

TAEASS301

Contribute to assessment

Learner guide

TAASS301



Before you begin

This learner guide is based on the unit of competency *TAEASS301 Contribute to assessment*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Overview	This section provides general information about the vocational education and training sector and its essential components (such as training packages), which will underpin your learning.
Introduction	The introduction covers the key concepts relevant to this particular unit of competency, including the terminology that will be used throughout this learner guide.
Learning content	Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Templates	Templates are referred to throughout the guide. These are samples of working documents similar to those found in a training organisation. Completed templates may be useful as evidence for portfolio assessments. Ask your trainer for sample templates provided with the <i>Trainer's and assessor's guide</i> for this unit.
Examples	Examples of completed documents that may be used in a workplace are included in this learner guide. Examples highlight learning points and provide realistic examples of workplace situations using current training package information.
Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
Summary	Key learning points are provided at the end of each topic.

Explore a unit of competency

You should unpack a unit of competency and consider each part of the unit to form a picture of what a competent person looks like, how assessment should occur and what evidence is required.

The following table summarises the components of a unit of competency, as defined in the TAE Training and Education Training Package Implementation Guide.

Component feature	What it relates to
Unit of competency	
Title	The title describes the unit outcome.
Unit application	This field describes how the unit is practically applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.
Prerequisite units	This is an optional field that specifies any unit/s in which the learner must already be competent prior to achieving competency in this unit.
Unit sector	This field is used to categorise units of competency in relation to industry sectors or types of work.
Elements of competency	<p>Elements of competency describe the outcomes of the significant functions and tasks that make up the competency.</p> <p>Elements describe actions or outcomes that are demonstrable and assessable.</p>
Performance criteria	Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance.
Foundation skills	This field describes the language, literacy, numeracy and employment skills that are essential to performance.
Range of conditions	This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous range statement.
Unit mapping information	This field specifies the code and title of any equivalent unit of competency.
Links	This field provides a link to the Companion Volume Implementation Guide.
Assessment requirements	
Performance evidence	Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.



Topic 1

In this topic you will learn how to:

- 1A Discuss and confirm the purpose of the assessment with relevant people**
- 1B Discuss and confirm benchmarks for assessment with the qualified assessor**
- 1C Access, read and clarify the assessment plan with the qualified assessor**
- 1D Discuss gathering evidence with the qualified assessor**

Clarify role and responsibilities in the assessment process

Qualified assessors are trained to implement an RTO's assessment system to judge evidence provided by the assessment candidate against relevant benchmarks.

In some situations, the qualified assessor requires a person with knowledge of the candidate or technical or vocational expertise to assist in the assessment process. This person may have specialist knowledge about equipment, technology, workplace health and safety, legislation and regulations, requirements of a professional association or industry or work practices, or will have worked closely with the candidate in their environment.

If you are required to contribute to assessment, you need to be familiar with how the qualified assessor has planned the assessment and what your responsibilities are.

Assistant assessor

Your job description and workplace policies and procedures can help you understand your role in assessment.

You may be responsible for:

- ▶ providing expert advice on work practices, equipment and technology
- ▶ advising on workplace health and safety
- ▶ sourcing workplace policies and procedures
- ▶ assisting the candidate to gather quality evidence
- ▶ completing observation checklists and logbooks
- ▶ using questioning to gather evidence
- ▶ interpreting assessment instructions for candidates
- ▶ liaising with assessors
- ▶ coordinating resources for assessment
- ▶ referring the candidate to a qualified assessor for advice and direction.

You may be responsible for observing an assessment candidate, but judging a candidate's performance is the responsibility of the qualified assessor.

Qualified assessor

- ▶ Coordinates compliance with the RTO's assessment system, policies and procedures
- ▶ Plans the assessment process and develops the assessment plan
- ▶ Selects assessment methods
- ▶ Ensures that reasonable adjustment is provided where appropriate
- ▶ Organises specialist support
- ▶ Coordinates logistics (assessment environment, timing of assessment, materials and resources)
- ▶ Explains the assessment process to the candidate
- ▶ Guides and supervises other parties contributing to assessment
- ▶ Oversees the evidence-gathering process
- ▶ Judges evidence
- ▶ Records assessment outcomes
- ▶ Maintains assessment records
- ▶ Participates in reviews of the assessment process

Competency-based assessment

In a VET environment, assessment is competency based; that is, a person's competence is judged against set criteria. These are commonly the units of competency from an industry training package that indicate the performance criteria and skills and knowledge required by workers to competently undertake specific work tasks and activities. Alternatively, staff at an individual organisation may prepare their own performance standards and outline assessment strategies.

Assessment candidates are judged holistically as to whether they are 'competent' or 'not yet competent'. In some cases there are steps to demonstrating competency such as when individual parts of an assessment tool (like a questionnaire) may be found to be 'satisfactory' or 'not satisfactory'.

Satisfy licensing or regulatory requirements

- ▶ Examples of this type of assessment may be found in various industries including construction, warehousing or real estate. When assessing for a licence, a qualified assessor may need the assistance of a technical expert.

Recognition of existing skills

- ▶ Candidates with existing skills and knowledge may be assessed to recognise or confirm existing competence or their prior learning. Alternatively, candidates participating in the VET system may have their existing skills and knowledge reviewed against training package units of competency.

Example

Discuss and confirm the purpose of the assessment with relevant people

JDG are market leaders in the supply and service of marine, fire, life support and gas control equipment. The company supports the professional development of their workers by having experienced workers complete Certificate IV in Work Health Safety.

Dave is a specialist in the safe use of JDG's sophisticated plant and equipment. He oversees on-site use of plant and equipment to ensure that the assessment process complies with the company's WHS system and the manufacturer's instructions for various pieces of plant and equipment. Dave contributes to the on-site assessment of workers who are completing observation tasks in the workplace. He works closely with the TAFE assessor. He contributes to assessments with his technical expertise in the company's WHS system; observes workers doing tasks; and completes third-party reports. During the different phases of the assessment process, Dave contributes in a variety of ways as an assistant assessor.

Prior to assessment

Dave meets with the assessor to confirm:

- ▶ units of competency that are to be assessed
- ▶ benchmarks that will be used to judge competence
- ▶ profiles of the assessment candidates
- ▶ resources required for assessment
- ▶ any forms or checklists he needs to complete
- ▶ any reasonable adjustments required to assist the candidates.

During the assessment period

Dave and the assessor maintain contact during the assessment period to coordinate resources, schedule assessment activities and confirm that an appropriate environment is available in the workplace for assessment.

Dave conducts assessments by observing the candidate completing a range of tasks and asking a series of structured questions to gather evidence of the candidate's application of the required knowledge.

Dave completes the third-party report on each candidate/worker. He also authenticates any work samples produced by candidates and signs a work diary that records the daily work routine.

Activity 1

Use an assessment plan that you have sourced from an RTO for this activity, or the assessment plan for delivery of *SHBXCCS002 Provide salon services to clients in a specific setting* from the Example in Section 1C of this learner guide.

Analyse the assessment plan to complete this table.

Assessment plan	Summary
What is to be assessed?	
When is assessment to take place?	
Where is assessment to take place?	
How assessment is to take place?	
Who could you confirm your understanding of the assessment plan with?	

1D Discuss gathering evidence with the qualified assessor

Once you understand the assessment plan and confirm the purpose, assessment context and benchmarks in the assessment plan with the assessor, you then need to clarify and confirm your responsibilities. Discuss your role and responsibilities in the assessment process; the type/s of evidence to be gathered and how it will be gathered; and any documents you are required to complete. In addition, you should also take the opportunity to clarify any terminology with which you are unfamiliar and confirm workplace health and safety information relevant to the assessment.



A person who contributes to the assessment process must understand what evidence is, how much is needed, what constitutes appropriate evidence, how it will be collected according to the rules of evidence and how it will be recorded.

In particular, you need to confirm what evidence is required and the evidence-gathering need to complete.

Forms of evidence

There are two main forms of evidence that are collected from candidates: direct evidence and indirect evidence. Supplementary evidence is an additional form of evidence that may be requested from a candidate under circumstances where the evidence they have provided is insufficient. Your role may be to gather the evidence and document or prepare it appropriately for the qualified assessor.

Direct evidence

Direct evidence can be observed or witnessed by the assessor. This could include observation of workplace performance, oral questioning, demonstration or a challenge test.

Indirect evidence

Indirect evidence is proof of a candidate's work that can be reviewed or examined by the assessor. This could include finished products, written assignments or tests, or a portfolio of previous work performed.

Supplementary evidence

Supplementary evidence is additional evidence presented to assessors such as to support a candidate's claim of competence. This could include reports from supervisors, colleagues and/or clients; testimonials from employers; work diaries; or evidence of training. Examples may be that the candidate will provide a written report or answer questions that are designed to address the knowledge evidence requirements of a unit of competency.

Current

Currency relates to the age of the evidence presented by a candidate to demonstrate they are still competent. Competence requires demonstration of current performance; thus, the evidence collected must be either from the present or the very recent past.

Principles of assessment

When an assessor designs and develops assessment tools to gather evidence, they must ensure that the principles of assessment are met. These are important background considerations that drive the standard for high-quality assessments.

Assessments must be:

- ▶ Fair – assessments must not be discriminatory or disadvantage the candidate in any way
- ▶ Flexible – assessments must meet the candidate’s individual needs and include a range of appropriate assessment methods
- ▶ Valid – assessments must meet the established benchmarks and be consistent in a variety of contexts
- ▶ Reliable – there should be a common interpretation of the assessments.

Example

Discuss evidence-gathering with the qualified assessor

The following is an example of an assessment plan developed by an assessor responsible for guiding candidates to gather quality evidence.

Ralf is completing a course to support his professional development as a laboratory technician. He is employed by a state government authority responsible for monitoring water quality. The employer is an industry RTO and is coordinating his attendance at in-house training courses and on-the-job training with his workplace supervisor.

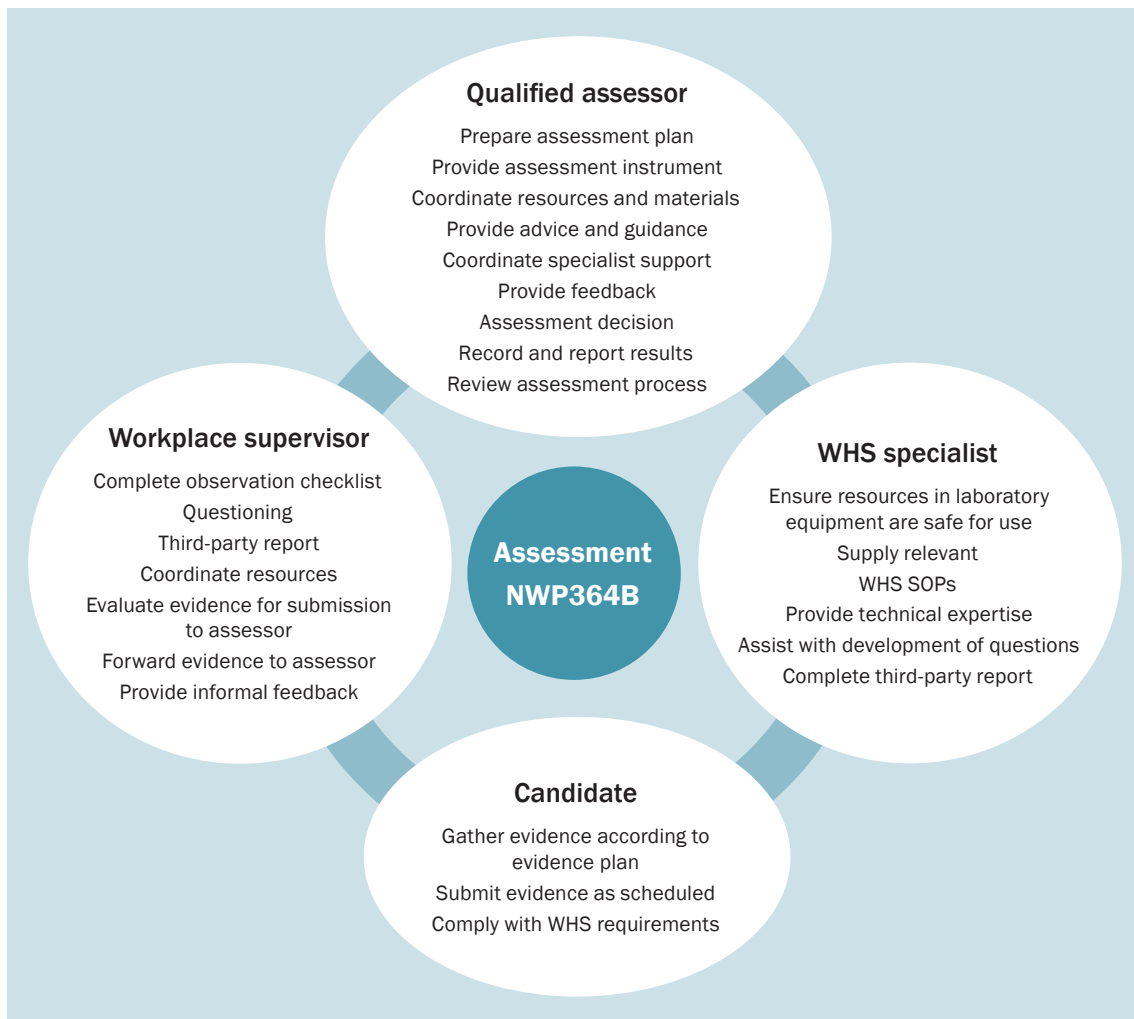
Libby is the assessor responsible for developing Ralf’s assessment plan. She has met with Ralf’s workplace supervisor and the department’s health and safety representative (HSR) to discuss and agree on the specific responsibilities in gathering evidence and the types of evidence to be gathered. They have read and identified what specific workplace tasks would provide evidence of Ralf’s competency.

Libby shares the following evidence plan with the workplace supervisor and HSR at the assessment planning meeting. It is for the unit *NWPGEN009 Perform laboratory testing* from the NWP Water Training Package.

Evidence plan

Unit: *NWPGEN009 Perform laboratory testing*

Work activity: Perform laboratory tests and procedures using standard methods and with access to readily available advice



Activity 4

Access and analyse an assessment instrument and complete this table.

Explain to your trainer/assessor how you interpreted the assessment instrument to identify the specific responsibilities of the assistant assessor and the types of evidence to be gathered.

Unit number	
Purpose of assessment	

Summary

1. Reading the assessment plan will help you to understand the specific process that is being implemented for the candidate. Establishing the purpose of assessment influences the choice of benchmarking criteria selected for assessment and allows you to further explore the context of assessment for an individual learner.
2. Benchmarks are agreed good examples of achievement. The benchmarks that assessors refer to when judging evidence for assessment are determined by the context of assessment.
3. Units of competency are found in industry training packages and are grouped into qualification levels. The qualified assessor should give you a copy of the unit of competency that is being used to assess the candidate.
4. The assessment plan documents each step in the process of assessing a candidate's performance. It should show who the assessment is for, how the assessment will be carried out, resources needed, evidence required, who will be involved and their role and responsibilities.
5. You must understand the assessment process the candidate is participating in so you can provide support, information and guidance where necessary.
6. Once you have understood the assessment plan and confirmed the purpose, assessment context and benchmarks in the assessment plan with the assessor, you need to clarify and confirm your responsibilities.

2B Clarify assessment tools and methods for collecting evidence with the qualified assessor

The assessor is responsible for providing you with information about the assessment tool and assessment method that is to be used to gather evidence. These tools provide the information and the methods that will be used to gather evidence from the candidate. This information will reflect information found in the assessment plan and the individual characteristics of the candidates/group. You must clarify with the assessor to ensure you understand and have all the information you need to follow the procedures required for evidence-gathering.



It is vital that what you and the candidate are being asked to do during assessment is clearly communicated. The instructions must lay out the purpose of assessment, the methods for gathering quality evidence and other details on how the assessment will occur. You also need to know how to proceed when problems or issues are encountered during the evidence-gathering process.

Assessment tools

An assessment tool includes all the information and procedures an assessor needs to guide them when preparing and coordinating assessment activities. They provide an overview of the assessment process. The components of the assessment tool need to be considered along with the assessment plan.

An assessment tool incorporates the assessment instrument/s, the tasks to be administered to the student including the evidence to be gathered and the benchmarks used to make a decision on competence. It also includes assessment procedures such as the administration, recording and reporting requirements.

An assessment instrument is part of an assessment tool and refers to the specific questions or activity used to assess competence by the assessment method selected. The instruments should also include instructions for how the assessor is to use them.



Assessment information

You should always ask and seek clarification on any questions you have about the assessment process. You need to feel confident in your role and know the basic arrangements for the assessment so you can answer questions from the candidate and make the appropriate arrangements.

Questioning

There are a variety of different ways that questioning can be used in assessing competency. Interviews are an effective method for gathering evidence from candidates who are submitting a portfolio of evidence for assessment.

Follow these procedures when collecting evidence for assessment using questioning.

Using questioning when contributing to assessment

- 1 **Clarify**
Clarify the questions with the assessor.
- 2 **Confirm scheduling**
Confirm the scheduling of questioning; for example, you may be required to question the candidate while they perform a specific task.
- 3 **Check timing**
Check if the questions must be responded to in a particular time frame.
- 4 **Source forms**
Source the form that you will use to record the candidate's responses.
- 5 **Confirm the method**
Confirm the method of questioning: verbal, online, written, etc.
- 6 **Clarify the level of assistance permitted**
Clarify the assistance you are allowed to give the candidate; for example, you may be able to prompt or probe the candidate for a more detailed explanation.
- 7 **Confirm attempts allowed**
Clarify how many attempts the student can have to clarify their best response.
- 8 **Check for reasonable adjustment**
Check the assessment plan for information about reasonable adjustment.
- 9 **Clarify roles**
Clarify the role of any person assisting the candidate during questioning; for example, the role and responsibilities of a scribe or interpreter.
- 10 **Arrange resources**
Arrange resources as required.
- 11 **Check allowable information sources**
Check whether the candidate is allowed to access information sources when responding to questions; for example, a written quiz may be 'open book' where the learner can access their learner guide for information.



Topic 3

In this topic you will learn how to:

3A Explain the assessment process to the candidate and refer any candidate issues or concerns to the qualified assessor

3B Use assessment instruments to gather quality evidence within requirements

Collect evidence in accordance with the assessment plan

You are likely to be an important support to the candidate during the assessment process as part of your role is to be a provider of information and guidance when you are assisting with assessment in the workplace. The candidate relies on you to clarify important details and instructions about assessment. You can also assist the candidate to communicate with the assessor about any issues, problems or difficult questions that arise during the assessment process. You must communicate effectively in order to do this.

Your role and responsibilities may also require you to contribute to the implementation of assessment instruments to gather quality evidence. You may be required to complete third-party reports, authenticate work samples, supervise simulations, record your observations of the candidate's performance and question candidates to gather evidence of the knowledge that underpins their performance.

3A Explain the assessment process to the candidate and refer any candidate issues or concerns to the qualified assessor

The assessor is responsible for providing assessment information and the assessment instruments. Your role is to confirm with the candidate that they understand how assessment will proceed, including strategies that will be used to gather evidence and your role in the process.

The candidate needs to understand the different responsibilities of the parties involved.

Advice to candidates includes:

- ▶ the steps that are involved in the assessment
- ▶ when the assessment will take place
- ▶ the time and place of assessment
- ▶ the purpose behind assessment
- ▶ the performance measures that will be used to judge competence
- ▶ any terms used in the assessment task that may cause difficulties and need to be clearly explained
- ▶ materials and resources required for the assessment
- ▶ what they need to do if they wish to appeal a decision made in their assessment.

Clarify details with the candidate

The assessor will confirm the details of the assessment plan with candidates. They may ask for your assistance to have the candidate sign a form or send an email that confirms that they have received information about assessment arrangements. Take into account the following considerations when clarifying details.

Timing

When you are supervising the candidate, you should be involved in the timing of evidence-gathering activities so you can explain this to candidates at the beginning of the assessment process or prior to training. The assessor should give you sufficient notice about when the candidate needs to be absent from work to undertake assessment. This ensures that the work group's activities are not disrupted. Candidates require sufficient notice of assessment requirements to ensure they make time available to complete the assessment and negotiate the timing of assessment with the assessor.

Individual needs

You also need to consider the individual needs of candidates in determining the assessment timing. You may not always be able to accommodate their needs but you should be sensitive to their circumstances, particularly when this relates to ensuring equitable access to assessment. For example, a person with a physical disability may need to schedule their assessment at a time when they have access to tools or equipment that have been modified to assist with performing a specific work activity.

Address candidate concerns

You should make yourself available to discuss any concerns candidates have regarding assessment confidentially, and partner with them to develop an appropriate action plan. In some cases you may be able to address the candidate's concerns directly. For example, the candidate may be concerned about how they protect the privacy of workplace information in evidence they gather in the workplace, or how they re-organise their work routine to allow time for gathering evidence. You may be able to assist candidates with LLN issues to interpret assessment instrument instructions.

For many situations, you can best assist the candidate by referring their concerns to the assessor. The assessor has the expertise to modify the assessment instrument to provide reasonable adjustment, where appropriate, and to assist with inquiries regarding RPL assessment. During the assessment planning stages you should confirm that the candidate understands the process that is used to judge evidence, how the outcome will be reported and how their results may contribute to gaining a qualification or statement of attainment.

Example

Explain the assessment process to the candidate and refer any candidate issues or concerns to the qualified assessor

Bill enrolls in the Certificate II in Information, Digital Media and Technology. The course is recommended by his case manager to help him reach his goal of working full time in an office. Bill has a significant vision impairment that affects his ability to achieve good results at school. Completing various short courses has gradually improved Bill's confidence and self-esteem.

An individual learning plan is prepared for Bill by an assessor, and the case manager, who has built a respectful and effective relationship with Bill, explains and discusses its details with him. Bill will complete the various units of competency using adaptive technology that enables him to use computers effectively. For example, Bill is soon to be assessed for the unit *ICTICT205 Design basic organisational documents using computing packages*. The terminal that he will use during assessment allows Bill to increase the font size and colour and select a background colour to suit his individual needs. He will answer questions about workplace health and safety verbally as an adjustment to his language and literacy needs.





Topic 4

In this topic you will learn how to:

- 4A Organise and provide evidence to the qualified assessor in a suitable format**
- 4B Actively seek feedback on the adequacy of evidence-gathering**
- 4C Document areas for improvement in collecting evidence**

Record and report findings

Organisations that are committed to promoting a learning culture and quality in assessment practice, regularly undertake an evaluation of assessment processes. Your first-hand experience in assisting candidates, implementing assessment instruments and complying with various systems, policies and procedures equip you to make a valuable contribution to the continuous improvement of assessment processes.

Evidence collected should also be evaluated during the assessment process as part of validating the assessment tool and in order to be fair to candidates. Although you may not be formally involved in the work of a validation panel, your feedback about the effectiveness of the tool and the nature and quality of evidence produced by assessment candidates may be important. It may flag an urgent review of the tool or provide proof that the tool produces good quality evidence.

You should also seek feedback from other people, including candidates and assessors, on your performance with regard to assessment. Use this feedback and your self-evaluations to reflect on your assessment practice and identify opportunities and strategies for improvement.

Direct observation

Evidence:

During an observation, the assessor or a third party watches the candidate performing a process or series of tasks to gather evidence.

How it can be collated and presented:

- ▶ The completed observation checklist should include:
 - name of the observation
 - location of assessment
 - unit of competency and benchmarking criteria
 - time of assessment
 - comments and specific examples of work performed by the candidate
 - any reasonable adjustment provided
 - name and signature of the person conducting observation.
- ▶ Supplementary evidence including journals, peer feedback summary, audiovisual recordings, photos or questioning must be clearly labelled and linked to the assessment requirements.

Written or verbal questioning

Evidence:

Questioning is an effective method for assessing required knowledge and may be used in conjunction with simulations, projects, observations or case studies.

How it can be collated and presented:

- ▶ There is a range of question types, including:
 - multiple choice
 - true/false
 - written short answer
 - interviews.
- ▶ Responses should be clearly recorded for each question and correctly labelled.
- ▶ Questions that were not attempted should be clearly identified.
- ▶ Any reasonable adjustment that was made should be noted.
- ▶ The name and signature of any person who acted as a scribe or interpreter during questioning should be recorded.
- ▶ You may be required to return the original list of questions (a question booklet, for example) to the assessor.

Meet the rules of evidence

The evidence presented for assessment must meet the rules of evidence in order for the assessor to make their assessment decision. The following table illustrates the types of evidence that would support the rules of evidence.

Rules of evidence	Evidence met rules	Evidence did not meet rules
Valid <ul style="list-style-type: none"> ▶ The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. 	<ul style="list-style-type: none"> ▶ Evidence covers foundation skills and knowledge evidence requirements. These are integrated with their practical application. ▶ Evidence is gathered on a number of occasions and in a range of contexts using different assessment methods. ▶ The assessment is aligned to the appropriate AQF level. 	<ul style="list-style-type: none"> ▶ Evidence is collected on only one occasion. For example, the candidate submits a report of a workplace project as the only evidence for the unit of competency. ▶ The evidence only partially addresses the assessment requirements. For example, evidence is gathered using observation of the candidate performing in a simulated workplace. The assessment activity does not collect evidence that the candidate is able to apply the required knowledge.
Sufficient <ul style="list-style-type: none"> ▶ The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner's competency. 	<ul style="list-style-type: none"> ▶ Evidence is provided of the learner's competence demonstrated across all aspects of the unit of competency and is demonstrated repeatedly. ▶ Supplementary evidence is provided where necessary. ▶ A third-party report is provided when the learner is observed performing a specific skill. 	<ul style="list-style-type: none"> ▶ Evidence is collected on only one occasion or the candidate performs tasks that only partially satisfy the assessment requirements of the unit of competency. For example, the candidate demonstrates they possess the required knowledge by completing a written quiz but are not observed using any specified foundation skills.

Summary

1. The assessor will provide instructions about the format to be used to present evidence for assessment. The method selected will reflect the assessment requirements of the unit of competency and the assessment context.
2. You should discuss with the candidate the strategies they are using to gather evidence, and tips on how to check their evidence, use their time more effectively and collate their evidence into a suitable format.
3. You have a responsibility to actively seek feedback from the assessor about the quality of the evidence in order to identify opportunities to improve your own contribution to assessment.
4. The training organisation will use an evaluation form to gather feedback from the candidate about all aspects of the assessment process. You should ask the assessor to share any relevant comments with you so you can improve your performance.
5. To develop an action plan or professional plan for improvement, you need to integrate the various pieces of feedback you have received about your own performance and the processes that were used to collect evidence.