



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAEASS301A Contribute to assessment**

**Revision Number: 1**

## TAEASS301A Contribute to assessment

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.</p> <p>This unit is performed under the following conditions:</p> <ul style="list-style-type: none"> <li>• the necessary assessment tools and assessment resources to guide the evidence collection process have been provided</li> <li>• any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.</li> </ul>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## 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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify role and responsibilities in the assessment process	1.1. Discuss and confirm <i>purpose of assessment</i> with <i>relevant people</i> 1.2. Discuss and confirm <i>benchmarks for assessment</i> with qualified assessor 1.3. Access, read and clarify <i>assessment plan</i> with qualified assessor 1.4. Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1. Access and confirm relevant <i>assessment system policies and procedures</i> ; organisational, legal and ethical requirements; and other relevant advice on assessment 2.2. Clarify nominated assessment methods and tools for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear 2.3. Discuss and confirm with relevant people <i>assessment context</i> , including candidate's characteristics and any need for <i>reasonable adjustments</i> 2.4. Confirm and arrange <i>resource requirements</i> in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	3.1. Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities 3.2. Use assessment tools to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1. Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures 4.2. Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence 4.3. Document areas for improvement in collecting evidence, for future assessment activities



## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- 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 and candidates
  - provide constructive and supportive feedback
  - ask appropriate questions to clarify and confirm instructions for evidence gathering
  - provide clear and concrete options and advice

#### Required knowledge

- competency-based assessment, including:
  - criterion-referenced
  - competency standards as the benchmarks for assessment
  - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods - what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency
- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and

**REQUIRED SKILLS AND KNOWLEDGE**

assessment in the vocational education and training sector

- 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

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
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.	
<b>Overview of assessment</b>	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency 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.
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	Evidence of the ability to: <ul style="list-style-type: none"> <li>• carry out a minimum of three evidence-gathering activities, with different candidates for each activity</li> <li>• present documentation of the evidence in a clear and concise manner</li> <li>• present documented feedback from others involved in the assessment.</li> </ul>
<b>Context of and specific resources for assessment</b>	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
<b>Method of assessment</b>	
<b>Guidance information for assessment</b>	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ( <a href="http://www.ibsa.org.au">www.ibsa.org.au</a> ).



## Range Statement

### 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.

<p><b><i>Purpose of assessment</i></b> may be:</p>	<ul style="list-style-type: none"> <li>• recognise current existing competency of candidates</li> <li>• determine if competency has been achieved following learning</li> <li>• establish candidate progress towards achievement of competence</li> <li>• determine language, literacy and numeracy needs of candidate</li> <li>• certify competence through a Statement of Attainment</li> <li>• establish progress towards a qualification</li> <li>• determine training gaps of candidate</li> <li>• measure work performance</li> <li>• classify employee and support career progression</li> <li>• meet organisational requirements for work, such as operating equipment or developing new skills</li> <li>• satisfy licensing or regulatory requirements.</li> </ul>
<p><b><i>Relevant people</i></b> must include:</p>	<ul style="list-style-type: none"> <li>• qualified assessors</li> <li>• candidates.</li> </ul>
<p><b><i>Benchmarks for assessment:</i></b></p>	<ul style="list-style-type: none"> <li>• refer to criteria against which candidate is assessed</li> <li>• may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.</li> </ul>
<p><b><i>Assessment plan</i></b> must include:</p>	<ul style="list-style-type: none"> <li>• purpose and aims of assessment</li> <li>• context of assessment</li> <li>• relevant benchmarks for assessment</li> <li>• other assessment information and documentation identified as relevant.</li> </ul>
<p><b><i>Assessment system policies and procedures</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• candidate selection</li> <li>• rationale and purpose of competency-based assessment</li> <li>• assessment records, data management and information management</li> <li>• recognition of current competency, recognition of prior learning and credit arrangements.</li> </ul>

<b>RANGE STATEMENT</b>	
<b><i>Assessment context</i></b> may include:	<ul style="list-style-type: none"> <li>• environment in which assessment will be carried out</li> <li>• relationship between units of competency and candidate's workplace</li> <li>• time period over which assessment takes place.</li> </ul>
<b><i>Reasonable adjustments</i></b> may include:	<ul style="list-style-type: none"> <li>• taking into account candidate's language, literacy and numeracy requirements</li> <li>• providing personal support services, such as arranging for:               <ul style="list-style-type: none"> <li>• member of the community to accompany the candidate</li> <li>• reader</li> <li>• interpreter</li> <li>• attendant carer</li> <li>• scribe</li> </ul> </li> <li>• using adaptive technology or special equipment</li> <li>• providing flexible assessment sessions to allow for such things as fatigue or administering of medication</li> <li>• format of assessment materials, such as:               <ul style="list-style-type: none"> <li>• in Braille</li> <li>• in first language</li> <li>• use of audiotape or videotape</li> </ul> </li> <li>• making adjustments to the physical environment</li> <li>• revising proposed assessment methods and tools</li> <li>• considering age and gender</li> <li>• considering cultural beliefs, traditional practices and religious observances.</li> </ul>
<b><i>Resource requirements</i></b> may include:	<ul style="list-style-type: none"> <li>• resources specific to evidence-gathering activities</li> <li>• access to assessors</li> <li>• access to policy and procedures</li> <li>• access to subject and technical experts</li> <li>• OHS requirements</li> <li>• plant, equipment and technology.</li> </ul>

## Unit Sector(s)

Unit sector	Assessment

## Competency field

<b>Competency field</b>	
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## Co-requisite units

<b>Co-requisite units</b>		