



**Australian Government**

# **TAEASS413 Participate in assessment validation**

**Release: 1**

# TAEASS413 Participate in assessment validation

## Modification History

| Release   | Comments                                                                                                                                                                             |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 1 | This version first released with TAE Training and Education Training Package Version 5.0.<br><br>Supersedes and is not equivalent to TAEASS403 Participate in assessment validation. |

## Application

This unit describes the skills and knowledge required to participate in the validation of assessment tools, practices and judgements, including in:

- pre-assessment validation of assessment tools before they are first used with candidates, and post-assessment validation of the tools after having been used to assess candidates
- post-assessment validation of practices and judgements.

The unit applies to vocational education and training (VET) trainers and assessors with relevant industry experience to participate in validation activities according to organisational policies and procedures. Validation activities encompass the quality review of the assessment tools, practices and judgements. Participants in the validation do not lead the validation process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Assessment

## Elements and Performance Criteria

| ELEMENTS                                         | PERFORMANCE CRITERIA                                                                                                                       |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                                     |
| 1. Prepare for validation activities             | 1.1 Confirm purpose, context and scope of planned assessment validation<br>1.2 Confirm role and responsibilities of self and others in the |

| ELEMENTS                                | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | validation activities<br>1.3 Access and review required assessment system policies and procedures and legislative and regulatory requirements relevant to own job role<br>1.4 Confirm receipt of documents to be used in validation process and reporting procedures and records<br>1.5 Review units of competency to identify evidence requirements<br>1.6 Access and review samples of evidence collected and assessment judgements made |
| 2. Participate in assessment validation | 2.1 Actively participate in validation sessions and activities using agreed communication methods and modes<br>2.2 Apply principles of assessment and rules of evidence to assessment tools<br>2.3 Discuss validation outcomes and recommendations to support improvements in the quality of assessment processes and judgements<br>2.4 Report on validation outcomes and recommendations for improvement                                  |
| 3. Contribute to validation outcomes    | 3.1 Discuss, agree and record recommendations to improve assessment practice according to organisational procedures<br>3.2 Seek feedback from other participants on own participation in assessment validation activities<br>3.3 Analyse feedback and own practice and identify opportunities for improvements                                                                                                                             |

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill            | Description                                                                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Digital literacy | <ul style="list-style-type: none"> <li>Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information</li> </ul> |
| Reading          | <ul style="list-style-type: none"> <li>Accesses and interprets assessment system policies and procedures</li> </ul>                                                                     |
| Oral             | <ul style="list-style-type: none"> <li>Confirms approaches, exchanges</li> </ul>                                                                                                        |

| Skill                   | Description                                                                                                                                                                                 |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| communication           | ideas and information, articulates opinions, and reaches agreement with others                                                                                                              |
| Planning and organising | <ul style="list-style-type: none"><li>• Uses analytical processes in non-routine situations gathering information, and identifying and evaluating options against agreed criteria</li></ul> |
| Self-management         | <ul style="list-style-type: none"><li>• Follows organisational assessment system policies and procedures relating to assessment validation</li></ul>                                        |
| Teamwork                | <ul style="list-style-type: none"><li>• Collaborates with others and contributes to activities requiring joint responsibility and accountability</li></ul>                                  |

## Unit Mapping Information

Supersedes and is not equivalent to TAEASS403 Participate in assessment validation.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

## Assessment Requirements for TAEASS413 Participate in assessment validation

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### Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- participate in the pre-assessment validation of at least 3 assessment tools before they are first used with candidates
- participate in the validation of:
  - the above 3 assessment tools after they have been used to assess candidates
  - 3 assessment judgements by different assessors, where the same tool has been used for all 3 judgements
  - the practices undertaken in the course of the above assessment judgements, and identification of at least 2 recommendations for improvement.

In the course of the above activities, the individual must:

- use mapping documentation to evaluate whether the assessment tools cover all aspects of the 3 nationally recognised units of competency and their assessment requirements
- review samples of evidence collected for at least 1 full unit of competency
- use effective oral and written communication skills when discussing and collaborating with colleagues.

### Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relating to assessing competence and participating in assessment validation activities, including:
  - industry relevance and vocational training and learning requirements for those participating in validation activities

- obligations of assessors
- principles of assessment
- rules of evidence
- reasonable adjustment
- record requirements for assessment validation, including evidence collection, retention and recording
- key aspects of assessment validation, including:
  - quality review process
  - ethics, privacy and confidentiality requirements
  - process conducted before and after assessment
  - assessment validation contexts and purposes
  - pre- and post-validation of assessment tools
  - post-validation of evidence gathered
  - processes for conducting assessment validation checks
- key features of the organisation's assessment system, including:
  - key components of assessment system policies, procedures and documentation, including assessment tool to be validated and associated mapping document
  - nature and scope of evidence gathered, including evidence collected from other parties
  - organisational requirements for participating in assessment validation activities
  - processes for analysing nationally recognised training products to identify evidence needed to demonstrate competence
- dimensions of competency and how they guide assessment practices
- key structure, functions and content of assessment tools:
  - context and conditions of assessment
  - tasks to be administered to the candidate
  - mapping against units of competency
- key features of common assessment methods, including suitability for gathering evidence, suitability for the content of units, and associated assessment instruments:
  - direct observation
  - product-based methods
  - questioning
  - evidence from other parties.

## Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- an experienced VET teacher, trainer and assessor to lead validation activities
- other assessors to participate in validation activities
- assessment system

- assessment tools for pre-validation
- assessment tools for post-validation and samples of completed learner work and results
- assessment records, including evidence collected and assessment judgements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## **Links**

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