

TAEASS301

Contribute to assessment

Trainer's and assessor's guide

Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

1.2 Resource quality assurance processes

Aspire's resources are developed with rigorous quality assurance (QA) practices in place.

The QA process includes four components that support VET sector requirements:

1. Independent external QA of Aspire resources is carried out by QA consultants who are not employed or subcontracted by Aspire for resource development and have no other involvement or interest in the operations of Aspire. These QA consultants have vocational competencies and current industry skills relevant to the unit and/or current knowledge and skills in vocational teaching and learning. QA consultants also hold either:
 - TAE40110 Certificate IV in Training and Assessment (or its successor)
 - a diploma or higher level qualification in adult education.
2. Aspire engages with relevant industry bodies to ensure its resources meet industry needs (as identified in each individual unit of competency). This involves networking on an ongoing basis with industry networks, peak bodies and/or employers, and obtaining their feedback on resource content and assessments.
3. Resources are also reviewed by various training organisations and learner groups prior to release, to obtain and address feedback concerning resource usability.
4. Aspire uses external writers and/or subject matter experts who have relevant qualifications to an appropriate level in the subject area of the unit and current knowledge and skills in vocational teaching and learning.

Section 2: Unit of competency information

2.1 Unit of competency

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Modification history

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to contribute to the assessment process.

It applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role, and for whom collecting the evidence for assessment is an adjunct to principal work responsibilities. The unit applies to those involved in collecting evidence for assessment against units of competency or accredited courses.

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

2.2 Unit of competency assessment requirements

Assessment Requirements for TAEASS301 Contribute to assessment

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence	<p>The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:</p> <ul style="list-style-type: none"> • clarifying the role to be taken during the assessment • clarifying the assessment plan with the qualified assessor, including agreement about: <ul style="list-style-type: none"> • what evidence will be collected • how the evidence will be collected • carrying out a minimum of three evidence-gathering activities and, on each occasion: <ul style="list-style-type: none"> • document evidence in a clear and concise manner • document feedback from others involved in the assessment • reporting findings to the qualified assessor, including an explanation of how the assessment meets the rules of evidence on each of the three occasions
Knowledge Evidence	<p>The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • competency-based assessment • the principles of assessment • the rules of evidence • the different purposes of assessment • the diversity of assessment contexts • different types of evidence • evidence-gathering methods • the purpose and features of assessment tools, and assessment plans • potential barriers and processes relating to evidence-gathering procedures, and assessment processes • the organisational policies and procedures relevant to this unit of competency

3.2 Learning mapping

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Unit of competency	Content	Activities
Element 1: Clarify role and responsibilities in the assessment process	Topic 1: Clarify role and responsibilities in the assessment process	n/a
1.1 Discuss and confirm the purpose of the assessment with relevant people	1A Discuss and confirm the purpose of the assessment with relevant people	1
1.2 Discuss and confirm benchmarks for assessment with the qualified assessor	1B Discuss and confirm benchmarks for assessment with the qualified assessor	2
1.3 Access, read and clarify assessment plan with the qualified assessor	1C Access, read and clarify assessment plan with the qualified assessor	3
1.4 Discuss and agree with the qualified assessor specific responsibilities in gathering evidence, and the types of evidence to be gathered	1D Discuss gathering evidence with the qualified assessor	4
Element 2: Confirm organisational arrangements for evidence gathering	Topic 2: Confirm organisational arrangements for evidence-gathering	n/a
2.1 Access and confirm relevant assessment system policies and procedures, organisational, legal and ethical requirements, and other relevant advice on assessment	2A Access and confirm assessment policies and procedures, requirements, and advice	5
2.2 Clarify the nominated assessment tools and methods for collecting evidence with the qualified assessor, to ensure that the procedures to be followed, and the instruments to be used are clear	2B Clarify assessment tools and methods for collecting evidence with the qualified assessor	6

3.3 Solutions – general guidance

Activities within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to activities presented in section 3.4 should serve as a reliable guide to the type of information that should be included in the learner's response.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

4.2 Assessment procedures

Contextualisation

Assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace
- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected
- forward contextualised resources to your training organisation's compliance manager for approval.

Reasonable adjustment

It is important that you take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Where candidates have disabilities, you should spend time with them learning about what modifications may need to be made to the assessment resources or approach to make them more accessible for the individual needs of each candidate.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

Information for candidates

Before candidates commence their assessment tasks, they should have been directed to review the information on assessment provided by your training organisation. Information that must be provided to candidates includes important information on the following:

- What is competency?
- The assessment process
- What is your assessor looking for?
- Workplace requirements
- Reasonable adjustment
- Description and details of assessment methods and tasks
- What is RPL?
- Third-party reports
- Appeals and re-assessments.

Candidates should not commence assessment tasks until they have read and understood this information.

Ensuring readiness for assessment complete

Before candidates begin to undertake assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The Aspire Assessment and RPL resource contains a self-assessment checklist that candidates should complete to confirm that they are ready to begin the assessment tasks and are confident that they have the skills and knowledge required to undertake them successfully.

Once the candidate has completed and is comfortable with their self-assessment, they are then ready to proceed to the assessment tasks.

Assessment overview

The assessment provided in Aspire's Assessment and RPL resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this assessment you must successfully complete the following assessment tasks.

All candidates must complete the following tasks	<ul style="list-style-type: none">• Part A – Portfolio of evidence You will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that will assist your assessor in determining your competency.• Part B – Questions You will demonstrate a sound knowledge of the unit requirements in your responses.• Part C – Observation* Your work performance will be documented while being observed by an assessor or a third party observer.
RPL candidates only	RPL candidates are required to submit evidence to validate and verify their previous experience and qualifications. This may be in addition to, or instead of, the specific evidence requirements outlined in Part A. Evidence requirements should be discussed with your assessor or RTO.

* Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that are observable and must be demonstrated.

4.3 Assessment mapping

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Unit of competency	Part A – Portfolio of evidence	Part B – Questions	Part C – Observation
Element 1: Clarify role and responsibilities in the assessment process			
1.1 Discuss and confirm the purpose of the assessment with relevant people	P1	Q1, Q2	
1.2 Discuss and confirm benchmarks for assessment with the qualified assessor	P1	Q4	
1.3 Access, read and clarify assessment plan with the qualified assessor	P1		O1
1.4 Discuss and agree with the qualified assessor specific responsibilities in gathering evidence, and the types of evidence to be gathered	P1	Q7, Q8	
Element 2: Confirm organisational arrangements for evidence gathering			
2.1 Access and confirm relevant assessment system policies and procedures, organisational, legal and ethical requirements, and other relevant advice on assessment	P3	Q9	
2.2 Clarify the nominated assessment tools and methods for collecting evidence with the qualified assessor, to ensure that the procedures to be followed, and the instruments to be used are clear	P2		

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	TAEASS301 <i>Contribute to assessment</i> , Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Portfolio of evidence	<input type="checkbox"/>
	Part B – Questions	<input type="checkbox"/>
	Part C – Observation	<input type="checkbox"/>
	RPL candidates only – RPL documentation: <ul style="list-style-type: none"> Trainer/assessor capability record Professional résumé Position description of current role 	<input type="checkbox"/>