

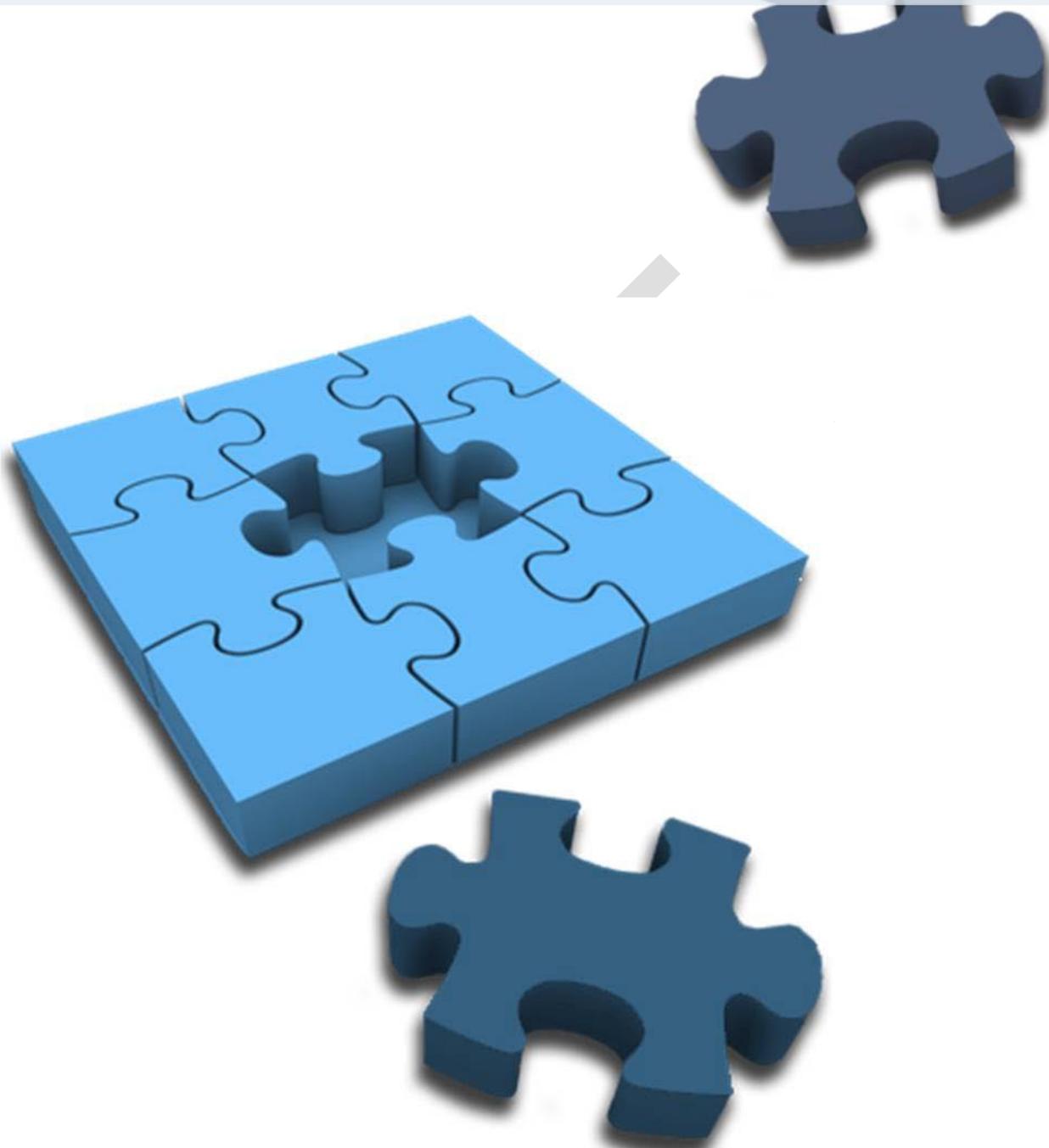


TAEASS301B

Contribute to assessment

Learner Guide

Assessment field



learner guide

supporting the TAE10 Training and Education Training Package

Version 2.0

stockcode: SHEA59

SAMPLE

Learner Guide to support *TAEASS301B Contribute to assessment*

Why has this Learner Guide been developed?

Shea Business Consulting has developed a Learner Guide to support *TAEASS301B Contribute to assessment*. This unit of competency is an elective in the *TAE40110 Certificate IV in Training and Assessment* and it is also packaged in the *Workplace Supervisor Skill Set*. It replaces a unit of the same name from Version 1.0 of the *TAE10 Training and Education Training Package* (May 2010 release). The unit has only received minor modification, and both the old and new units are deemed equivalent in the mapping advice provided in Version 2.0 of the *TAE10 Training and Education Training Package* (October 2011 release).

Strong aspects of this Learner Guide are as follows:

- It contains all the essential information and is fully comprehensive; it encourages the learner to see working through this Guide as a part of a much broader learning experience including interaction with a trainer, practical application in actual assessment activity, full understanding of the concepts, all the latest references and definitions.
- There are numerous references to further resources that learners can access and add to their resource kit.
- It is fully up-to-date; there are many references to the *Standards for NVR Registered Training Organisations (SNR)*, the *Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Registration* and other current references.
- It includes mapping advice to assist auditors determine that the learning topics and activities are consistent with the requirements of the *AQTF / SNR Essential Standards for Registration* (see page 84).

Who is this Learner Guide for?

This Learner Guide has been developed for individuals with technical or vocational expertise who are in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to their principal work responsibilities. The skills and knowledge outlined in this Guide are performed under the following conditions:

- all necessary assessment tools and resources to guide the evidence collection process must be provided to you by a qualified assessor
- any adjustments to these tools and resources are determined by the qualified assessor (who will provide you with guidance and supervision).



You are invited to use the *Continuous Improvement Form* on page 92 to identify changes that you think would improve this Guide.

Copyright

© 2012 Shea Business Consulting

This work is copyright. Apart from any use as permitted under the Copyright Act 1968 (the Act), no part may be reproduced by any process without prior written permission from Shea Business Consulting. Requests and enquiries concerning reproduction and rights should be addressed to Shea Business Consulting, 193 Oak Street, Parkville, Victoria 3052. The Act allows a maximum of 10% of this work to be reproduced and/or communicated by any educational institution for its educational purposes provided that that educational institution (or the body that administers it) has given remuneration notices to Copyright Agency Limited (CAL) under the Act. For details of the CAL licence for educational institutions contact Copyright Agency Limited, Level 19, 157 Liverpool Street, Sydney, NSW 2000.

Published by:

Shea Business Consulting

193 Oak Street

Parkville Victoria 3052

Telephone: +61 3 9387 5320

Email: shea@sheaconsulting.com.au

Web: www.sheaconsulting.com.au

First Published: August 2010

Stockcode: SHEA59

ISBN: 978-0-9806011-8-3

Version 1.3, January 2012

Modifications

This Learner Guide has been updated to reflect changes in Version 2.0 of the *TAE10 Training and Education Training Package* (October 2011 release), as well as other changes that have occurred within the vocational education and training (VET) sector over the past two years.

This Guide was originally quality assured and *noted* by the National Quality Council (NQC), and it therefore displays the official *noted tick* logo. The changes made to this version (1.3) are minor in nature and reflect our commitment to continuous improvement processes.

Disclaimer

No patent liability is assumed with respect to the use of the information contained herein. While every precaution has been taken in the preparation of this work, the publisher and the authors assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of the information contained herein. This work has been prepared for use as part of a structured vocational education and training course and should only be used within that context. The information contained herein was correct at the time of preparation. Documents sourced during the development of this Guide are listed on page 69.

Contents

Copyright	4
Modifications.....	4
Disclaimer	4
Contents.....	5
Figures.....	6
Checklists	6
Acknowledgement.....	6
Symbols	7
Acronyms.....	8
Glossary.....	9
1. GETTING STARTED	13
Introduction	14
What documents do you need?.....	14
What resources do you need?	15
What is a resource kit?	15
Where are you heading?	16
Where should you go if you need help?	16
2. GATHERING EVIDENCE	19
Introduction	20
Presenting your evidence.....	20
Creating an evidence portfolio.....	20
Understanding Employability Skills	21
3. LEARNING TOPICS.....	25
Introduction	26
Learning Topic 1: An introduction to competency-based assessment	26
Learning Topic 2: Clarifying roles and responsibilities.....	39
Learning Topic 3: Confirming evidence gathering arrangements	47
Learning Topic 4: Collecting evidence.....	57
Learning Topic 5: Recording and reporting findings	61
The end of the road.....	64
4. USEFUL INFORMATION.....	65
Additional resources.....	66
Websites	68
Source documents	69
5. APPENDICES	71
Appendix A: Evidence Portfolio.....	72
Appendix B: Code of Practice for Assessors	76
Appendix C: Assessment Methods and Instruments.....	77
Appendix D: Learning Activity Answers	82
Appendix E: SNR / AQTF Mapping Advice.....	84
Appendix F: Continuous Improvement Form.....	92

Figures

Figure 1: The broader assessment system	27
Figure 2: The assessment cycle.....	28
Figure 3: A systematic approach to OHS risk management.....	37
Figure 4: How to read and interpret a unit of competency.....	42
Figure 5: Factors to consider when gathering quality evidence.....	58

Checklists

Sample Assessment Plan.....	44
Evidence Table Template.....	46
Assessment System Policies and Procedures Checklist.....	47
Assessment Materials for Learners from CALD Backgrounds Template.....	53
Reasonable Adjustment Template	53
Resources Required for Assessment.....	56
Third Party Checklist.....	59
Barriers to Evidence Gathering Template.....	60
Evidence List Template.....	61
Assessment Process Review Checklist.....	62
Assessment Practice Review Template.....	63

Acknowledgement

This resource was developed for Shea Business Consulting by Andrew Jones and Renika Muthaya of **purple infinity**.

Symbols

The following symbols are used throughout this Guide:



Important points



Compliance-friendly mapping advice

(Please note that the SNR symbol is used interchangeably throughout this resource to refer to the AQTF and SNR, as both sets of standards continue to be used within the national VET system)



Useful activities



Assessment points



Useful resources



Valuable checklists

Acronyms

AAC	Australian Apprenticeships Centre
ACSF	Australian Core Skills Framework
ANTA	Australian National Training Authority (function now responsibility of DEEWR)
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ASQA	Australian Skills Quality Authority
AVETMISS	Australian Vocational Education and Training Management Information and Statistical Standard
CALD	Culturally and Linguistically Diverse
DEEWR	Department of Education, Employment and Workplace Relations (formerly DEST)
DEST	Department of Education, Science and Training (now DEEWR)
DIAC	Department of Immigration and Citizenship
FLAG	Flexible Learning Advisory Group
IBSA	Innovation and Business Skills Australia
ISC	Industry Skills Council
LLN	Language, Literacy and Numeracy
MCTEE	Ministerial Council for Tertiary Education and Employment (now SCOTESE)
NARA	National Audit and Registration Agency (function now responsibility of ASQA)
NATESE	National Advisory for Tertiary Education, Skills and Employment
NCVER	National Centre for Vocational Education Research
NQC	National Quality Council (now NSSC)
NRT	Nationally Recognised Training
NSF	National Skills Framework
NSOC	National Senior Officials Committee
NSSC	National Skills Standards Council (formerly NQC)
NTS	National Training System
NVEAC	National VET Equity Advisory Council
NVR	National VET Regulator
OHS	Occupational Health and Safety
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SCOTESE	Standing Council on Tertiary Education, Skills and Employment (formerly MCTEE)
SNR	Standards for NVR Registered Training Organisations
STA	State/Territory Training Authority
TAFE	Technical and Further Education
TGA	Training.gov.au
VET	Vocational Education and Training
WELL	Workplace English Language and Literacy

Glossary

Apprenticeship/traineeship – a structured training arrangement for a person employed under an apprenticeship/traineeship training contract (usually involving the person receiving training and being assessed both on and off-the-job).

Articulation – the arrangements that facilitate the movement or progression of learners from one qualification to another, or from one education and training sector to another.

Assessment – the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessment guidelines – the endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.

Assessment tool – specifies the context and conditions for an assessment, the tasks to be administered to the candidate, the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.

Australian Qualifications Framework (AQF) – the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

Authenticity – one of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Competency – the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Currency – one of the rules of evidence. Currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Dimensions of competency – part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

Fairness – one of the principles of assessment. Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexibility – one of the principles of assessment. To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Introduction

This Learner Guide supports *TAEASS301B Contribute to assessment*, which is an elective unit in the *TAE40110 Certificate IV in Training and Assessment*. This unit of competency describes the skills and knowledge required to assist in the assessment process by collecting, examining, documenting and presenting evidence to support a candidate's demonstration of competence.



Before working through this Guide, you will need to be aware of the following conditions that apply to this unit:

- all necessary assessment tools and resources to guide the evidence collection process must be provided to you by a qualified assessor
- any adjustments to these tools and resources must be determined by the qualified assessor (who will provide you with guidance and supervision).

By working through this Guide, you will learn how to:

- clarify your role and responsibilities in the assessment process
- confirm any organisational arrangements for evidence gathering
- collect evidence in accordance with an assessment plan
- record and report your findings.

You will particularly need these skills if you:

- have technical or vocational expertise in a specific area (but not in assessment)
- undertake a supervisory or mentoring/coaching work role
- collect evidence for assessment as an adjunct to your principal work responsibilities.



TAEASS402B Assess competence is packaged as part of the *TAE40110 Certificate IV in Training and Assessment* because it is more appropriate for those who gather evidence as one of their principal work responsibilities.

What documents do you need?

To successfully work through this Guide, you will need access to the following documents:

- *Introduction to the Learner Guides*, which has been specifically designed to complement the suite of *TAE10 Training and Education Learner Guides*
- a copy of *TAEASS301B Contribute to assessment*, the actual unit of competency you are seeking to demonstrate competence in
- a copy of the *TAE10 Training and Education Training Package Assessment Guidelines*.



If you have not yet purchased a copy of *Introduction to the Learner Guides*, see page 66 for details.

Copies of the unit of competency and the *Assessment Guidelines* can be accessed from the training.gov.au (TGA) website at <http://training.gov.au>

What resources do you need?

Your Registered Training Organisation (RTO) should help you with access to the following:

- a facilitator (to help you work through the Guide)
- an assessor (to assess you against the unit of competency)
- a qualified workplace assessor (who you will assist in the assessment process, and who may be the same person who assesses you against the unit of competency)
- assessment tools and resources.



You will need access to an assessment environment where you can gather evidence and apply the skills you are developing.

What is a resource kit?

As you work through this Guide, it is a good idea to compile an electronic and/or paper-based resource kit to use for your work and assist with your learning. This kit may include:

- information that you print or bookmark from websites
- resources you download from websites
- newspaper articles about your industry
- specific policies or procedures from your workplace.

What you decide to put in this kit is up to you. Over time it will become a very useful source of information, containing information about current work practice and ideas within your industry.



The resource kit is for your own professional development and is different to the *evidence portfolio* that you will keep for assessment purposes (although some resources may be included in both).

Where are you heading?

When you reach the end of this Guide, you will need to have carried out a minimum of three evidence gathering activities (with different candidates for each activity) where you

- presented documentation of the evidence in a clear and concise manner
- presented documented feedback from others involved in the assessment.

Where should you go if you need help?

The aim of this Guide is to put you in control of the learning process. However, only a qualified assessor can formally recognise your skills, and only an RTO can issue you with a *Statement of Attainment* when you successfully complete *TAEASS301B Contribute to assessment*. If at any stage you are not sure of something and want to ask a question, it is well worth talking with your RTO. A simple phone call can make all the difference.

If you have not yet enrolled with an RTO, the training.gov.au (TGA) website is a great resource. It is an online database that lists all RTOs, qualifications and units of competency. You will need to find an RTO that has the most recent version of the *TAE10 Training and Education Training Package* within its scope of registration. It will also help if the RTO is local (or at least based in your own State/Territory).

Finding an RTO:

1. Go to <http://training.gov.au>
2. Scroll down to the *Nationally recognised training* field
3. Type *Training and Education* and click *Search*
4. Click the *TAE10* code
5. Click *Find RTOs approved to deliver training products in this training package*
6. Click *Modify search*
7. Click *Show advanced search*
8. Select your relevant *State Registration Manager* and click *Search*.



You will require Internet access and a basic level of IT (computing) literacy to work through this Guide, as the online environment contains current and up-to-date information on vocational education and training. If you are unable to access the Internet or you require basic computing assistance, you will need to discuss this with your facilitator.



Getting Started Checklist

Before moving to the next section, you should be able to tick all of the following:

- Have you been allocated a facilitator by your RTO to help you work through this Guide?
- Are you clear on the skills and knowledge you will gain by working through this Guide?
- Are you clear on the resources you need to successfully work through this Guide?
- Do you have access to an assessment environment?
- Do you have access to the Internet?
- Have you started a resource kit that you can add to as you work through this Guide?
- Have you purchased a copy of *Introduction to the Learner Guides*?
- Have you downloaded a copy of *TAEASS301B Contribute to assessment*?
- Have you downloaded a copy of the *TAE10 Training and Education Training Package Assessment Guidelines*?
- Have you checked with your facilitator that you have all the resources you need to develop competency in this unit?

Introduction

This section includes five Learning Topics that contain background information and activities. You will need to speak to your facilitator/qualified assessor to determine which of the topics you need to complete. Some of the activities may be contextualised to suit your needs, and all the activities can be used as evidence for assessment.

The following Learning Topics are covered in this section:

1. An introduction to competency-based assessment
2. Clarifying roles and responsibilities
3. Confirming evidence gathering arrangements
4. Collecting evidence
5. Recording and reporting findings

Learning Topic 1: An introduction to competency-based assessment

Before you start, there are a few things you need to know about competency-based assessment. This section has been included to give you a general picture of assessment in the vocational education and training (VET) sector, including:

1. Critical definitions
2. The big picture
3. The assessment process
4. Competency-based assessment
5. Principles of assessment
6. Rules of evidence
7. Standards, codes of practice and legislation that affect training and assessment.

1. Critical definitions

Assessment... "the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course."

Assessment tool... "a tool that specifies the context and conditions for an assessment, the tasks to be administered to the candidate, the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance."

Competency... "the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."

Training Package... "a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise."

Unit of competency... "the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace."

2. The big picture

When you contribute to assessment you will actually be participating in a broader assessment system, and the diagram below shows where you fit within this bigger picture. The left-hand side shows the different concepts relating to assessment, which are reflected in various units of competency from Version 2.0 the *TAE10 Training and Education Training Package* (listed on the right-hand side). If you would like to find out more about these concepts, you can refer to the various Learner Guides that support each unit of competency (see page 66 for details).

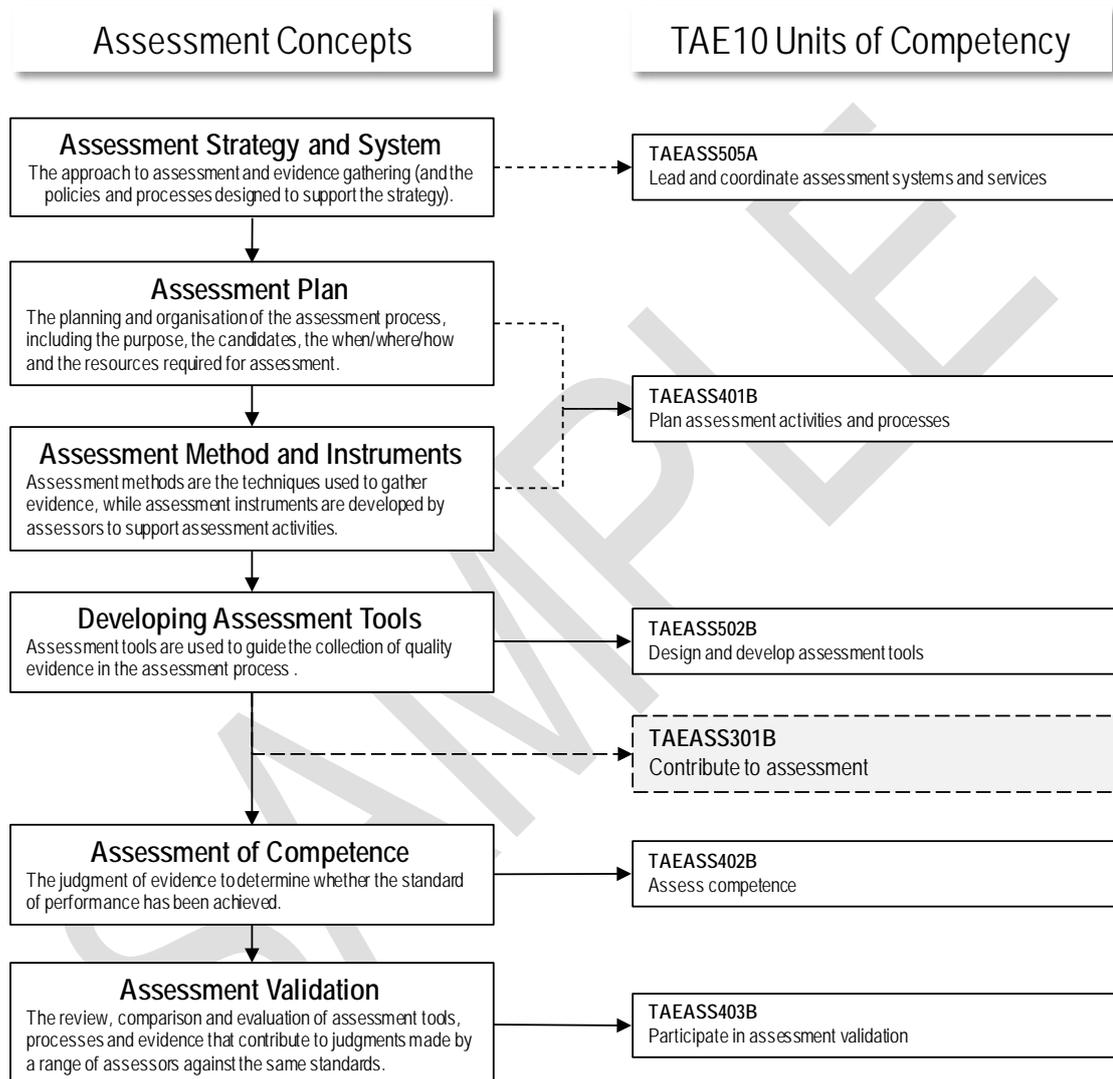


Figure 1: The broader assessment system

3. The assessment process

When you contribute to the assessment process, you will also be involved in a series of steps (often termed the assessment cycle) that candidates and assessors move through when undertaking an assessment. The cycle involves preparing, planning, conducting, recording, reporting and reviewing an assessment, and the process is a critical component of the broader assessment system. The diagram overleaf shows the eight steps of the assessment cycle.

Resources Required for Assessment Template		Version 1.0 (February 2012)
Assessment Benchmark	<i>BSBCMM401A Make a presentation</i>	
Resources	<i>Assessment must ensure:</i> <ul style="list-style-type: none"> • <i>access to an actual workplace or simulated environment</i> • <i>access to office equipment, documentation and resources</i> 	
Assessment Benchmark		
Resources		
Assessment Benchmark		
Resources		
Assessment Benchmark		
Resources		

Depending on the assessment context, you may need to purchase or obtain certain resources, and this may affect the timelines and costs involved with the assessment process. You will need to consider issues such as arranging transport to the assessment location, ensuring access to technology, confirming equipment availability and obtaining pre-existing assessment resources.

Learning Topic 4: Collecting evidence

After confirming the organisational arrangements for evidence gathering, you now need to collect evidence in accordance with the assessment plan, and this will involve:

1. Explaining the assessment process to the candidate
2. Using assessment instruments to gather evidence.



This Learning Topic covers Element 3 of *TAEASS301B Contribute to assessment* (Collect evidence in accordance with the assessment plan).

1. Explaining the assessment process to the candidate

When you are assisting with an assessment, you need to explain how the assessment process works to the candidate before you start to collect any evidence. This is often called *briefing the candidate*, and the best way to do this is to take them through the assessment plan (which has already been developed by a qualified assessor).

When you brief a candidate about the assessment process, you need to ensure that they have understood you. Allow them plenty of time to take in what is being said and provide opportunities for them to ask questions about what they have to do and what is expected of them.



Be sure to explain the different responsibilities of all parties involved in the assessment process to the candidate before you start to collect evidence, and always refer any issues/concerns they raise to a qualified assessor.

2. Using assessment instruments to gather evidence

Having briefed the candidate about the assessment process, you are now ready to assist in the evidence gathering process. You have already clarified the assessment methods and tools that are to be used in the assessment, and these will be documented in the assessment plan (see page 43). It is important that you gather evidence:

- within your available time and resources (as identified in the assessment plan)
- in accordance with legal, organisational and ethical requirements (see page 47).

Assessment *instruments* are used to gather and interpret evidence during an assessment, and they will have already been developed by a qualified assessor. Assessment instruments are:

- the specific questions and activities that are used to assess competence
- the information and instructions given to candidates relating to the conditions of assessment.



Use the table overleaf to list the assessment instruments that you feel would be suited to gathering quality evidence during an assessment.

A list of possible answers has been provided at Appendix D (see page 82).

Potential barriers to evidence gathering procedures

When you are assisting with an assessment, you may experience a number of potential barriers or limitations during your evidence gathering activities, which can include:

- the relationship between your main job and your evidence gathering responsibilities
- your ability to meet the needs of candidates
- your ability to meet the legal responsibilities associated with the assessment process
- your access to candidates (and other people associated with the assessment process)
- the use of assessment activities involving unpaid or volunteer experience
- the use of simulation activities
- the integration of OHS (and the impact this has on your capacity to collect evidence)
- your level of understanding of an organisation's quality processes
- your level of vocational competence
- your understanding of competency-based assessment.



If you identify barriers during an assessment, it is important to discuss these with a qualified assessor. Use the following *Barriers to Evidence Gathering Template* to list the barriers you identify and the actions to address them.

Barriers to Evidence Gathering Template		Version 1.0 (February 2012)
<i>Identified Barrier to Evidence Gathering</i>	<i>Action to Address Barrier</i>	



Final assessment decisions must always be made by qualified assessors, not by those assisting with the assessment.

Learning Topic 5: Recording and reporting findings

After collecting evidence in accordance with the assessment plan, you now need to record and report your findings, and this will involve:

1. Organising evidence for analysis
2. Seeking feedback
3. Documenting areas for improvement.



This Learning Topic covers Element 4 of *TAEASS301B Contribute to assessment* (Record and report findings).

1. Organising evidence for analysis

Keeping accurate and secure records is a very important part of the assessment process, and it is a requirement of the *AQTF / SNR Essential Standards for Registration* (see page 34) that RTOs manage records to ensure their accuracy and integrity. While this is predominantly the responsibility of an RTO, you can assist in the process by ensuring the evidence you collect is:

- organised in a format suitable for analysis by a qualified assessor
- recorded in accordance with an RTO's assessment system policies and procedures.



Use the following *Evidence List Template* to organise the evidence that you collect during an assessment. You will need to discuss this instrument with a qualified assessor first. When you have completed the template, make sure you provide it (along with the evidence) to a qualified assessor for analysis.

Evidence List Template		Version 1.0 (February 2012)
Candidate		
Observer		
Benchmark		
Date		
Name		
Evidence #	Description of Evidence	
1		
2		
3	(add more rows as required)	



Learning Topics Checklist

Having reached the end of this Learning Guide, you should be able to tick all of the following:

- Can you describe the following components of the broader assessment system?
 - The main features of competency-based assessment
 - The *principles of assessment and rules of evidence*
 - The different purposes of assessment
 - The diversity of assessment contexts
 - The different types of evidence
 - The different types of assessment methods
 - The purpose and features of assessment tools and assessment plans
 - The potential barriers to evidence-gathering procedures
 - The standards and codes of practice that affect training and assessment
 - OHS issues that need to be considered when collecting evidence
- Can you clarify the various roles and responsibilities in the assessment process?
- Can you clarify the various organisational arrangements for evidence gathering?
- Can you collect evidence in accordance with an assessment plan?
- Can you record and report your assessment findings?
- Have you undertaken three evidence gathering activities (with different candidates in each activity), where you:
 - presented documentation of your evidence in a clear and concise manner?
 - presented documented feedback from others involved in the assessment?

The end of the road

Having assembled an evidence portfolio by working through this Guide and applying your skills, you will now need to arrange for a qualified assessor from your RTO to evaluate your competence in *TAEASS301B Contribute to assessment*. If you are deemed competent, you will be issued with a Statement of Attainment that formally recognises your ability to contribute to the assessment process.



4. Useful Information

Appendix B: Code of Practice for Assessors

The following code of practice (which is included in the Assessment Guidelines of the *TAE10 Training and Education Training Package*) serves three main functions:

- supports professionally responsible and ethical assessment practice
- guides *TAE10* assessors in the responsibilities of their work
- reinforces the performance outcomes of the assessment units in the *TAE10 Training and Education Training Package*.

Code of Practice for Assessors

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made (if necessary).
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against *TAE10 Training and Education Training Package* competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

Source: *TAE10 Training and Education Training Package – Assessment Guidelines* (DEEWR, 2011)

Appendix C: Assessment Methods and Instruments

The following table provides a list (which is in no way exhaustive) of assessment methods and instruments, including a description of each and examples of how to use them.

Method	Description	Examples of Appropriate Use	Instruments
Observation in workplace	Applicant undertakes real work activities at the workplace and demonstrates processes and/or the steps to produce products	Demonstrate job specific skills (e.g. receptionist taking telephone calls and greeting clients or a personnel officer conducting an interview) Can be used to provide RPL evidence	Instruction to candidates and assessors Observation checklist Description of competent performance
Observation in simulated work environment	As above except the workplace situation is simulated	Demonstrate job specific skills off-the-job (e.g. training kitchen, college workshop, industry training centre)	Instruction to candidates and assessors Observation checklist Description of competent performance
Fault finding	Product is given to applicant to analyse for errors or problems Can be written or practical	Identify why the engine does not work Identify the inaccuracies in meeting minutes and correct them	Assessor observation checklist Candidate checklist (with diagrams if needed)
Role-plays	Participants are assigned roles and a scenario to enact potential responses to situations Clear guidelines are required for all participants Assessor must also undertake a careful role in briefing/debriefing	Explore potential responses to situations (e.g. meeting procedures, leadership techniques, conflict resolution, client complaint, management techniques)	Instruction to candidates and assessors Scenario and outline of roles and key steps or issues to be covered
Construction of role-plays	Applicant designs own role-play to demonstrate issues and responses Requires applicant to consider potential scenarios and responses Guidelines for design of role-play needed	As above, except candidate develops roles and scenarios Could be useful at higher AQF levels	Instruction to candidates and assessors Boundaries, rules and guidance for the scenarios and roles to be constructed
Games	Quiz shows and board games (e.g. Monopoly, Scruples) can be adapted to specific areas to enable participants to explore potential options, difficulties, short cuts, etc	Solve problems and make decisions in management roles and small businesses (e.g. Management techniques, running a restaurant, travel games)	Instruction to candidates and assessors, including clear purpose for assessment (e.g. formative assessment)

Appendix D: Learning Activity Answers

Quiz Table 1 (from page 29)

Criterion-Referenced or Norm-Referenced Assessment		
Activity	Criterion Referenced	Norm Referenced
Judging competitors in a series of individual time trials		✓
Assessing participants undertaking a chainsaw safety course	✓	
Judging participants in a national cooking competition		✓
Assessing participants in a senior first aid course	✓	
Assessing fire fighters during a simulated house fire	✓	
Judging participants in a national talent quest		✓
Assessing employees at the end of an OHS induction day	✓	
Selecting students for a school based on their score in an IQ Test		✓
Assessing candidates undertaking a practical driving test	✓	
Assessing candidates capacity to hold a restricted electrical licence	✓	
Tallying player scores after a game of scrabble		✓
Assessing candidates against the <i>Certificate IV in Training and Assessment</i>	✓	

Quiz Table 2 (from page 48)

Assessment methods (particular *techniques* used to gather evidence):

- Conducting real work/real time activities (e.g. observing candidates in their workplace)
- Conducting structured activities (e.g. facilitating simulation exercises or role plays)
- Listening to/reading what other people have said about candidates (e.g. third party reports)
- Questioning candidates (e.g. facilitating oral, written and computer managed questions)
- Reviewing historical evidence regarding the prior learning of candidates
- Reviewing items produced by candidates (e.g. work products, projects and portfolios).

Assessment tools:

- The learning or unit(s) of competency to be assessed (i.e. the assessment benchmarks)
- The target group for the assessment
- The context and conditions for the assessment
- The tasks to be administered to the candidate
- An outline of the evidence to be gathered from the candidate
- The evidence criteria that will be used to judge the quality of performance (i.e. the assessment decision-making rules)
- The administration, recording and reporting requirements
- Evidence of how validity and reliability have been tested and built into the design and use of the assessment tools.

Appendix E: SNR / AQTF Mapping Advice

This section includes a *Learning Topic Matrix* for the following unit of competency:

- TAEASS301B Contribute to assessment.



This Matrix has been provided to assist auditors determine that the learning topics and activities identified throughout this Guide are consistent with the requirements of the *TAE10 Training and Education Training Package* and are therefore in accordance with the following regulatory standards:

- *AQTF Essential Conditions and Standards for Registration*
- *SNR Essential Standards for Registration.*

Essential (Conditions and) Standards for Initial Registration

- SNR 4 / AQTF 1 The applicant has strategies in place to provide quality training and assessment across all of its operations
- SNR 4.3 / AQTF 1.3 ...training and assessment materials to be used by the applicant meet the requirements of the Training Package or VET accredited course...

Essential (Conditions and) Standards for Continuing Registration

- SNR 15 / AQTF 1 The RTO provides quality training and assessment across all of its operations
- SNR 15.3 / AQTF 1.3 ...training and assessment materials used by the RTO are consistent with the requirements of the Training Package or VET accredited course...