



Australian Government

Department of Education, Employment and Workplace Relations

TAAASS301B Contribute to assessment

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to contribute to the assessment process.

Application of the Unit

This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidates demonstration of competence. It involves the collection, examination, documentation and presentation of quality evidence which contributes to the assessment decision against the relevant competency standard.

This competency is performed under the following conditions:

the necessary assessment tools and assessment resources to guide the evidence collection process have been provided

any adjustments to tools are determined by the qualified assessor, as defined by the Australian Quality Training Framework (AQTF) and the assessor requirements of the relevant Training Package.

the qualified assessor provides guidance and supervision.

Achievement of this unit requires competency in observation skills, effective communication and interpersonal skills and applied knowledge of the principles of assessment and the rules of evidence.

The competency specified in this unit is typically required by an individual who may have technical/vocational expertise and/or may have a supervisory or mentoring/ coaching work role, and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

It may have application in a range of circumstances including:

where the organisation uses a team assessment approach

in rural/remote areas where access to qualified assessors may be limited (and where assessor guidance can be provided by technology)

as part of the assessment arrangements for collecting evidence over a period of time and in a range of contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Clarify role and responsibilities in the assessment process	1.1 Purpose of assessment is discussed and confirmed with relevant people using appropriate communications and interpersonal skills
	1.2 Benchmark/s for assessment are discussed and confirmed with qualified assessor
	1.3 The assessment plan is accessed, read and clarified with qualified assessor
	1.4 Specific responsibilities in gathering evidence and types of evidence to be gathered are discussed and agreed with qualified assessor
2 Confirm organisational arrangements for evidence gathering	2.1 Nominated assessment methods and assessment tools to be used in collecting evidence are clarified with the qualified assessor to ensure the instruments to collect evidence and the procedures to be followed are clear
	2.2 The assessment context including candidate's characteristics and any need for reasonable adjustments are discussed and confirmed with relevant people
	2.3 Resource requirements are confirmed and arranged in consultation with relevant people
	2.4 Documentation setting out relevant assessment system policies and procedures, legal/

organisational/ethical requirements and any other relevant advice on assessment is accessed and confirmed with relevant people

3 **Collect evidence in accordance with the assessment plan**

- 3.1 The assessment process is explained to the candidate, including the different responsibilities of the parties involved, and any candidate issues/concerns are referred to the qualified assessor prior to undertaking assessment activities
- 3.2 Assessment tools are used to gather quality evidence using appropriate communication and interpersonal skills with the candidate and other relevant people
- 3.3 Evidence is collected within available time and resources, in accordance with organisational/legal/ethical requirements
- 3.4 Evidence gathering assessment activities are reviewed against the **principles of assessment** and collected evidence is examined to determine whether it meets the **rules of evidence**
- 3.5 **Limitations and issues** in collecting quality evidence are identified and assistance is sought from qualified assessor/s, where required

4 **Record and report findings**

- 4.1 Evidence is documented and recorded in accordance with assessment system policies and procedures
- 4.2 Evidence is organised in a format suitable for analysis and provided to the qualified assessor in accordance with assessment system policies and procedures
- 4.3 Feedback is actively sought from the qualified assessor on whether the evidence gathering activities meet the principles of assessment and the collected evidence meets the rules of evidence
- 4.4 Areas for improvement in collecting evidence are documented for future assessment activities

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competence against this unit, candidates must be able to provide evidence that they have gathered appropriate and relevant assessment evidence using a variety of assessment methods and employing existing assessment tools in accordance with an assessment plan.

This evidence must show the methods used to collect evidence; completed evidence gathering tools; how evidence was collated in a suitable format for assessment; how the selected tools were used to collect evidence; and how organisational procedures regarding evidence collection, recording and reporting were followed.

Evidence Requirements

Required knowledge includes:

- what is competency-based assessment, including criterion referenced, competency standards as the benchmarks for assessment, competency-based reporting
- the principles of assessment, being validity, reliability, fairness and flexibility
- the rules of quality evidence, in that evidence must be valid, authentic, sufficient and current
- the different purposes of assessment
- the diversity of assessment contexts
- what is evidence and different types of evidence
- how evidence is gathered - what are assessment methods and different types of methods
- what is an assessment tool
- what is an assessment plan
- practical knowledge of the potential barriers and processes relating to evidence gathering procedures and assessment processes
- the organisational assessment system policies and procedures relevant to this unit of

competency
technical/subject area being assessed
cultural sensitivity and equity considerations
relevant policy, legislation, codes of practice
and national standards including
Commonwealth and state/territory
legislation, for example:
licensing requirements
recording information and confidentiality
requirements
equal employment opportunity, disability,
discrimination

OHS relating to the work role, and OHS
considerations to be included in collecting
evidence, including:

hazard identification and risk control
measures
requirements for reporting hazards and
incidents
emergency procedures
procedures for use of relevant personal
protective equipment
safe use of relevant equipment
sources of OHS information
role of key workplace personnel
responsibilities of learners and employees

Required skills and attributes include:

observation skills to observe candidate performance

cognitive and interpretation skills to:
ensure collection of valid and reliable evidence

identify gaps/issues in evidence collection
confirm appropriate assessment tools and methods to be used

organisation skills to:

use required resources

carry out the evidence collection

time management skills

to schedule assessment events/activities

work with candidate on suitable times

using assessment methods and tools

literacy skills to:

read and interpret relevant information

prepare required documentation and collate evidence in required format

communication skills to:

discuss evidence gathering processes with practitioners

discuss evidence gathering processes with candidate/s

establish a working relationship with assessor and candidate/s

provide constructive and supportive feedback

ask appropriate questions to clarify and confirm instructions for evidence gathering

provide clear and concrete options and/or advice

attributes including:

	willingness to contribute positively to the assessment process
	capacity to encourage, accept and use feedback
	capacity to work sensitively and ethically when gathering information
Products that could be used as evidence include:	completed assessment tools/templates/checklists
	documentation/records of the evidence gathered
	feedback from the candidate, qualified assessor, supervisor
Processes that could be used as evidence include:	how benchmarks and other documents were interpreted, and why
	how evidence gathering activities were scheduled
	how the rules of evidence were used to collect and review evidence, and why
Resource implications for assessment include:	access to qualified assessor
	access to candidates for assessment purposes
	access to supervisor or other relevant people
	access to benchmarks and other assessment documentation
	assessment materials and tools
	workplace documentation
	support for candidate's specific requirements
	time considerations
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be

provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

a minimum of three evidence gathering activities, carried out with different candidate/s in each activity

the examination of gathered evidence in complying with the rules of evidence

a summary of evidence findings using business technology

feedback sought from others involved in the assessment process

Integrated assessment means that:

this unit can be assessed alone or with **TAADEL301C Provide training through instruction and demonstration of work skills.**

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assessment process is:	the series of steps in the assessment cycle
Purpose of assessment may be:	recognise current existing competency of candidate/s
	determine if competency has been achieved following learning
	establish candidate/s progress towards achievement of competence
	determine language, literacy, numeracy needs of candidates/s
	certify competence through a Statement of Attainment
	establish progress towards a qualification
	determine training gaps of candidate/s
	measure work performance
	classify employees/support career progression
	meet organisational requirements for work - operate equipment/develop new skills
	licensing or regulatory requirements

Relevant people must include:	qualified assessor/s candidate/s
Relevant people may include:	managers supervisors technical/subject experts training coordinators industry regulators employee and employer representatives
Appropriate communication and interpersonal skills may include:	engaging in two-way interaction providing constructive feedback using active listening using appropriate questioning to clarify and confirm instructions for evidence gathering accurately interpreting non-verbal and verbal messages providing clear advice using language that the candidate uses and which is appropriate to the assessment context and work encompassed by the competency standards using language and concepts appropriate to cultural and background of the candidate
Benchmark/s for assessment refers to:	the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
An assessment plan is the overall planning document for the assessment process, may include:	the purpose and aims of the assessment the context of assessment relevant benchmark/s for assessment 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

Evidence is:	information/materials/products which support a candidate's claim of demonstrated competency
Types of evidence may be:	direct e.g. observation of work activities under real/simulated work conditions, examples of work products indirect, e.g. third party reports from a range of sources supplementary e.g. question and answer, work records, training records, portfolios candidate gathered evidence assessor gathered evidence current/recent/historical combination of above
Assessment methods are the particular techniques used to gather different types of evidence and may include:	conducting real work/real time activities (for example, direct observation and third party reports) carrying out structured activities (for example, simulation exercises, demonstration and activity sheets) questioning (for example, computer, oral and written questions) collecting portfolios/evidence compiled by the candidate obtaining historical evidence regarding prior learning
Assessment tools contain:	the instruments to be used for gathering evidence such as: a profile of acceptable performance measures templates/proformas 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 condition
Assessment context may include:	the environment in which the assessment will be carried out opportunities for collecting evidence in a number of situations the purpose of the assessment who carries out the assessment relationship between units of competency and candidate's workplace auspicing and partnership arrangements period of time that assessment takes place apportionment of costs/fees quality assurance mechanisms privacy and confidentiality approaches
Candidate's characteristics may include:	level of work experience level and experiences of previous learning and assessment motivation for assessment - personal and/or organisational English language, literacy and/or numeracy levels/needs physical impairment or disability involving hearing, vision, voice, mobility intellectual impairment or disability medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment differences in learning progress religious and spiritual observances cultural background images/perceptions age gender
Reasonable adjustments may include:	taking into account candidate's language, literacy, numeracy requirements providing of personal support services (for

example: reader, interpreter, attendant carer, scribe)

using of adaptive technology or special equipment

flexible assessment sessions to allow for fatigue or administering of medication

format of assessment materials (for example, in Braille, first language, use of audiotape/videotape)

making adjustments to the physical environment

revising of proposed assessment methods/tools

considering age and gender

considering cultural beliefs, traditional practices and religious observances

arranging for a member of the community to accompany the candidate

Resource requirements may include:

resources specific to evidence gathering activities

access to assessors

access to policy and procedures

access to subject/technical experts

OHS requirements

plant, equipment, technology

Assessment system policies and procedures may include:

candidate selection

rational and purpose of competency-based assessment

assessment records/data management/information management

recognition of current competency/recognition of prior learning/credit arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation

evaluation/internal audit

costs/resourcing

access and equity/reasonable adjustment

partnership arrangements

links with human resource or industrial
relations systems

links with overall quality management
system

Legal/organisational/ethical requirements may include:

- assessment system policies and procedures
- assessment strategy requirements
- quality assurance systems
- reporting, recording and retrieval systems for assessment
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF) standards on assessment
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements
- OHS considerations, including:
 - ensuring OHS requirements are adhered to during the assessment process
 - identifying and reporting OHS hazards and concerns to relevant personnel

Relevant advice on assessment may include:

- guidance on the principles of assessment and how they are applied
- information on the rules of evidence and how these are applied
- assessment materials (for example, guidelines and evidence gathering workbooks)
- information from Training Package Assessment Guidelines
- AQTF standards relating to assessment

OHS standards/guidelines
advice/information from other assessors
course guidelines and parameters
candidate self-assessments
individual unit or integrated approaches to
competency assessment

Principles of assessment are:

validity
reliability
flexibility
fairness

To meet the **rules of evidence**, evidence
must be:

valid, for example:
address the elements and Performance
Criteria
reflect the skills and knowledge described in
the relevant units of competency
show application in the context described in
the Range Statement
demonstrate that performance, skills and
knowledge are applied in real/simulated
workplace situations

current, for example:
demonstrate the candidate's current skills and
knowledge
comply with current standards

sufficient, for example:
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/function

authentic, for example:

Limitations and issues may relate to:

be the work of the candidate
be corroborated/verified
relationship between main job and responsibilities in evidence gathering activities
ability to meet the candidate's needs
access to candidate and/or relevant people
levels of understanding of organisation's quality processes
own level of vocational competence
own understanding of competency-based assessment
need to meet legal responsibilities
risk management and OHS issues which impact on the capacity to collect evidence
confirmation of relevant unpaid or volunteer experience
examples of work products
simulation activities
projects/assignments

Unit Sector(s)

Not applicable.

Competency Field

Assessment