

Automotive Curriculum Framework

Assessment information

Industry Curriculum Frameworks – Purposes of Assessment

Assessment for Higher School Certificate VET courses within industry curriculum frameworks has two distinct purposes:

1. assessment for Australian Qualifications Framework (AQF) VET qualifications. This is competency-based assessment which:
 - applies to all courses within frameworks
 - provides industry recognition.
2. assessment for the Universities Admissions Index (UAI):
 - for 240-hour courses only
 - written HSC examination.¹

Assessment for AQF Qualifications

Assessment for AQF VET qualification:

- is competency-based
- must be reliable, flexible, fair and valid. Judgements are made on the basis of evidence, which may be in a variety of forms
- must be conducted by qualified assessors and be consistent with Training Package Assessment Guidelines
- assesses students as competent or not yet competent.

An integrated or holistic approach to competency-based assessment should be adopted.

Guiding principles for assessment

The following information (pp 1–4) is reproduced from the Assessment Guidelines of the *Automotive Industry Retail, Service and Repair Training Package (AUR05)*² incorporating the *AQTF Standards for RTOs*.³

Australian Quality Training Framework assessment requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the [Department of Education Employment and Workplace Relations (DEEWR) website at www.dest.gov.au] or can be obtained in hard copy from [DEEWR]. The following points summarise the assessment requirements under the AQTF.

¹ Refer to *Automotive Curriculum Framework (2007)* Sections 11.4 and 11.5 in Part A of the syllabus.

² DEST, 2005, *Automotive Industry Retail, Service and Repair Training Package (AUR05)*, Volume 1.

³ ANTA, 2005, *Australian Quality Training Framework Standards for RTOs*, Melbourne.

Please note AQTF 2007 is the current version, effective from 1 July 2007.

Registration of training organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a state or territory registering/course accrediting body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

Quality training and assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor competency requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment requirements

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and equity and client services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of the *Standards for Registered Training Organisations*.

Recording Assessment Outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training Organisations*.

Issuing AQF qualifications and Statements of Attainment

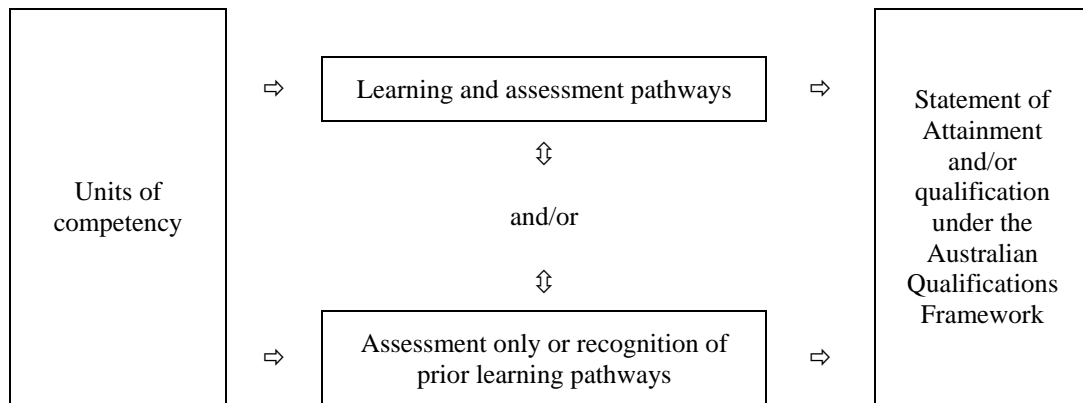
Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package, are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Pathways

The competencies in the AUR05 Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under the AUR05 Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and assessment pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at any time throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be group-based, work-based, project-based, self-paced and action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit [Australian] apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-only or recognition of prior learning pathway

Competencies already held by individuals can be formally assessed against the units of competency in the AUR05 Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or recognition of prior learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

- | |
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| <p>1.4 Training and assessment are conducted by trainers and assessors who:</p> <ul style="list-style-type: none">a) have the necessary training and assessment competencies as determined by the National Quality Council or its successorsb) have the relevant vocational competencies at least to the level being delivered or assessedc) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO's services. |
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The following information (p 5) is reproduced from the Assessment Guidelines of the *Tourism, Hospitality and Events Training Package (SIT07)*⁴

The following options show how the requirement to use qualified assessors may be met.

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
<p>Single assessor An individual assessor conducts the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of competence in the relevant units in the TAA04 Training and Assessment Training Package • be deemed competent and, where possible, hold formal recognition in the specific units of competency from this Training Package, at least to the level being assessed • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.
<p>Partnership arrangement An assessor works with a technical expert to conduct the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of competence in the relevant units in the TAA04 Training and Assessment Training Package • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts. <p>A technical expert shall be a person who:</p> <ul style="list-style-type: none"> • is deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed • demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • communicates and liaises with the assessor throughout the assessment process.
<p>Assessment team/panel A team working together to conduct the assessment</p>	<p>Members of an assessment team or panel that comprises assessment and industry experience and expertise, work together in the collection of evidence and make judgements about competency. The members of the team must collectively meet the following requirements:</p> <ul style="list-style-type: none"> • hold formal recognition of competence in the relevant units in the TAA04 Training and Assessment Training Package • be deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This would be demonstrated through evidence of actual workplace experience within the last two years and one or more of the items below: <ul style="list-style-type: none"> - attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies - participation in professional or industry networks • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.

⁴ DEEWR, 2007, *Tourism, Hospitality and Events Training Package (SIT07)*, Volume 1.

Principles for designing and conducting assessments

The following information (p 6–12) is reproduced from the Assessment Guidelines of the *Automotive Industry Retail, Service and Repair Training Package (AUR05)*⁵

Designing assessment tools

This section provides an overview on the use and development of assessment tools.

Use of assessment tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support the AUR05 Training Package, or they may develop their own.

Using prepared assessment tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (www.ntis.gov.au). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

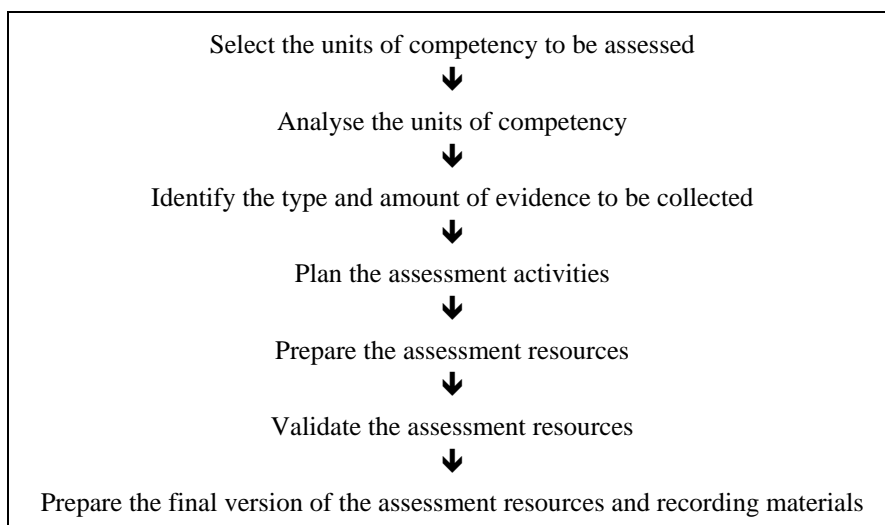
Developing assessment tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2i of the *Standards for Registered Training Organisations*
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is [TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*].

There is no set format or process for the design, production or development of assessment resources. However the following seven step process provides a general approach to the design and development of such materials.



⁵ DEST, 2005, *Automotive Industry Retail, Service and Repair Training Package (AUR05)*, Volume 1.

Each of these steps is explained in more detail following.

Step 1 Select the units of competency to be assessed

Identify the units of competency that are to be assessed. The assessment resource may focus on either a single unit of competency or a cluster of related units of competency.

Step 2 Analyse the units of competency

The unit of competency describes the work and the required standards of performance. Read the full unit of competency carefully and familiarise yourself with the following terms:

- description – this outlines the aspect of work to be assessed
- elements and performance criteria – these describe the nature of the task to be assessed and the standard of performance that is expected of the candidate
- range of variables – these describe the contexts under which the task should be able to be performed
- evidence guide – this provides information on the underpinning knowledge and skills required to perform the task.

Identify the key skills that the candidate will require to perform the work activity described in the unit of competency. Skills are:

- task skills – these involve performing the task to the required standard as described in the unit of competency
- task management skills – these involve managing a number of different tasks within the job
- contingency management skills – these involve responding to problems, breakdowns and changes in routine
- job/role environment skills – these involve fulfilling the responsibilities and expectations of the workplace.

Step 3 Identify the type and amount of evidence to be collected

Prepare a list of the evidence that might be collected to show that the candidate is able to perform the work activity described in the unit of competency. There are three broad categories of assessment evidence that may be used in conducting competency assessments. These are:

- product – this refers to an item that is constructed or a service that is delivered.
- process – this refers to the way in which a product is produced or achieved.
- knowledge – this refers to the information that is required to perform the aspect of work described in the unit(s) of competency. This may include knowledge of specific information, knowledge of specific laws, regulations and codes of practice, and knowledge of principles, processes and procedures.

Evidence should be collected through a variety of methods. These include:

- observation – observation of workplace activities, demonstration of specific tasks, observation of activities under simulated workplace conditions, and/or observation of role-play
- questioning – oral questioning, written tests and/or interviews
- supplementary evidence – supervisor reports, employer references, documentation about past or prior achievements and/or portfolios.

The assessor must determine the type and amount of evidence that is required and how this will be collected.

Step 4 Plan the assessment activities

Prepare a brief written description of the assessment activities that will be used to collect the required evidence. This assessment plan should be discussed with the candidate prior to assessment taking place. This plan may include observation of a workplace activity, assessment of a product or workplace process, a role-play simulation, questioning, or some other form of evidence gathering. The description does not have to be detailed but should at least describe, in broad terms, the nature of the activities to be undertaken.

The assessment plan should detail:

- type of evidence gathering (for example observation, questioning or supplementary evidence)
- tasks that the candidate is required to do
- location of the assessment activity (ie on- or off-the-job)
- time allocated to the activity
- who will be involved in the assessment process
- any assessment considerations in regard to 'reasonable adjustment' for candidates with special needs.

In planning the activity consideration should be given to using evidence gathering methods that:

- are appropriate to the industry context
- are gender and culturally inclusive
- take into account the language, literacy and numeracy skills of both the assessor and the candidate
- minimise the cost of assessment
- involve the collection of a variety of forms of evidence
- may be customised to take into account local conditions, site requirements and enterprise specific practices
- utilise industry and enterprise reference materials, such as standard operating procedures and material safety data sheets
- allow for updating of evidence requirements and work practices in line with changes to legislation, regulations and codes of practice
- take account of safety considerations and the assessment environment, especially for new apprenticeship pathways that are likely to have first time workers, and for assessment of high-risk operations or in high-risk industries.

Step 5 Prepare the assessment resources

Resources need to be developed to:

- prepare the candidate
- carry out the assessment process
- record outcomes of the assessment for the candidate, assessor, trainer and the employer.

The resources for the assessment process are to be developed in accordance with the assessment plan. The assessment resources should:

- address the relevant units of competency
- require the candidate to demonstrate the four components of competency
- identify the evidence requirements and evidence collection methods
- include instructions for candidates and those involved in administering the assessment activity
- incorporate allowable adjustments to the assessment procedure.

Step 6 Validate the assessment resources

The assessment resources should be piloted with a small sample of assessors. Information gathered through this process should be analysed and checked for ease of use, validity, reliability, fairness and flexibility to establish any amendments that may be required. The assessment resources are redrafted incorporating suggested amendments as appropriate.

Step 7 Prepare the final version of the assessment resources and recording materials

The assessment materials are published in an appropriate format, either print or electronic, and made available to assessors within the relevant organisation. Arrangements are put in place for the ongoing maintenance and cyclic review of the assessment resource.

Conducting assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory assessment requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 of the *Standards for Registered Training Organisations* is reproduced below.

8 RTO assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

- 8.1 The RTO must ensure that assessments, regardless of whether through a training and assessment pathway or an assessment-only pathway:
- (i) comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
 - (ii) lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course
 - (iii) comply with the principles of validity, reliability, fairness and flexibility
 - (iv) provide for applicants to be informed of the context and purpose of the assessment and the assessment process
 - (v) where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
 - (vi) involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained
 - (vii) provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options
 - (viii) are equitable for all persons, taking account of cultural and linguistic needs
 - (ix) provide for reassessment on appeal.
- 8.2
- a The RTO must ensure that RPL is offered to all applicants on enrolment.
 - b The RTO must have an RPL process that:
 - (i) is structured to minimise the time and cost to applicants
 - (ii) provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

The following describes the industry-preferred process for conducting assessments against the units of competency in the AUR05 Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

<p>Step 1 Establish the assessment context</p>	<p>The assessor:</p> <ul style="list-style-type: none"> • establishes the context and purpose of the assessment • identifies the relevant units of competency, assessment guidelines and qualifications in the AUR05 Training Package • identifies any support materials that have been developed to facilitate the assessment process • analyses the units of competency and identifies the evidence requirements • identifies alternative evidence collection methods.
<p>Step 2 Prepare the candidate</p>	<p>The assessor meets with the candidate to:</p> <ul style="list-style-type: none"> • explain the context and purpose of the assessment and the assessment process • explain the units of competency to be assessed and the evidence to be collected • advise on self-assessment, including processes and criteria • outline the assessment procedure, the preparation which the candidate should undertake, and answer questions • assess the needs of the candidate and negotiate reasonable adjustment for assessing people with disabilities, people from diverse backgrounds and gender differences • seek feedback regarding the candidate's understanding of the units of competency, evidence requirements and assessment process • determine if the candidate is ready for assessment and in consultation with the candidate, decide on the time and place of the assessment • develop an assessment plan.
<p>Step 3 Plan and prepare the evidence gathering process</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> • establish a plan for gathering sufficient and quality evidence about the candidate's performance in order to make the assessment decision • source or develop assessment materials to assist in the evidence gathering process • organise equipment or resources required to support the evidence gathering process • coordinate and brief other personnel involved in the evidence gathering process.
<p>Step 4 Collect the evidence and make the assessment decision</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> • establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility • collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency • evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills, and job/role environment skills • incorporate specified allowable adjustments to the assessment procedure, where appropriate • evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency • consult and work with other staff, assessment panel members or technical experts involved in the assessment process • record details of evidence collected • make a judgement about the candidate's competence based on the evidence and the relevant units of competency.

<p>Step 5 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"> • clear and constructive feedback on the assessment decision • information on ways of overcoming any identified gaps in competency revealed by the assessment • the opportunity to discuss the assessment process and outcome • information on reassessment and the appeals process.
<p>Step 6 Record and report the result</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> • record the assessment outcome according to the policies and procedures of the RTO • maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO • maintain the confidentiality of the assessment outcome • organise the issuance of qualifications and/or statements of attainment according to the policies and procedures of the RTO.
<p>Step 7 Review the assessment process</p>	<p>On completion of the assessment process, the assessor must:</p> <ul style="list-style-type: none"> • review the assessment process • report on the positive and negative features of the assessment to those responsible for the assessment procedures • make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the RTO.
<p>Step 8 Participate in the reassessment and appeals process</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> • provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process • provide the candidate with information on the reassessment and appeals process • report any assessment decision that is disputed by the candidate to the appropriate personnel in the RTO • participate in the reassessment or appeal according to the policies and procedures of the RTO.

Simulated Work Environment

Units of competence from the AUR05 Training Package should wherever possible be assessed in a work environment. Where this is not possible assessment may occur in a simulated environment.

A simulated work environment may be required for the following reasons:

- the candidate may not have access to a workplace (e.g. Certificate I qualification, which is targeted at VET in Schools)
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements. For example, there may be ethical, privacy or confidentiality issues to consider
- it may not be appropriate to apply the skills in the workplace due to potential risks such as OH&S or equipment being damaged.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

It is critical that when a simulated work environment is being set up that the assessor is thoroughly familiar with the units of competence as well as experienced in the current circumstances of the work.

In deciding whether a simulation or an assessment environment has been adequately set up, the following questions should be considered. Are there opportunities to:

- test the full range of equipment?
- use up to date equipment and software?
- reflect times and deadlines?
- show the complexity of dealing with multiple tasks?
- involve prioritizing among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team?
- communicate with diverse groups?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- answer practically oriented, applied knowledge questions?
- show the level of written and verbal expression sufficient for the work requirements.

Diversity, Equity and Accessibility

The following information (pp 12–13) is reproduced from the Assessment Guidelines of the *Automotive Industry Retail, Service and Repair Training Package (AUR05)*.⁶

Language, Literacy and Numeracy

Automotive RS&R units of competency have been developed to accommodate varying language, literacy and numeracy capabilities. The required levels of language, literacy and numeracy will be outlined in these standards. Fairness in assessment means that where high levels of language, literacy and numeracy are not integral to successful completion of a work function (i.e. unit of competence); the assessment should provide alternatives for determining a person's competence. For a person with low levels of language, literacy and numeracy, this could include:

- oral questioning rather than written tests or project work
- arranging for a supervisor or colleague to assist in the evidence gathering and even the evidence interview
- the use of signs and gestures rather than words where there exists a language barrier
- less reliance on written work in favour of practical demonstration and references.

In some situations it may be possible to conduct the oral part of an assessment or to assess aspects of knowledge by using a language other than English.

Where there is a requirement for basic language, literacy and numeracy such as in units of competence dealing with chemical use and application, then only the essential requirement for language, literacy and numeracy should be evaluated. For example, a person may be able to read relevant information in an operator's manual that will enable them to operate a particular machine in a safe manner and as required by the unit of competence. However, it would be unfair to expect them to read and understand other written material within the manual that is not relevant to the standard.

Variations in language, literacy and numeracy can result from a range of circumstances such as culture and ethnicity; educational background; and physical, learning or intellectual disabilities.

The assessor's role is not to evaluate the language, literacy and numeracy skills of the individual, but to judge whether they are able to perform the required work function to a workplace standard as defined by the units of competence. Making this judgment will often rely on the development of creative approaches to designing assessment techniques and tools that respect the diversity of language, literacy and numeracy skills in the workplace and training institutions.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

⁶ DEST, 2005, *Automotive Industry Retail, Service and Repair Training Package (AUR05)*, Volume 1.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 4, Chapter 2 of the Training Package Development Handbook (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Programming Assessment

An integrated approach to assessment, in which a number of elements or units of competency are assessed together, should be adopted. This accords with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

This approach also reduces the danger of over-assessment, which can easily occur if units and elements of competency are assessed individually.

In addition, it is preferable that assessment be integrated with training delivery.

Some forms of assessment will be ongoing. Evidence of competence gathered through the observation of student performance in the classroom, in the workplace or in a simulated work environment will provide one means of ongoing assessment. Questioning of students in the course of teaching and learning activities, self-assessment and peer assessment and reports from workplace supervisors will also allow evidence of competence to be gathered on an ongoing basis.

Other evidence may be collected through specific assessment tasks and events such as projects and assignments, portfolios, written and practical tests and presentations, role-plays and simulations.

It is advisable for teachers and assessors to decide in advance on the forms of assessment and evidence-gathering methods to be used for various units or groups of units and devise a planned program of assessment.

Where specific assessment events are to be used these should be scheduled well in advance, keeping in mind the assessment demands placed on students in their other HSC subjects. As with other HSC courses, students should be informed in writing of school (or other RTO) requirements for assessment in each course.

Recording Assessment

A competency record may contain information about both units and elements of competency.

A sample record sheet for an individual unit of competency is shown below.

Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies.

Schools and other RTOs will be required to report to the Office of the Board of Studies on units of competency for which students have been assessed as competent.



Competency Record – sample unit of competency record sheet

AURC270103A Apply safe working practices

Element of Competency	Competent (Assessor Signature)
1 Apply basic safety procedures	
2 Apply emergency procedures	

VERIFICATION OF ACHIEVEMENT OF UNIT OF COMPETENCY

I, _____, of _____
(name of assessor) (Registered Training Organisation)

certify that

(name of student)

has demonstrated competence in the unit of competency

AURC270103A Apply safe working practices

Signature _____ Date _____

The HSC Examination

The HSC examination:

- is independent of the competency-based assessment requirements for AQF VET qualifications
- is optional for students of Automotive (240 indicative hours) or Automotive School-based Apprenticeship (240 indicative hours) and is intended for Universities Admission Index (UAI) purposes only
- is a two-hour written paper.

Internal examinations

Teachers and trainers need to be aware that students enrolled in Automotive (240 indicative hours) or Automotive School-based Apprenticeship (240 indicative hours) may elect to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. As far as possible internal examinations set for this purpose should reflect the specifications and conditions of the HSC examination.

For this reason, it is highly recommended that students undertake at least a trial HSC examination.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of a successful illness/misadventure appeal.

Note that a trial HSC or other written internal examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.