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 Australian Tertiary Admission Rank (ATAR):
   - for 240-hour courses only
   - written HSC examination.¹

Assessment for AQF Qualifications

Assessment for an 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 2–5) is reproduced from the Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package (CPC08)\(^2\) incorporating the AQTF Essential Standards for Registration\(^3\).

**Australian Quality Training Framework assessment requirements**

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training (VET) sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration*.


**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 AQTF 2007 *Essential Standards for Registration*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

**Quality training and assessment**

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

**Assessor competency requirements**

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1, for assessor (and trainer) competency requirements.

**Assessment requirements**

The RTO’s assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

**Assessment strategies**

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

**National recognition**

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

**Access and equity and client outcomes**

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

**Monitoring assessments**

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

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\(^3\) AQTF 2007 *Essential Standards for Registration* is the current version, effective from 1 July 2007.
Recording assessment outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 Essential Standards for Registration, Standard 3.

Issuing AQF qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current 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 when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).

Licensing requirements in construction, plumbing and services

In order to deliver the qualifications contained in this Training Package, assessors delivering qualifications from this CPC08 Construction, Plumbing and Services Integrated Framework Training Package should have the following minimum competency, recognition and experience:

• formal recognition of competency at least to the level being assessed
• relevant industry experience, that is, workplace experience within the last two years in the competency area being delivered
• relevant occupational registration or licensing in areas where this is a regulatory requirement to practise in the jurisdiction where the qualification is being assessed.

A number of occupations and job roles covered by the units of competency and qualifications in CPC08 Construction, Plumbing and Services Integrated Framework Training Package may be subject to state and territory licensing requirements. These requirements vary significantly across jurisdictions.

There are 13 specific units of competency agreed by all OHS regulators and the Australian Safety and Compensation Council (ASCC) as meeting certain licensing categories. These units of competency include:

• the unit CPCCOHS1001A Work safely in the construction industry aligned at Certificate I meets the requirement for the National Code of Practice for Induction Training for Construction Work (ASCC 2006)
• 12 high risk work licensing units of competency that support the implementation of the National Standard for licensing persons performing high risk work (ASCC, April 2006) and these are identified as licensing competencies in the unit code and unit descriptor.

Licensing units of competency may be packaged into a qualification included in a Skill Set, or delivered and assessed as stand-alone units.

Further specific details regarding licensing requirements for construction, plumbing and services are available in the Assessment Guidelines of the CPC08 Training Package and can be downloaded from the National Training Information Service (NTIS) website (www.ntis.gov.au).

Pathways

The competencies in this 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 this 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 Assessment Guidelines of the Training Package and the AQTF 2007.

**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 this 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 the AQTF2007 must be met (Standard 1).

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
- 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.
Designing and conducting assessments

The following information (p 6–9) is reproduced from the Assessment Guidelines of the *Construction, Plumbing and Services Integrated Framework Training Package (CPC08)*.

**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 judgments 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 this 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 at www.ntis.gov.au. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

**Developing assessment tools**
When developing assessment tools, assessors must ensure that they:
- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

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 materials.

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

**Assessor competencies**
The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4 Training and assessment are conducted by trainers and assessors who:
   a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors
   b) have the relevant vocational competencies at least to the level being delivered or assessed
   c) continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of the RTO’s services.
Requirements for RTOs

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 the assessments (including RPL):

(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) are valid, reliable, fair and flexible

(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 individual needs relevant to assessment

(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, support and opportunities for participants to engage in the RPL process.

Assessment requirements
Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 Essential Standards for Registration are as follows:

1.5 Assessment, including Recognition of Prior Learning:

a) meets the requirements of the relevant Training Package or accredited course

b) is conducted in accordance with the principles of assessment and the rules of evidence, and

(c) meets workplace and, where relevant, regulatory requirements.

Assessment of Employability Skills
Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.
Employability skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing unit(s) of competency to locate Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in the CPC08 Construction, Plumbing and Services Integrated Framework Training Package, go to the Construction and Property Services Industry Skills Council (CPSISC) website at www.cpsisc.com.au.

The Department of Education, Employment and Workplace Relations (DEEWR) has further information regarding employability skills including a resource which was developed by the Department of Education, Science and Training (DEST) to assist trainers and assessors ‘unpack’ the employability skills requirements contained in units of competency and turn them into learning and assessment strategies that lead to the attainment of Training Package qualifications.

This information and the resource, Employability Skills: From Framework to Practice – An Introductory Guide for Trainers and Assessors, is available for download at www.dest.gov.au (Home > Training & skills > Policy, issues & reviews > Key issues > Employability Skills > Incorporating Employability Skills into Training Packages)

**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.

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 adjustment

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.

The following information is found in the assessment guidelines of other endorsed Training Packages but is also applicable for assessment in Construction. This information (pp 9–12) has been taken from the Assessment Guidelines of the Information and Communications Technology Training Package (ICA05) 5.

Checklist for developing assessment materials

The following checklist is offered as guidance for developing assessment materials:

- **Select the unit/s of competency to be assessed**
  
  Identify the unit of competency in this Training Package that is to be assessed. The assessment resource may focus on a single unit of competency or a cluster or group of related units of competency.

- **Analyse the unit 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:
  
  - Unit Description
  - Elements and Performance Criteria
  - Range Statement
  - Evidence Guide.
  
  Identify the key skills that the candidate will require to perform the work activity described in the unit of competency. These 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 fulfilling the responsibilities and expectations of the workplace.

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5 DEST, 2005, Information and Communications Technology Training Package (ICA05), Volume 1.
• **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.

This evidence may be collected through a variety of methods. These include:

**Direct**
- observation of workplace activities
- demonstration of specific tasks
- observation of activities under simulated workplace conditions

**Indirect**
- questioning – oral questioning, written tests, interviews

**Supplementary Evidence**
- supervisor reports
- employer references
- documentation about past or prior achievements
- portfolios.

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

• **Plan the assessment activity**

Prepare a brief written description of the assessment activity that will be used to collect the required evidence. For example, this may be an observation of workplace activity, a simulation, a test or some other form of evidence gathering technique. 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 description should detail the:

- type of evidence gathered under each evidence requirement (direct, indirect, supplementary)
- tasks which the candidate is required to do.

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 quality systems
- 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, which are likely to have first time workers and for assessment of high-risk operations or in high-risk industries.

• **Prepare the assessment materials**

The assessment materials are developed in accordance with the plan for the assessment activity. The assessment materials should:

- address the relevant unit(s) of competency
- require the candidate to demonstrate the five key components of competency
- identify the evidence requirements and evidence collection methods
- include the resources needed to conduct the assessment activity/activities
- include instructions for candidates and those involved in administering the assessment activity/activities
- be checked for ease of use, validity, reliability, fairness and flexibility
- incorporate allowable adjustments to the assessment procedure.

- **Validate the assessment materials**
  The assessment materials should be piloted with a small sample of assessors. Information gathered through this process should be analysed to establish any amendments that may be required. The assessment materials are redrafted incorporating suggested amendments as appropriate.

- **Prepare the final version of the assessment 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

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Establish the assessment context</th>
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<tbody>
<tr>
<td>The assessor:</td>
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<tr>
<td>• establishes the context and purpose of the assessment;</td>
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<tr>
<td>• identifies the relevant units of competency, assessment guidelines and qualification framework in this Training Package;</td>
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<tr>
<td>• identifies any NTQC noted support materials that have been developed to facilitate the assessment process;</td>
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<tr>
<td>• analyses the competency standards and identifies the evidence requirements; and</td>
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<tr>
<td>• identifies potential evidence collection methods.</td>
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<thead>
<tr>
<th>Step 2</th>
<th>Prepare the candidate</th>
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<tbody>
<tr>
<td>The assessor meets with the candidate to:</td>
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<tr>
<td>• explain the context and purpose of the assessment and the assessment process;</td>
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<tr>
<td>• explain the competency standards to be assessed and the evidence to be collected;</td>
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<tr>
<td>• advise on self-assessment, including processes and criteria;</td>
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<td>• outline the assessment procedure, the preparation the candidate should undertake, and answer any questions;</td>
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<tr>
<td>• assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the units of competency;</td>
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<tr>
<td>• seek feedback regarding the candidate’s understanding of the units of competency, evidence requirements and assessment process;</td>
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<tr>
<td>• determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment; and</td>
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<tr>
<td>• develop an assessment plan.</td>
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<thead>
<tr>
<th>Step 3</th>
<th>Plan and prepare the evidence gathering process</th>
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<tbody>
<tr>
<td>The assessor must:</td>
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<tr>
<td>• 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);</td>
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<tr>
<td>• source or develop assessment materials to assist in the evidence gathering process;</td>
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<tr>
<td>• organise equipment or resources required to support the evidence gathering process;</td>
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<tr>
<td>• coordinate and brief other personnel involved in the evidence gathering process.</td>
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</tbody>
</table>
### Step 4
**Collect the evidence and make the assessment decision**

The assessor must:
- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;
- collect appropriate evidence and assess this against the elements, Performance Criteria, Range Statement 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 skill;
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- 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; and
- make a judgement about the candidate’s competency based on the evidence and the relevant unit(s) of competency.

### Step 5
**Provide feedback on the assessment**

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:
- 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; and
- information on reassessment and the appeals process.

### Step 6
**Record and report the result**

The assessor must:
- 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 issuing of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.

### Step 7
**Review the assessment process**

On completion of the assessment process, the assessor must:
- review the assessment process;
- report on the positive and negative features of the assessment to those responsible for the assessment procedures;
- if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.

### Step 8
**Participate in the reassessment and appeals process**

The assessor must:
- provide feedback and counsel the candidate, if required, regarding the assessment outcome or process, including guidance on further options;
- provide the candidate with information on the reassessment and appeals process;
- report any disputed assessment decision to the appropriate personnel in the RTO; and
- participate in the reassessment or appeal according to the policies and procedures of the RTO.
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; for example evidence of competence gathered through the observation of student performance in the classroom, in the workplace or in a simulated work environment. Questioning of students in the course of teaching and learning activities, self-assessment and peer assessment and reports from workplace supervisors 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

**CPCCCM1002A  Work effectively and sustainably in the construction industry**

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>Competent (Assessor Signature)</th>
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<tbody>
<tr>
<td>1 Identify industry structure, occupations, job roles and work conditions.</td>
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<tr>
<td>2 Accept responsibility for own workload.</td>
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<tr>
<td>3 Work in a team.</td>
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<tr>
<td>4 Identify own development needs.</td>
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<tr>
<td>5 Identify current resource use and identify opportunities to improve resource efficiency.</td>
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<tr>
<td>6 Comply with environmental regulations.</td>
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</tr>
</tbody>
</table>

### 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*

**CPCCCM1002A  Work effectively and sustainably in the construction industry**

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 Construction (240 indicative hours) or Construction School-based Apprenticeship (240 indicative hours) and is intended for Australian Tertiary Admission Rank (ATAR) purposes only
- is a two-hour written paper.

Internal examinations

Teachers and trainers need to be aware that students enrolled in Construction (240 indicative hours) or Construction 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.

The Board of Studies requires schools/RTOs to submit an estimated examination mark for all students entered for the HSC examination. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student’s achievement of tasks similar to the HSC examination, such as a trial HSC examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld 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.