needed

## **ASSESSMENT VALIDATION**

Assessment validation refers to a process where assessors compare and evaluate against the relevant competency standard/s the use, validity, reliability, fairness, flexibility and effectiveness of their:

- assessment processes
- assessment tools
- evidence contributing to the judgement made by assessors

AQTF, Standard 9.2 states that

'The RTO must validate its assessment strategies by:

- (i) reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competency standard, at least annually
- (ii) documenting any action taken to improve the quality and consistency of assessment.'

Assessment validation facilitates the achievement of consistent assessment outcomes which ensures fairness and promotes ongoing confidence in the national training system's mutual recognition and portability of qualifications.

# **WORKPLACE ASSESSMENT**

---

## **ASSESSING IN THE PROCESS MANUFACTURING INDUSTRIES**

The process manufacturing workforce is an aging, shrinking workforce, and many employees have worked in the industry for a long time. Competency based assessment is an important pathway to recognising the knowledge and skills that they have accumulated through work experience, life experience and training. Up front assessment enables an assessor to recognise these competencies regardless of how they have been acquired and identify any skills gaps requiring training and support.

Many employees in the process manufacturing industries come from wide range of culturally and linguistically diverse backgrounds. They also work across multiple shifts in multiple processes and technologies. Work in the process manufacturing industries requires employees to be flexible in their job roles and adapt quickly to changing and new technologies.

Trainers and assessors need to be flexible to accommodate both the requirements of the workplace and the individual learners. They work across shifts in workplaces that operate 24 hours a day and need to adjust their resources and delivery methods to accommodate the individual needs of workers.

The assessment method favoured in these industries is practical assessment tasks that are directly related to their daily work activities. Written assessment tasks are generally not suited to these industries unless the job task specifically requires it, due to the practical nature of the work performed and language and literacy skill gaps. Assessment can be undertaken on the job or off the job and is usually a combination of both for example when safety hazards or noise levels makes verbal communication on the production line not safe or practical.

Some process manufacturing workplaces are supported workplaces providing government funded supported employment to people with disabilities. Employees working in supported employment are paid a pro-rata wage based on their level of competency and/or productivity. It is critical in a supported employment workplace context that the workplace assessor understands and is confident to apply reasonable adjustment.

## WORKPLACE ASSESSMENT

It is important that assessment takes place in a non threatening atmosphere and that all parties have confidence in the value and the process of assessment.

The evidence gathering exercises described in this document is designed to be delivered in the workplace.

Some advantages of assessment in the workplace are:

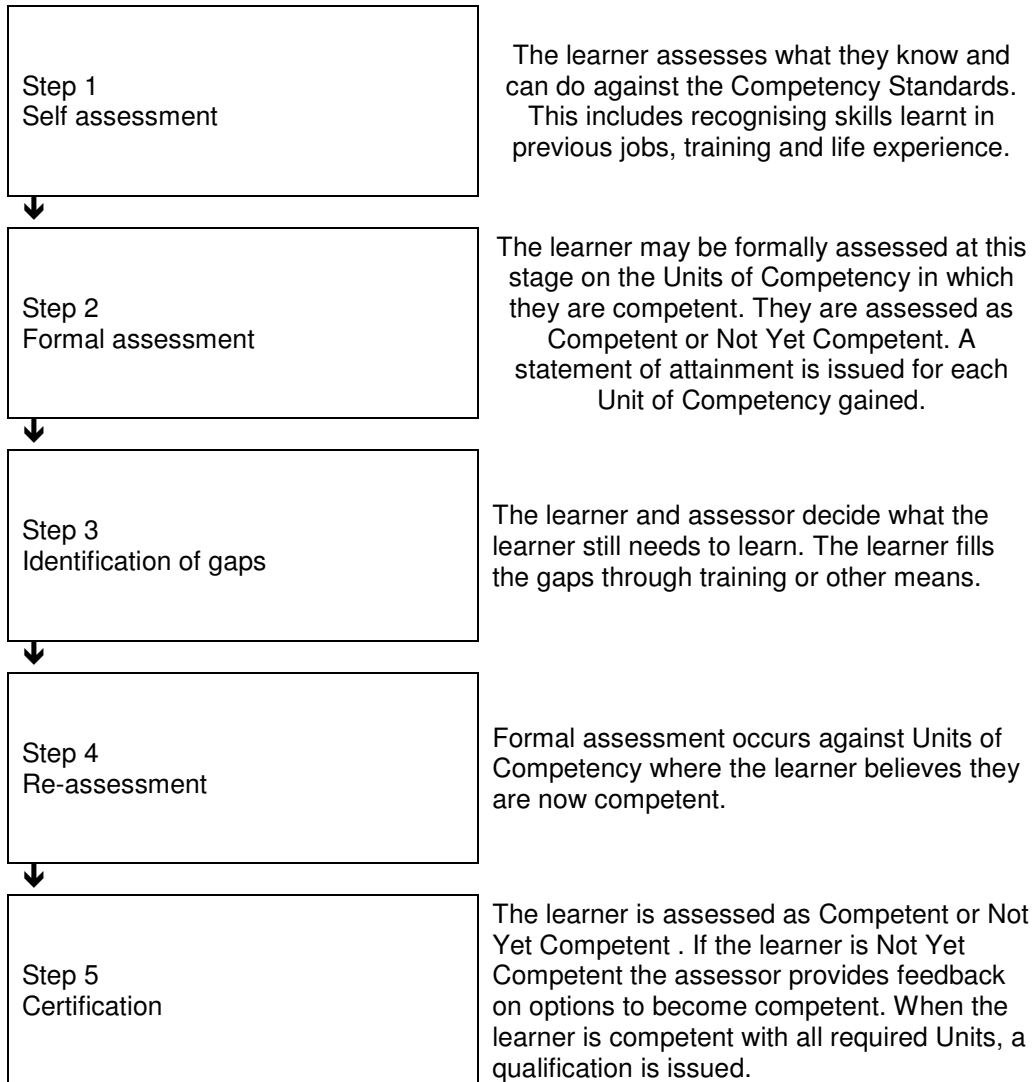
- It is highly relevant to the learner
- The evidence gathering activities are realistic because they are on the job and focus on relevant work problems
- It is cost effective because nobody needs to leave the workplace
- It is flexible because it can happen whenever it suits the company, the assessor and the learner
- There can be on going support because the supervisor can be present and highly involved
- It is less threatening because the learner is in known surroundings
- It is less threatening because the learner is in known is completing known tasks
- It is less threatening because the learner is using known equipment and materials

The skills and knowledge required in the Competency Standards will relate to what the learner does in their normal job role. The assessor needs to make the assessment fit the learner's job role, which involves grouping the Units of Competency to match the job role.

The evidence guide in each competency will help identify the types of evidence that can be used.

## WORKPLACE SELF ASSESSMENT

The following steps outlines workplace self assessment



It is in the learner's interest to self assess as it will reduce the number of assessment tasks they have to do.

It is in the assessor's interest for the learner to self assess as less assessment tasks need to be designed. Self assessment also helps to define gaps and where more evidence is needed.

## **UNDERSTANDING A UNIT OF COMPETENCY**

Unit of competency means the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace (AQTF Standards for RTOs)

The following example is adapted from the Training Package Assessment Materials Kit to a process manufacturing competency. It shows how each section of a unit of competency tells us about the skills and knowledge required for a specific work activity.

**Example: PMAOHS100C Follow OHS procedures**

Section	What this tells you?	Example
Unit title	This is the title of the Unit of Competency. It tells you what the work activity is.	Follow OHS procedures
Description	This is a brief description about the purpose of the unit. It tells you what the work activity involves.	On completion of this unit, the worker will be able to accurately recognise hazards commonly occurring at the workplace and follow health and safety instructions and procedures in the workplace. These instructions and procedures relate to the work being undertaken by the worker. The worker will also be capable of dealing with incidents and emergencies within the worker's scope of responsibility and under the direction of the supervisor. The worker will be aware of the importance of maintaining their health and safety and the health and safety of others in the workplace. Whilst the instructions and procedures must be derived from the relevant organisational OHS policies, the worker is not required to understand or interpret these policies.
Elements	The elements are the functions that make up the job role. They tell you what skills are needed to perform the activity.	For this unit the candidate is required to: <ul style="list-style-type: none"> <li>- recognise hazards</li> <li>- follow procedures for hazard control</li> <li>- follow emergency procedures</li> <li>- report problems</li> </ul>
Performance criteria	The performance criteria details the required outcomes for each element the learner must achieve to be deemed competent. They tell us what level of skill is needed.	In the element "recognise hazards" there are three performance criteria: <ul style="list-style-type: none"> <li>- Describe hazards commonly found in the workplace</li> <li>- Check work area routinely before and during work</li> <li>- Describe causes of such hazards</li> </ul>



<p>Range statement</p>	<p>The range statement is a guide to variables that need to be considered when assessing a unit of competency. It tells us the conditions under which the work activity may be conducted.</p>	<p>The variables to be considered in assessing this unit include:</p> <ul style="list-style-type: none"> <li>- types of hazards(chemicals and hazardous materials, gases and liquids under pressure, moving machinery, materials handling, working at heights, in restricted or confined spaces, or environments subjected to heat, noise, dusts or vapours)</li> <li>- routine checks of work area (housekeeping checks such as obstructions on the floor which may create slip/trip hazard, guards in place, equipment in safe condition, work area clear and organised, nothing unusual/different, emergency equipment available, PPE is functional)</li> <li>- signs that an emergency has occurred (emergency alarm, individual alarm on a machine/piece of plant, or other indications of an emergency)</li> <li>- emergency situations (accidents, fires, chemical or oil spills, gas leak or vapour emission, utilities failure, ·bomb scares)</li> <li>- enterprise policies and procedures (emergency, fire and accident procedures, hazard policies and procedures, standard operating procedures, safety procedures, work instructions, personal protective clothing and equipment procedures)</li> <li>- it is expected that workers will be provided with clear directions, information, instruction, training and appropriate supervision regarding the relevant State/Territory OHS legislation, codes of practice, relevant industry standards, workplace procedures and work instructions.</li> <li>- appropriate personnel for OHS referrals (employer, supervisor, employees elected as OHS representatives, other personnel with OHS responsibilities)</li> <li>- OHS issues which may need to be raised by workers with designated personnel (recognition of hazards, recognition of different types of emergencies, problems encountered in control measures and implementation, observation of an injury and/or incident which occurred in the workplace, clarification of understanding of OHS policies and procedures)</li> </ul>
------------------------	---	---

<p>Evidence guide – critical aspects</p>	<p>The evidence guide provides information to determine what types of evidence the learner requires to meet the performance criteria.</p> <p>Critical aspects tell us what evidence is needed to prove that a person is competent.</p>	<p>It is essential that the workplace OHS system be understood and that the importance of critical procedures be known. Competence must be demonstrated in the ability to recognise potential situations requiring action and then in implementing appropriate corrective action. The emphasis should be on the ability to avoid a critical incident rather than on recovery from a disaster; and on the ability to follow proper procedures in order to save oneself from possible injury and/or death.</p> <p>Consistent performance should be demonstrated. In particular look for evidence of:</p> <ul style="list-style-type: none"> <li>- recognition of hazards and application of appropriate risk controls</li> <li>- recognition of other hazards in the workplace that may arise and reporting/taking actions according to procedure</li> <li>- recognition of emergency situations and prompt communication</li> <li>- understanding and following of emergency procedures.</li> </ul> <p>These aspects may be best assessed using a range of scenarios/case studies/what ifs as the stimulus with a walk-through forming part of the response. These assessment activities should include a range of routine problems that may have been generated from the past incident history of the plant and incidents on similar plants around the world.</p>
<p>Evidence guide – essential knowledge</p>	<p>Essential knowledge tells us what knowledge and skills are needed to perform the work activity.</p>	<p>Knowledge and understanding of the workplace OHS system sufficient to recognise situations affecting occupational health and safety and to take the appropriate action.</p> <p>Employees need to be able to follow OHS procedures. Competence includes the ability to apply and describe procedures for:</p> <ul style="list-style-type: none"> <li>- recognising hazards in the workplace</li> <li>- recognising safety signs and symbols</li> <li>- recognising hazards commonly found in the workplace and standard controls</li> </ul>

		<ul style="list-style-type: none"> <li>- reporting hazards identified to the designated person/according to procedure</li> <li>- identifying location of emergency signals on machines and/or at the worksite in the workplace</li> <li>- identifying emergency situations in which there is no mechanical/electronic signal</li> <li>- reporting identified emergency signals/situations to the designated person</li> <li>- describe the rights and responsibilities of employees under the OHS legislation</li> <li>- use and maintain appropriate PPE</li> <li>- communicate OHS issues</li> <li>- locate and follow OHS procedures under direct supervision.</li> </ul> <p>Evidence of knowledge of all relevant workplace procedures will include:</p> <ul style="list-style-type: none"> <li>- emergency, fire and accident procedures</li> <li>- procedures for the use of personal protective clothing and equipment</li> <li>- enterprise standard operating procedures (SOPs)</li> </ul> <p>as is relevant to the required response to the emergency situation.</p>
--	--	--

## CUSTOMISED QUALIFICATIONS PACKAGING

There is a lot of flexibility with respect to how qualifications can be packaged to match job roles, the enterprise needs and meet the Training Package qualifications framework.

The following is a helpful step by step process for customising qualifications.

Step	Activity	Information sources
Step 1	Identify the primary job role and the work activities performed. For example a candidate may be employed as a process worker in the plastics industry responsible for operating an injection moulder, blending raw materials, operating the granulator, process control and finished product quality checking	Consultations with employer and employees Standard operating procedures Job descriptions Organisational chart
Step 2	Identify any secondary roles performed by the candidate. For example the candidate may also be a safety representative or a first aider	Consultations with employer and employees Job descriptions Organisational chart
Step 3	Identify any enterprise requirements. For example the enterprise may want to focus on team building skills or may be preparing the candidate for a leadership role	Consultations with employer and employees Information on notice boards
Step 4	Select appropriate competencies that fit with the relevant qualifications packaging rules	Training Package
Step 5	Confirm the qualifications packaging with the candidate and the enterprise	Consultations with employer and employees

## Example

Mandy is a workplace assessor who has been asked to assess Jack, a process worker at ABC Plastics. After consulting with Jack and his supervisor and reviewing relevant workplace documents Mandy has determined that Jack's primary role is operating an injection moulding machine including blending and loading raw materials, granulating rework, monitoring the process and checking the quality of finished goods. Jack also drives a forklift. Mandy finds out from Jack's supervisor that ABC Plastics has a strong safety culture and expects all staff to actively work towards maintaining a safe workplace.

Based on this information Mandy selects the Certificate II in Plastics (Injection moulding) is the most appropriate qualification for Jack. She then uses the Training Package to select the most appropriate competencies to meet Jack's job role, the enterprise requirements and the qualifications packaging rules.

Here is the customised qualification packaging she later confirmed with Jack and his supervisor:

PMB20101 Certificate II in Plastics	
Unit Code	Unit title
Core	
PMBHAN103B	Shift materials safely by hand
PMBOHS101B	Follow OH&S policies and procedures
PMBQUAL101A	Apply quality processes
PMBWKOP101B	Apply work procedures and practices
PMBCOMM102B	Complete workplace documents
Production	
PMBPROD210A	Operate injection moulding equipment
PMBPROD230B	Monitor process operations
PMBPROD235B	Use materials and process knowledge to complete work operations
PMBPROD259B	Operate granulating equipment
Support	
PMCSUP272A	Identify and act upon hazards in the workplace
PMBWKOPS106B	Work with others in a team
PMBCALC101A	Make measurements
PMBQUAL290A	Monitor and maintain product quality
TDT1097A	Operate a forklift

## GROUPING UNITS OF COMPETENCY

Grouping units of competency together for assessment is good practice. This can occur where a number of units logically join together according to the job tasks performed by the learner. For example a job task such as recording and reporting accidents may be relevant across a number of competencies involved with completing workplace documents and safety.

The following points can help with grouping competencies:

- Discuss the major functions the learner performs in their job role. Match these tasks with relevant units and then group. For example it may be possible to group units on operating equipment with units on making measurements and calculations.
- Discussions about the learner's work schedule may provide an opportunity to demonstrate a range of competencies together.
- Discuss opportunities with the learner for doing a project or presentation. You may be able to assess a number of competencies at the same time.

### **Example: Grouping competencies**

This example describes a candidate who works in a refractory in the manufactured minerals industry. The candidate was assessed against a number of units of competency at the same time. Jason is a process worker at Southern Refractories, a manufacturer of high temperature fire-bricks and related products. His supervisor is Ken.

Jason's job involves setting up equipment and materials for operation, operating equipment, monitoring the process, maintenance of equipment and tools, checking the quality of finished products, working safely with others and coaching casual workers.

The assessor, Susan, works for a training provider. She identified 20 units of competency appropriate for the Qualification Certificate III in Manufactured Mineral products (Refractories) and Jason's job role.

#### Core

- PMAOHS100B Follow OHS procedures
- PMAOHS200B Participate in workplace OHS procedures
- PMAOPS101B Read dials and indicators
- PMASUP100B Apply workplace procedures
- PMASUP110A Relay and respond to information
- PMASUP120A Follow environmental work practices
- PMCCOR102A Clean plant and equipment

#### Operations

- PMCOPS290A Use and maintain tools and equipment for refractory operations
- PMCOPS291A Prepare for, install and repair refractory brickwork/blockwork
- PMCOPS292A Prepare for and install mouldable refractory materials
- PMCOPS293A Prepare for and cast refractory materials
- PMCOPS294A Prepare for and apply shotcrete for installation
- PMCOPS201B Operate a unit of equipment
- PMCOPS300B Set up and tune a process
- PMCOPS390A Test refractory materials

#### Support

- PMCSUP170B Shift materials safely
- PMCSUP181A Work in a team
- PMCSUP275A Maintain kiln refractory
- PMCSUP382A Provide coaching/mentoring in the workplace
- PMCSUP391A Collect and prepare standard samples

Susan discussed grouping competencies together and assessing Jason on the job when setting up a new production run. The following groupings were agreed to:

The competency groups were as follows:

Group	Competencies	Example
1	PMAOPS101B Read dials and indicators PMASUP100B Apply workplace procedures PMCOPS290A Use and maintain tools and equipment for refractory operations PMCOPS291A Prepare for, install and repair refractory brickwork/blockwork PMCOPS292A Prepare for and install mouldable refractory materials PMCOPS293A Prepare for and cast refractory materials PMCOPS294A Prepare for and apply shotcrete for installation PMCOPS201B Operate a unit of equipment PMCOPS300B Set up and tune a process	Susan assessed Jason as he set up a production run and operated equipment as per workplace procedures. This included installing refractory brickwork and mouldable refractory materials, setting up and tuning the process, casting refractory materials and troubleshooting.
2	PMAOHS100B Follow OHS procedures PMAOHS200B Participate in workplace OHS procedures PMASUP120A Follow environmental work practices PMCCOR102A Clean plant and equipment PMCSUP170B Shift materials safely	Susan assessed him as he helped to train a casual in how to prepare and operate the equipment whilst following safety and environmental work practices including housekeeping and manual handling.
3	PMCOPS390A Test refractory materials PMCSUP391A Collect and prepare standard samples PMASUP110A Relay and respond to information PMCSUP181A Work in a team PMCSUP382A Provide coaching/mentoring in the workplace	Susan assessed Jason as he worked with the production team to check the quality of production. This includes collecting and preparing standard samples, testing and reporting findings as per workplace procedures.
4	PMCSUP275A Maintain kiln refractory PMCOPS290A Use and maintain tools and equipment for refractory operations PMCOPS291A Prepare for, install and repair refractory brickwork/blockwork	Susan assessed Jason during scheduled downtime as he maintained and repaired tools and equipment.

This is just one example of how competency grouping can work and each workplace situation may vary from this.



# APPENDICES

---

## THE DISABILITY SERVICES ACT 1986

Source: Commonwealth of Australia Gazette, No.S 118. Tuesday, 9 June 1987

### Principles:

- (1) People with disabilities are individuals who have the inherent right to respect for their human worth and dignity.
- (2) People with disabilities, whatever the origin, nature, type, and degree of disability, have the same basic human rights as other members of Australian society.
- (3) People with disabilities have the same rights as other members of Australian society to realise their individual capacities for physical, social, emotional and intellectual development.
- (4) People with disabilities have the same right as other members of Australian society to services, which will support their attaining a reasonable quality of life.
- (5) People with disabilities have the same right as other members of Australian society to participate in the decisions which affect their lives.
- (6) People with disabilities receiving services have the same right as other members of Australian society to receive those services in a manner which results in the least restriction of their rights and opportunities.
- (7) People with disabilities have the same right of pursuant of any grievance in relation to services as other members of Australian society.

### Objectives:

- (1) Services should have as their focus the achievement of positive outcomes for people with disabilities, such as increased independence, employment opportunities and integration into the community.
- (2) Services should contribute to ensuring that the conditions of the every-day life of people with disabilities are the same as, or as close as possible to, norms and patterns which are valued in the general community.
- (3) Services should be provided as part of local coordinated service systems and be integrated with services generally available to members of the community, wherever possible.
- (4) Services should be tailored to meet the individual needs, and goals of the people with disabilities receiving those services.
- (5) Programs and services should be designed and administered so as to meet

the needs of people with disabilities who experience a double disadvantage as a result of their sex, ethnic origin, or Aboriginality.

(6) Programs and services should be designed and administered so as to promote recognition of the competence of, and enhance the image of, people with disabilities.

(7) Programs and services should be designed and administered so as to promote the participation of people with disabilities in the life of the local community through maximum physical and social integration in that community.

(8) Programs and services should be designed and administered so as to ensure that no single organisation providing services shall exercise control over all or most aspects of the life of a person with disabilities.

(9) Organisations providing services, whether those services are provided specifically to people with disabilities or generally to members of the community, should be accountable to those people with disabilities who use their services, the advocates of such people, the Commonwealth and the community generally for the provision of information from which the quality of their services can be judged.

(10) Programs and services should be designed and administered so as to provide opportunities for people with disabilities to reach goals and enjoy lifestyles which are valued by the community generally and are appropriate to the chronological age.

(11) Services should be designed and administered so as to ensure that people with disabilities have access to advocacy support where necessary to ensure adequate participation in decision-making about the services they receive.

(12) Programs and services should be designed and administered so as to ensure appropriate avenues exist for people with disabilities to raise and have resolved any grievances about services.

(13) Services should be designed and administered so as to provide people with disabilities with, and encourage them to make use of, avenues for participating in the planning and operation of services which they receive and the Commonwealth and organisations should provide opportunities for consultation in relation to the development of major policy and program changes.

(14) Programs and services should be designed and administered so as to respect the rights of people with disabilities to privacy and confidentiality.