

TAAASS301A

Unit Descriptor

Application of the Unit

Contribute to assessment

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

This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidate's 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.

Unit Sector

Assessment

ELEMENT	PERFORMANCE CRITERIA
1. Clarify role and responsibilities in the assessment process	1.1 <i>Purpose of assessment</i> is discussed and confirmed with <i>relevant people</i> using appropriate <i>communications and interpersonal skills</i> 1.2 <i>Benchmark/s for assessment</i> are discussed and confirmed with qualified assessor 1.3 The <i>assessment plan</i> is accessed, read and clarified with qualified assessor 1.4 Specific responsibilities in gathering <i>evidence and types of evidence</i> to be gathered are discussed and agreed with qualified assessor
2. Confirm organisational arrangements for evidence gathering	2.1 Nominated <i>assessment methods and assessment tools</i> 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 <i>assessment context</i> including <i>candidate's characteristics</i> and any need for reasonable adjustments are discussed and confirmed with relevant people 2.3 <i>Resource requirements</i> are confirmed and arranged in consultation with relevant people 2.4 Documentation setting out relevant <i>assessment system policies and procedures, legal/organisational/ethical requirements</i> and any other <i>relevant advice</i> 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 <i>principles of assessment</i> and collected evidence is examined to determine whether it meets the <i>rules of evidence</i> 3.5 <i>Limitations and issues</i> 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

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	confirming assessment processes and evidence requirements with assessors providing and receiving feedback listening and translating feedback into evidence gathering practices	2
Collecting analysing and organising information	locating relevant assessment plan and other information to assist interpreting evidence requirements using established processes to source and collate evidence recording evidence collected	2
Planning and organising activities	developing a plan and timetable for collecting evidence	1
Working with others and in teams	collaborating with assessors, supervisors and other relevant personnel to obtain advice and receive feedback on the assessment support role	2
Using mathematical ideas and techniques	identifying and confirming resource requirements	1
Solving problems	adapting evidence gathering activities to suit the assessment context and available resources maintaining effective relationships with candidates and assessors identifying issues/limitations and seeking advice from relevant people	2
Using technology	collating and formatting evidence gathered in a suitable format following reporting procedures	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

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:
 - 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

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

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.

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 Requirements and Key Competencies
- 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 TAADEL301A Provide training through instruction and demonstration of work skills.