

**TAEASS403 Participate in assessment
validation**

Assessment Task Workbook

**Candidate
Name:**

**Student
No**

Written by Sandy Welton
www.trainingresourcesrto.com.au

Instructions to Trainee

This Assessment Task Workbook has been designed to guide you through providing evidence that demonstrates your competency in the unit:

TAEASS403 Participate in assessment validation

Application of the unit

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.

Unit requirements

The unit requirements are shown in the table at the end of this Assessment Task Workbook.

The Learning and Assessment process

Your Trainer/Assessor will support you throughout the learning and assessment process.

Your Trainer/Assessor will give you:

- This Assessment Task Workbook, which contains:
 - information to help you research information and develop your knowledge
 - assessment tasks for you to complete
- A Learning Guide which you can refer to during and after the course.

If at any time during the learning and assessment process, your Trainer/Assessor considers that the safety of any person is at risk they will **abort** the session.

Assessment Task 1

This task requires you to demonstrate your knowledge of assessment validation

☆ Answer the following questions

Questions

1. How do you describe the purpose of assessment validation?		Describe
2. What are the key elements of assessment validation?		
3. What are the key elements of assessment validation?		
4. Under what circumstances should assessment validation be conducted?		
5. What are the key elements of assessment validation?		
6. The Commission has identified a number of key principles, which are listed in the table below. Describe the purpose of each principle and how it relates to the assessment process.		Principles, describe the purpose of each principle and how it relates to the assessment process.
7. Download the assessment validation checklist from the Commission's website. Describe how you would use the checklist to assess the quality of an assessment process.		Describe how you would use the checklist to assess the quality of an assessment process.

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Assessor Comments / Feedback

(tick where demonstrated)

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

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

Assessment Task 2

This task requires you to prepare for validation.

- ☆ 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

Assessor Comments / Feedback

(tick where demonstrated)

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

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

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.

Assessor Comments / Feedback

(tick where demonstrated)

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.

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

Assessment Task 4

This task requires you to prepare for validation.

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Assessor Comments / Feedback

(tick where demonstrated)

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

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

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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Assessor Comments / Feedback

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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.

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

Assessment Task 6

This task requires you to prepare for validation.

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Assessor Comments / Feedback

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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

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

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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Assessor Comments / Feedback

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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.

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

Assessment Checklist <i>to be completed by the Candidate and Assessor prior to final (summative) assessment</i>							
Candidate name		Student Number					
Unit	TAEASS403 Participate in assessment validation						
Assessor name							
Candidate Assessment Declaration <i>(tick the relevant box)</i>							
The purpose and outcomes of the assessment have been explained to me		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
I have received information about the unit of competency and understand the evidence requirements		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
I agree to the assessment process		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
The appeals system has been explained to me		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
I have informed my assessor of any special needs that may need to be considered during the assessment		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>		
Candidate signature			Date				
Assessor comments <i>(tick the relevant box)</i>							
RPL / accelerated progression required				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Language / Literacy / Numeracy support required				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Any other special needs <i>(describe in the space below)</i>				Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Assessor signature				Date			

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			✓		✓		✓

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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			✓		✓		✓

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TAEASS403 Participate in assessment validation	Assessment Task Number						
	1	2	3	4	5	6	7
PE 2. clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors	✓	✓	✓	✓	✓	✓	✓
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.			✓		✓		✓

Summative Assessment Record

Candidate Name		Student No	
Unit of Competency	TAEASS403 Participate in assessment validation		

Assessments	Date of assessment	Satisfactory	Assessor Signature
Assessment Task 1		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 2		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 3		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 4		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 5		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 6		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Assessment Task 7		Yes <input type="checkbox"/> No <input type="checkbox"/>	

Assessor's Comments

Competent Not Yet Competent Re-assessment required

ASSESSOR NAME (PLEASE PRINT)	ASSESSOR SIGNATURE	DATE

I intend to lodge an appeal on the above decision		Yes <input type="checkbox"/> No <input type="checkbox"/>
Candidate signature	Date	