TAEASS403 Participate in assessment validation

TAE Training and Education Training Package

Trainer and Assessor Guide

Written by Sandy Welton

Purpose of this Trainer and Assessor Guide

This Guide is designed to be used as a reference resource by the trainer/assessor during training and conducting the assessment.

It contains:

- All of the information and instructions to the candidate that are in the Assessment Task Workbook for this unit.
- Benchmark solutions for all of the assessment activities, together with guidance for the assessor on how to access relevant information using Internet searching and reference to legislative materials.
- A mapping summary which shows how each of the assessment tasks relate to the unit requirements.

The Assessment Task Workbook

The Assessment Task Workbook is for the candidate. It contains:

- Instructions for the candidate about the unit assessment requirements
- A verification form for the candidate to confirm that they have received and understood the assessment process and their right of appeal
- All of the assessment tasks
- Space for the assessor to give feedback to the candidate and to confirm whether the task was satisfactory
- A copy of the mapping summary in the Trainer/Assessor Guide.
- Final assessment form, for signing off by the assessor and the candidate

Assessor qualifications

Assessors must satisfy NVR/AQTF assessor requirements.

You (the assessor) should ensure that you:

- have the necessary training and assessment competencies as determined by the National Skills Standards Council or its successors; (*TAE40110 or its successors*)
- have the relevant vocational competencies at least to the level being delivered or assessed; (*hold this unit or have mapped your competencies to the unit and this has been approved by the RTO authorised officer*).
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
- continue to develop your vocational education and training (VET) knowledge and skills as well as your industry currency and trainer/assessor competence.

Adherence to the benchmarks

In order to ensure that the assessment process and outcome meets the principles of assessment and the rules of evidence, it is ESSENTIAL that you adhere to the benchmarks for assessment outlined in this Guide.

The benchmark solutions and information in this Guide are current as at the date shown in the footer. Statutory authority web sites and legislation may change.

You, the trainer/assessor, will need to maintain currency.

Reasonable Adjustment

If the candidate has special needs which require reasonable adjustments, then you, the assessor, must ensure that you have:

- Reviewed the unit requirements and determined that adjustments will not compromise the outcome.
- Determined the adjustments to be made, in consultation with the candidate and, if necessary, a specialist.
- Clearly documented the adjustments made as part of the assessment record, in sufficient detail to enable another qualified assessor to make a judgement of competency.
- Ensured that you protect the candidate's right to privacy and confidentiality in relation to any personal information such as medical conditions, and where personal information needs to be recorded, gained the candidate's consent in writing.

Recognition of Prior Learning and Credit Transfer

If the candidate currently holds qualifications or has relevant experience for this unit, then they must be offered the opportunity for RPL and not be required to undertake a full learning and assessment pathway.

Gap training and assessment may be required.

If the candidate holds an equivalent unit, then they are entitled to credit transfer. Refer to the unit information on the following page.

Safety

If at any time during the assessment process you consider that any person may be at risk, you must immediately **abort** the assessment session.

Australian Qualifications Framework

The candidate should demonstrate AQF level 4 criteria when completing the assessment tasks.

AQF level 4 criteria

Summary	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning
Knowledge	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: • complete routine and non-routine activities • provide and transmit solutions to a variety of predictable and sometimes unpredictable problems
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters

source: Australian Qualifications Framework May 2016

TAEASS403 Participate in assessment validation

Modification History

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

Application

This unit describes the skills and knowledge required to participate in an assessment validation process.

It applies to assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process.

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

Unit Sector

Assessment

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS403 Participate in assessment validation	TAEASS403B Participate in assessment validation	Updated to meet Standards for Training Packages. Revised performance criteria.	No equivalent unit

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to:
- the texts and tasks usually found in the workplace
- units of competency and other materials used in validation sessions.

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

Assessors of this unit must hold the TAE50116 Diploma of Vocational Education and Training or the TAE50111 Diploma of Vocational Education and Training or be able to demonstrate equivalence of competencies.

Assessment Task 1

This task requires you to demonstrate your knowledge of assessment validation

☆ Answer the following questions

Questions and Solutions

Assessor note:
The following questions ensure that the candidate has achieved the underpinning knowledge for this unit prior to attempting the assessment tasks. The questions are not intended to confirm the full depth of knowledge requirements. In-depth knowledge will be required to complete the tasks that follow.

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Assessment Criteria

Knowledge evidence

- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- how principles of assessment are addressed in validation
- how rules of evidence are addressed in validation
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.

Performance evidence

- clearly identifying ~~the purpose for each validation, and~~ the legal and ethical responsibilities of assessors

Assessment Task 2

This task requires you to prepare for validation.

Assessor note: The candidate must be provided with the following:
- *TAEASS403 Validation Template*
- *BSBWOR301 Work Priorities_RPL_U_AG_V1.0*
- *BSBWOR301 Work Priorities_RPL_U_CG_V1.0*

☆ Open the template TAEASS403 Validation Template

☆ SaveAs with the filename TAEASS403 Assessment 2

☆ Type your name in the header and the date in the footer.

☆ Read the following

You have been provided with an RPL assessment tool for BSBWOR301 Organise personal work priorities and development – consisting of a Candidate Guide and Assessor Guide.

This is the tool that you will validate in a meeting with your colleagues.

You will need to download the unit of competency and assessment requirements.

Then you will need to complete the Record of Validation document details, in preparation for the meeting.

This will include:

- Completing the details of the training package, unit and identifying the tool and its version number.

- Filling in the unit requirements in the mapping tool – which you will copy and paste from the unit of competency and assessment requirements you download.

You will also need to discuss with your assessor and/or colleagues any other documents, such as RTO policies and procedures that will need to be available at the validation meeting. These should be identified in the Record of Validation form.

☆ Complete the Record of Validation document details.

☆ Read the following

Before you attend the meeting, you need to review the assessment tool and map it – completing the mapping tool in the Record of Validation document.

NOTE: It is important that you re-map the tool without referring to the mapping summary in the assessor guide of the tool, or the internal mapping in the instruments.

When you meet with your colleagues, the first thing you will do is compare your individual mapping.

☆ Perform the mapping exercise.

Note, in the right hand (mapping) column enter one or more of:
- documentary evidence
- third party verification
- competency conversation

Solutions

Assessor note: The candidate should submit the assessment record form, correctly completed and ready to use at a validation meeting.
The candidate should also identify RTO policies and/or procedures such as:
- *Training and assessment strategy*
- *Legislative and quality system compliance for assessment (e.g. reasonable adjustment)*

Assessment Criteria

Performance criteria
- 1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures
- 1.2 Arrange materials for validation activities
- 1.3 Check all documents used in the validation process for accuracy and version control
- 1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence

Knowledge evidence
- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.

Performance evidence
- clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
- collating and presenting documentation for each validation in a logical manner

Assessment Task 3

This task requires you to participate in validation of an assessment tool and contribute to the validation outcome.

☆ Read the following

You now need to participate in a validation meeting to validate the RPL assessment tool for BSBWOR301 Organise personal work priorities and development.

If you are undertaking this course in a group training environment, this meeting can be held as a realistic simulated workplace activity with your fellow trainees, supervised by your qualified trainer/assessor.

If you are not in a group training environment, you will need to discuss options for convening a meeting with one or more colleagues, which can be supervised by your assessor.

You will need to gather the relevant documentation, which includes the Record of Validation document you created. You will also need the assessment tool. These should be printed, so that you can easily refer to them and make notes during the meeting.

☆ Convene and attend the validation meeting for the RPL assessment tool for BSBWOR301.

☆ Write the names of all participants on your copy of the Record of Validation form, together with the date of the meeting.

☆ Make a comparison of your mapping with that of the other participants and discuss any differences of opinion.

☆ Come to a final joint agreement on the mapping and write any changes on your copy of the Record of Validation form.

☆ Nominate one meeting participant to type the Record of Validation. This person will need to record the agreed mapping on the form. (This will become the final record of the meeting, which will be printed and signed by all participants).

☆ Discuss each of the key points in turn and come to a joint conclusion.
Note: Yes or no is insufficient comment. The comment must be typed, showing reasons for your joint conclusion.

☆ After all key points have been discussed, make a joint decision as to whether the tool is compliant. This should be recorded in the checkbox on the form.

☆ Then discuss opportunities for improvement.
If you found the tool non-compliant, recommendations for resolving the problem must be typed in a clear and concise manner.
If the tool was found compliant, discuss any ways that it can be improved and these should be documented on the form.

☆ The final typed form should then be printed as a record of the meeting.

☆ All participants must sign the form, which will form part of your evidence.

☆ Also submit your Record of Validation form, where you will have written notes during the meeting.

Solutions

Assessor note: You need direct evidence that the candidate has actively participated in the validation session, which will involve observation and/or supervision. You may elect to act as the chair of the meeting and lead assessor – as this will replicate a real work situation.

In relation to the RPL tool being validated, the tool is valid in most respects. However, it is missing an explanation to the candidate of the RPL process, their rights and responsibilities. This is often provided in a generic document used by the RTO for all RPL.

Assessment Criteria

Performance criteria
- 1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures
- 1.2 Arrange materials for validation activities
- 2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes
- 2.2 Apply principles of assessment and rules of evidence during validation sessions and activities
- 2.3 Check that context and conditions of assessment include clear instructions for assessor and candidate and relate directly to the assessment conditions of the relevant unit
- 2.4 Check that tasks to be administered to the candidate include clear and concise instructions and an outline of evidence requirements
- 2.5 Check that assessment decision-making rules and benchmarks, are clear and enable consistent outcomes
- 2.6 Check that recording mechanisms are clear and allow for sufficient information to be recorded
- 2.7 Review and use assessment maps to assist in determining validity of assessment instruments
- 3.1 Discuss validation findings to support improvements in the quality of assessment in a collective environment
- 3.2 Discuss, agree and record recommendations to improve assessment practice

Knowledge evidence
- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- how principles of assessment are addressed in validation
- how rules of evidence are addressed in validation
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.
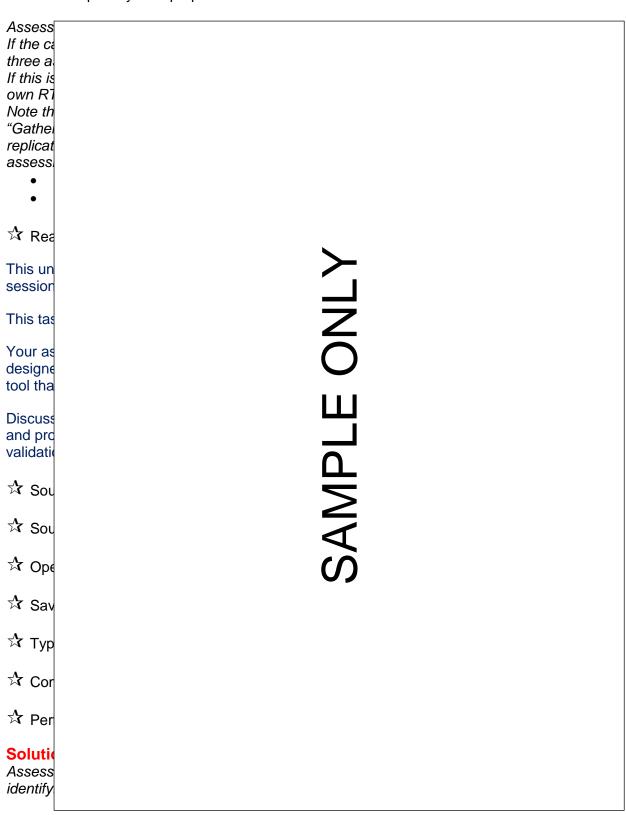
Performance evidence
- actively participating in a minimum of three validation sessions that address the critical aspects of validation
- clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
- collating and presenting documentation for each validation in a logical manner

- communicating and liaising with relevant people
- providing feedback and interpreting documentation in validation sessions
- recording their contribution to validation findings.

Assessment Task 4

This task requires you to prepare for validation.

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Assessment Criteria

Performance Criteria
- 1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures
- 1.2 Arrange materials for validation activities
- 1.3 Check all documents used in the validation process for accuracy and version control
- 1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence

Knowledge evidence
- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.
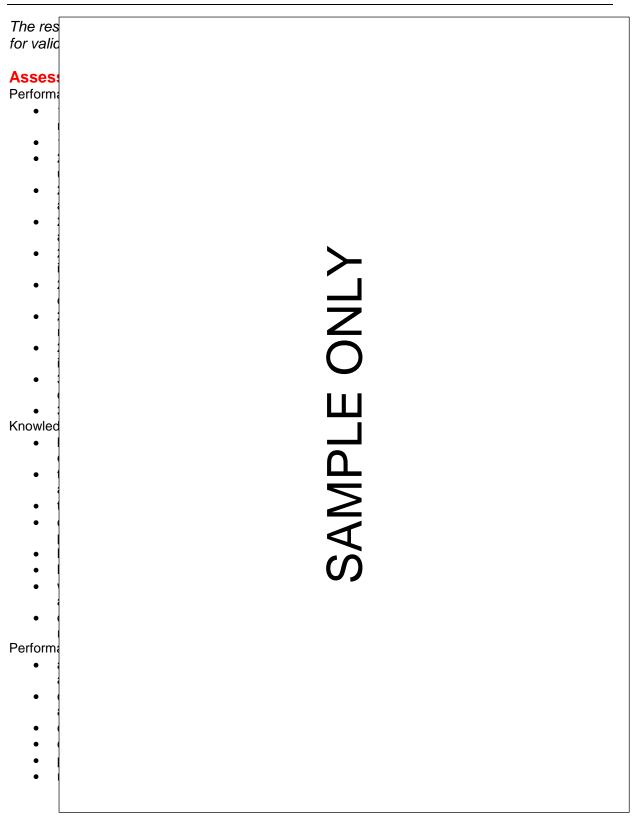
Performance evidence
- clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
- collating and presenting documentation for each validation in a logical manner
- communicating and liaising with relevant people

Assessment Task 5

This task requires you to participate in validation of an assessment tool and contribute to the validation outcome.

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Assessment Criteria

Performance Criteria

- 1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures
- 1.2 Arrange materials for validation activities
- 1.3 Check all documents used in the validation process for accuracy and version control
- 1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence

Knowledge evidence

- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.

Performance evidence

- clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
- collating and presenting documentation for each validation in a logical manner
- communicating and liaising with relevant people

Assessment Task 7

This task requires you to participate in validation of an assessment tool and contribute to the validation outcome.

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Summary Mapping

The following table maps the assessment tasks with the unit requirements. This is indicated with a tick.

TAEASS403 Participate in assessment validation		Assessment Task Number						
		1	2	3	4	5	6	7
Elements and Performance Criteria	**Foundation Skills**							
1. Prepare for validation								
1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures	Reading Writing Oral Communication Navigate the world of work Interact with others Get the work done		✓	✓	✓	✓	✓	✓
1.2 Arrange materials for validation activities	Get the work done		✓	✓	✓	✓	✓	✓
1.3 Check all documents used in the validation process for accuracy and version control	Reading Get the work done		✓		✓		✓	
1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence	Reading Oral Communication Get the work done		✓		✓		✓	
2. Participate in the validation of assessment tools								
2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes	Oral Communication Interact with others			✓		✓		✓
2.2 Apply principles of assessment and rules of evidence during validation sessions and activities	Oral Communication Interact with others			✓		✓		✓
2.3 Check that context and conditions of assessment include clear instructions for assessor and candidate and relate directly to the assessment conditions of the relevant unit	Reading Get the work done			✓		✓		✓
2.4 Check that tasks to be administered to the candidate include clear and concise instructions and an outline of evidence requirements	Reading Get the work done			✓		✓		✓
2.5 Check that assessment decision-making rules and benchmarks, are clear and enable consistent outcomes	Reading Get the work done			✓		✓		✓

TAEASS403 Participate in assessment validation		Assessment Task Number						
		1	2	3	4	5	6	7
2.6 Check that recording mechanisms are clear and allow for sufficient information to be recorded	Reading Get the work done			✓		✓		✓
2.7 Review and use assessment maps to assist in determining validity of assessment instruments	Reading Get the work done			✓		✓		✓
3. Contribute to validation outcomes								
3.1 Discuss validation findings to support improvements in the quality of assessment in a collective environment	Oral Communication Interact with others			✓		✓		✓
3.2 Discuss, agree and record recommendations to improve assessment practice	Writing Oral Communication Interact with others Get the work done			✓		✓		✓
Knowledge Evidence 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:								
KE 1. how to determine the evidence needed to demonstrate competence in a competency-based environment		✓	✓	✓	✓	✓	✓	✓
KE 2. the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment		✓	✓	✓	✓	✓	✓	✓
KE 3. the components of assessment tools		✓	✓	✓	✓	✓	✓	✓
KE 4. critical aspects of validation, including validation of assessment processes, methods and products		✓	✓	✓	✓	✓	✓	✓
KE 5. how principles of assessment are addressed in validation		✓		✓		✓		✓
KE 6. how rules of evidence are addressed in validation		✓		✓		✓		✓
KE 7. work health and safety legislation, codes of practice, standards and guidelines that impact on assessment		✓	✓	✓	✓	✓	✓	✓
KE 8. obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.		✓	✓	✓	✓	✓	✓	✓
Performance Evidence The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:								
PE 1. actively participating in a minimum of three validation sessions that address the critical aspects of validation				✓		✓		✓
PE 2. clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors		✓	✓	✓	✓	✓	✓	✓

TAEASS403 Participate in assessment validation	Assessment Task Number						
	1	2	3	4	5	6	7
PE 3. collating and presenting documentation for each validation in a logical manner		✓	✓	✓	✓	✓	✓
PE 4. communicating and liaising with relevant people			✓	✓	✓	✓	✓
PE 5. providing feedback and interpreting documentation in validation sessions			✓		✓		✓
PE 6. recording their contribution to validation findings.			✓		✓		✓