TAAASS301B Contribute to assessment

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Clarify role and responsibilities in the assessment process</strong></td>
</tr>
<tr>
<td>1.1</td>
<td><strong>Purpose of assessment</strong> is discussed and confirmed with relevant people using appropriate communications and interpersonal skills</td>
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<tr>
<td>1.2</td>
<td><strong>Benchmark/s for assessment</strong> are discussed and confirmed with qualified assessor</td>
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<tr>
<td>1.3</td>
<td>The <strong>assessment plan</strong> is accessed, read and clarified with qualified assessor</td>
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<tr>
<td>1.4</td>
<td>Specific responsibilities in gathering <strong>evidence</strong> and <strong>types of evidence</strong> to be gathered are discussed and agreed with qualified assessor</td>
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<tr>
<td>2</td>
<td><strong>Confirm organisational arrangements for evidence gathering</strong></td>
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<tr>
<td>2.1</td>
<td>Nominated <strong>assessment methods</strong> and <strong>assessment tools</strong> 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</td>
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<tr>
<td>2.2</td>
<td>The <strong>assessment context</strong> including candidate's <strong>characteristics</strong> and any need for <strong>reasonable adjustments</strong> are discussed and confirmed with relevant people</td>
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<tr>
<td>2.3</td>
<td><strong>Resource requirements</strong> are confirmed and arranged in consultation with relevant people</td>
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<tr>
<td>2.4</td>
<td>Documentation setting out relevant assessment system policies and procedures, legal/</td>
</tr>
</tbody>
</table>
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, polices 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:
be the work of the candidate
be corroborated/verified

Limitations and issues may relate to:
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