



Australian Government

Department of Education, Employment and Workplace Relations

TAEASS403A Participate in assessment validation

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.
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Application of the Unit

Application of the unit	This unit typically applies to assessors participating in assessment validation. It does not address leading the validation process.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Prepare for validation	<p>1.1. Discuss and confirm the approach to validation according to defined purposes, context, and relevant <i>assessment system policies and procedures</i></p> <p>1.2. Analyse relevant <i>benchmarks for assessment</i> and agree on the evidence needed to demonstrate competence</p> <p>1.3. Arrange <i>materials</i> for <i>validation activities</i></p>
2. Contribute to validation process	<p>2.1. Demonstrate active <i>participation</i> in validation sessions and activities using appropriate communication skills</p> <p>2.2. Participate in validation sessions and activities by applying the principles of assessment and rules of evidence</p> <p>2.3. Check all documents used in the validation process for accuracy and version control</p>
3. Contribute to validation outcomes	<p>3.1. Collectively discuss validation findings to support improvements in the quality of assessment</p> <p>3.2. Discuss, agree and record recommendations to improve assessment practice</p> <p>3.3. Implement changes to own assessment practice, arising from validation</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- planning skills to participate in validation activities within agreed timeframes
- problem-solving skills to identify information that is inconsistent, ambiguous or contradictory
- evaluation skills to:
 - determine evidence requirements from competency standards
 - review assessment process, methods and tools
 - review collected evidence
- communication skills to share information in validation meetings

Required knowledge

- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including:
 - criterion-referenced assessment as distinct from norm-referenced assessment
 - various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment
 - critical aspects of validation, including validation of assessment processes, methods and products
 - relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
 - legal and ethical requirements of assessors, particularly in relation to validation activities
- principles of assessment
- rules of evidence

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

Assessment must address the scope of this unit and reflect all components of the unit. Arrange 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities
- clearly explain purposes of validation and the legal and ethical responsibilities of assessors
- collate documentation relating to validation process in a logical manner
- demonstrate communication and liaison with relevant people
- provide feedback and interpret documentation in validation sessions
- record contribution to validation findings.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Assessment must ensure access to:

- assessment reports and records
- other documentation relevant to validation.

Method of assessment

Guidance information for assessment

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

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.

<i>Assessment system policies and procedures</i> may include:	<ul style="list-style-type: none"> • candidate selection • rationale and purpose of competency-based assessment • assessment records, and data and information management • recognition of current competency, recognition of prior learning and credit arrangements • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations system • links with overall quality management system.
<i>Benchmarks for assessment:</i>	<ul style="list-style-type: none"> • refers to criterion against which the candidate is assessed • may be one or more units of competency or assessment criteria of course curricula.
<i>Materials</i> may include:	<ul style="list-style-type: none"> • assessment tools • samples of collected evidence • documentation outlining the basis of assessment decisions • reports and records of assessment decisions • samples of benchmarks of appropriate evidence • Assessment Guidelines of the relevant training packages • information from the evidence guide of the relevant units of competency.
<i>Validation activities</i> may include:	<ul style="list-style-type: none"> • analysing and reviewing: <ul style="list-style-type: none"> • assessment tools • collected evidence • assessment decisions and records of assessment

RANGE STATEMENT	
	outcomes <ul style="list-style-type: none"> • other aspects of assessment policies, processes and outcomes • recording evidence of validation processes and outcomes.
<i>Participation</i> may include comparison and evaluation of:	<ul style="list-style-type: none"> • assessment practices • assessment plans • interpretation of units of competency • assessment methods and tools • assessment decisions • collected evidence.

Unit Sector(s)

Unit sector	Assessment
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		