



Australian Government

Department of Education, Employment and Workplace Relations

TAAASS301A Contribute to assessment

Release: 1

TAAASS301A Contribute to assessment

Modification History

Not applicable.

Unit Descriptor

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

Competency Field

Assessment

Application of the Unit

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.

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

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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.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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

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.

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 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

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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
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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
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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

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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:

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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

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attributes including:

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Products that could be used as evidence include:

completed assessment tools/templates/checklists

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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

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Integrated assessment means that:

this unit can be assessed alone or with TAADEL301A Provide training through instruction and demonstration of work skills

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
rationale 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

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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

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information/materials/products which support a candidate's claim of demonstrated competency

Types of evidence may be:

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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:

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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:

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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

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- address the elements and Performance Criteria
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- 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
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- 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.