

# **TAEASS403 Participate in assessment validation**

## **Recognition of Prior Learning Assessor Guide**



## **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.

## Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7	Analyses and interprets relevant policies and procedures, benchmarks and validation materials
Writing	1.1, 3.2	Records key information from the validation process accurately to meet requirements
Oral Communication	1.1, 1.4, 2.1, 2.2, 3.1, 3.2	Communicates with others to confirm approaches, exchange ideas and information, articulate opinions, and reach agreement with others, using suitable tone, style and language
Navigate the world of work	1.1	Identifies, confirms and takes responsibility for adherence to policies and procedures
Interact with others	1.1, 2.1, 2.2, 3.1, 3.2	Collaborates with others and contributes to activities requiring joint responsibility and accountability
Get the work done	1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2	Organises and prioritises work commitments with a sense of what is achievable within the timeframe Uses analytical processes in non-routine situations gathering information, and identifying and evaluating options against agreed criteria

## Mapping Matrix

The Performance Criteria, Knowledge and Performance Evidence for this unit are listed in the Mapping Matrix at the end of this document.

Use the Mapping Matrix to record your analysis of the evidence, as it is gathered.

The Mapping Matrix will assist you in identifying when evidence is sufficient.

Note that the Performance Evidence for this unit states:

If a specific volume or frequency is not stated, then evidence must be provided at least once.
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## **Documentary Evidence Instrument**

### **Information for the Assessor**

This Documentary Evidence Instrument contains a list of suggested documentary evidence that the candidate may be able to provide in relation to this unit of competency.

The list of suggested documentary evidence is also provided in the Candidate RPL Guide, to assist the candidate in gathering their evidence.

The suggested document instrument is internally mapped in the left hand column.

When the candidate provides a document which corresponds to the suggested list, you (the assessor) should:

- tick the Copy column if the candidate has provided a copy; or
- tick the Sighted column if you have sighted the document and no copy has been retained by you; and
- describe the document or make other comments in the Comments column

The table has additional rows for you to add any other documentary evidence. You will need to map these documents.

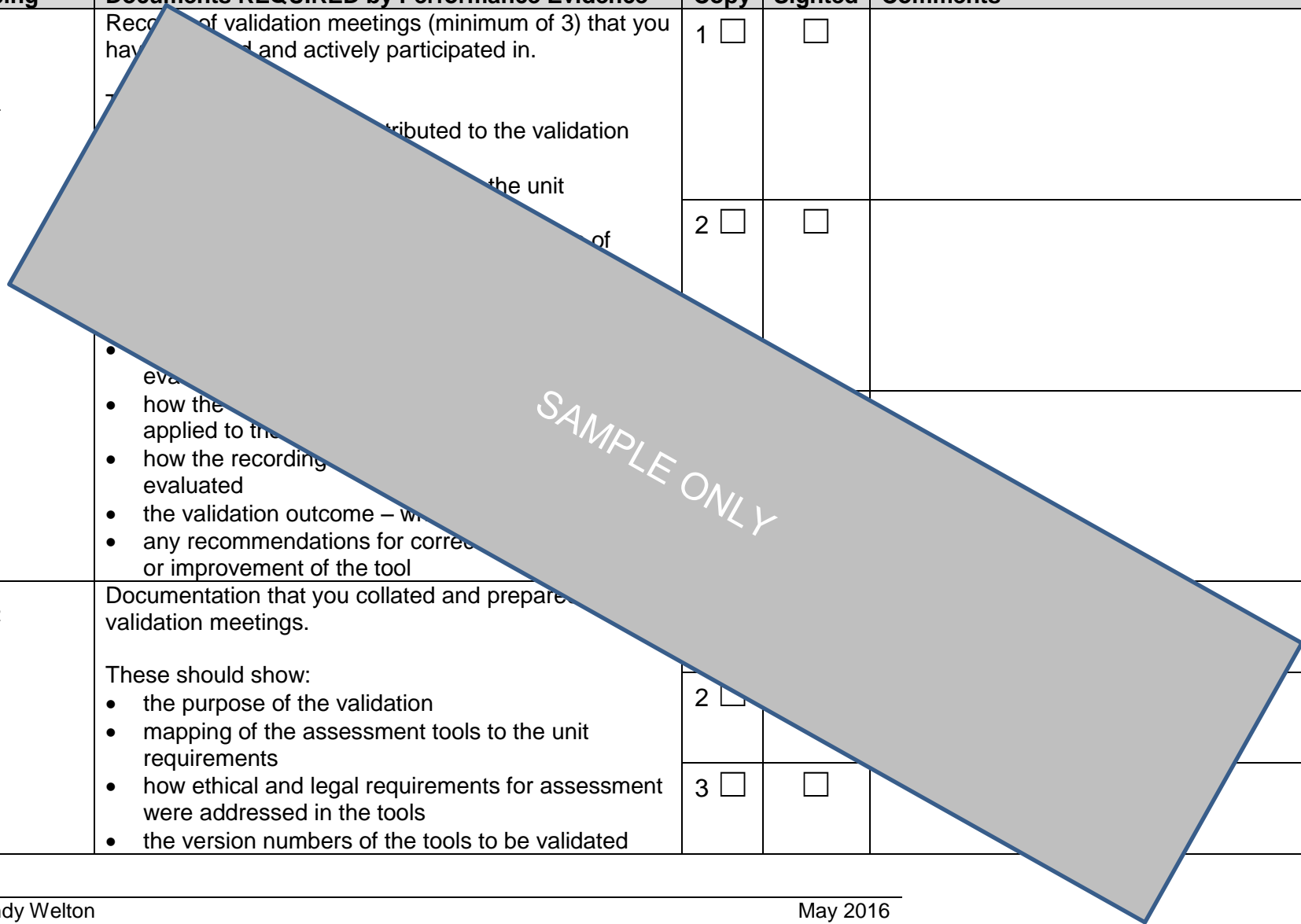
A Mapping Matrix is at the end of this document. It has a separate column for each of the instruments in this RPL Tool. The column to use for this instrument is the Documentary Evidence column. Tick the checkbox where mapping coincides.

**Assessor note:**

Performance evidence for this unit requires certain documentary evidence. This is shown as required in the list on the next page.

**RPL Assessor Guide**  
**Unit: TAEASS403 Participate in assessment validation**

Mapping	Documents REQUIRED by Performance Evidence	Copy	Sighted	Comments
PE 1 PE 4 PE 5 PE 6 PC 1.4 PC 2.1	Records of validation meetings (minimum of 3) that you have held and actively participated in.	1 <input type="checkbox"/>	<input type="checkbox"/>	
	<ul style="list-style-type: none"> <li>how the validation was contributed to the validation</li> <li>the unit</li> <li>of</li> </ul>	2 <input type="checkbox"/>	<input type="checkbox"/>	
PE 3 PC 1.2	<ul style="list-style-type: none"> <li>• how the validation was evaluated</li> <li>• how the validation was applied to the unit</li> <li>• how the recording was evaluated</li> <li>• the validation outcome – with</li> <li>• any recommendations for correction or improvement of the tool</li> </ul>			
	Documentation that you collated and prepared for validation meetings.	2 <input type="checkbox"/>		
	These should show: <ul style="list-style-type: none"> <li>• the purpose of the validation</li> <li>• mapping of the assessment tools to the unit requirements</li> <li>• how ethical and legal requirements for assessment were addressed in the tools</li> <li>• the version numbers of the tools to be validated</li> </ul>	3 <input type="checkbox"/>	<input type="checkbox"/>	



**RPL Assessor Guide**  
**Unit: TAEASS403 Participate in assessment validation**

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Mapping	Suggested documentary evidence	Copy	Sighted	Comments
PC 1.1	Organisational policies and procedures relating to the validation system, purpose, context and scope	<input type="checkbox"/>	<input type="checkbox"/>	

.....  
Assessor Signature

Date

## Third Party Verification Instrument

The Candidate's Guide for this unit contains a form for 2 third parties to complete. The candidate should print the form and submit the completed form, which must be signed by the assessor. The form contains mapping to assist you in analysing responses.

Use the form for you to record the evidence provided.

The assessor must authenticate this evidence.

The form is a separate document. It has a separate column for each of the third parties. The column to use for this instrument is the TP Verification column. The column coincides.

### Comments for analysis

Candidate Name	Assessor Name	
TP 1 Name	TP 1 Name	
TP 1 Position	TP 1 Position	
Comments of Assessor		
SAMPLE ONLY		
Method of authenticating evidence from TP 1		
Comments of Assessor in relation to response from TP 1		
Method of authenticating evidence from TP 2		

.....  
 Assessor Signature

.....  
 Date



## **Competency Conversation Instrument**

This instrument contains the broad questions to commence the competency conversation, together with supplementary questions to draw out and focus the candidate's responses. You may need to ask further questions, contextualised to the candidate's work environment and experience.

The RPL Candidate Guide for this unit contains the broad questions and hints that relate to the supplementary questions. This should enable the candidate to prepare for your meeting.

Use this instrument during the meeting with the candidate. Make notes during the meeting in the space provided.

Each of the supplementary questions is mapped so as to assist you in analysing the evidence provided. Benchmark responses are provided to guide the assessment process and comply with the Principle of Reliability.

A Mapping Matrix is at the end of this document. It has a separate column for each of the instruments in this RPL Tool. The column to use for this instrument is the Competency Conversation column. Tick the checkbox where mapping coincides.

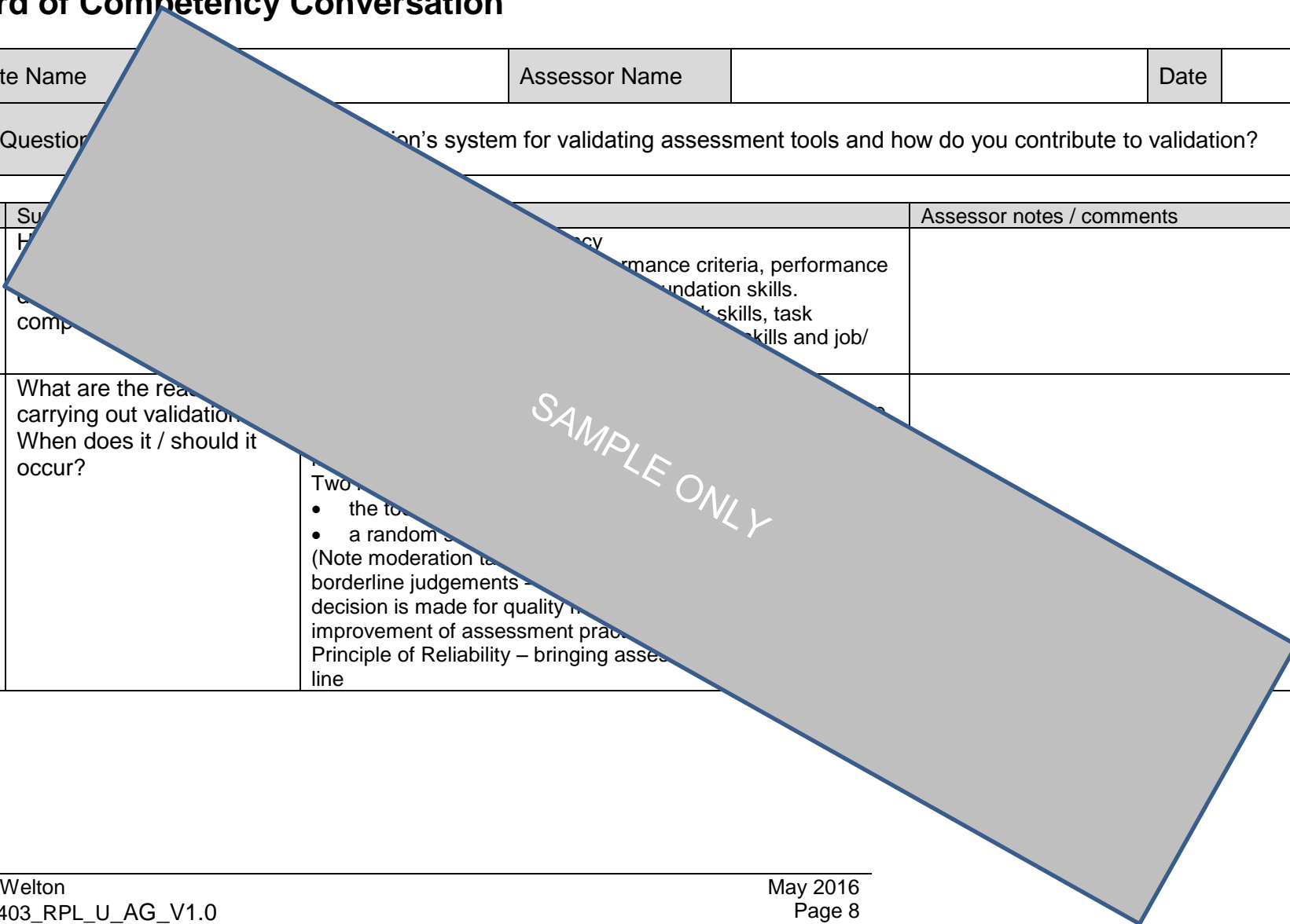
Note: Although questioning can support evidence of performance, it is insufficient alone. Documentary evidence or Third Party Verification is also needed.

## Record of Competency Conversation

Candidate Name	Assessor Name	Date	
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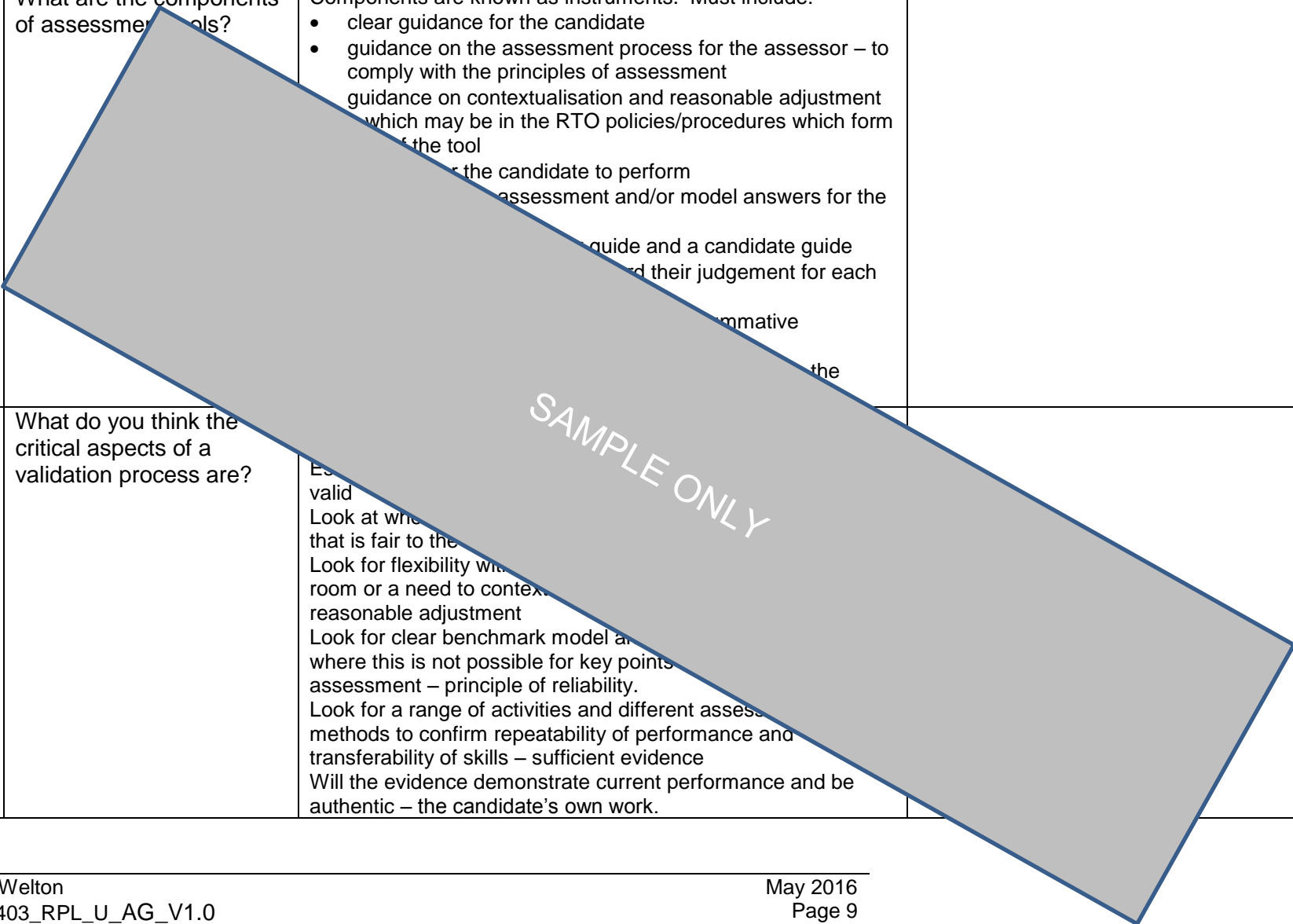
Primary Question	What is your organisation's system for validating assessment tools and how do you contribute to validation?
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Mapping	Sub	Assessor notes / comments
KE 1	<p>Performance criteria, performance                      foundation skills.                      task skills, task                      skills and job/</p>	
KE 2	<p>What are the reasons for                      carrying out validation?                      When does it / should it                      occur?</p> <p>Two                      • the tool                      • a random                      (Note moderation to                      borderline judgements –                      decision is made for quality                      improvement of assessment prac                      Principle of Reliability – bringing asses                      line</p>	



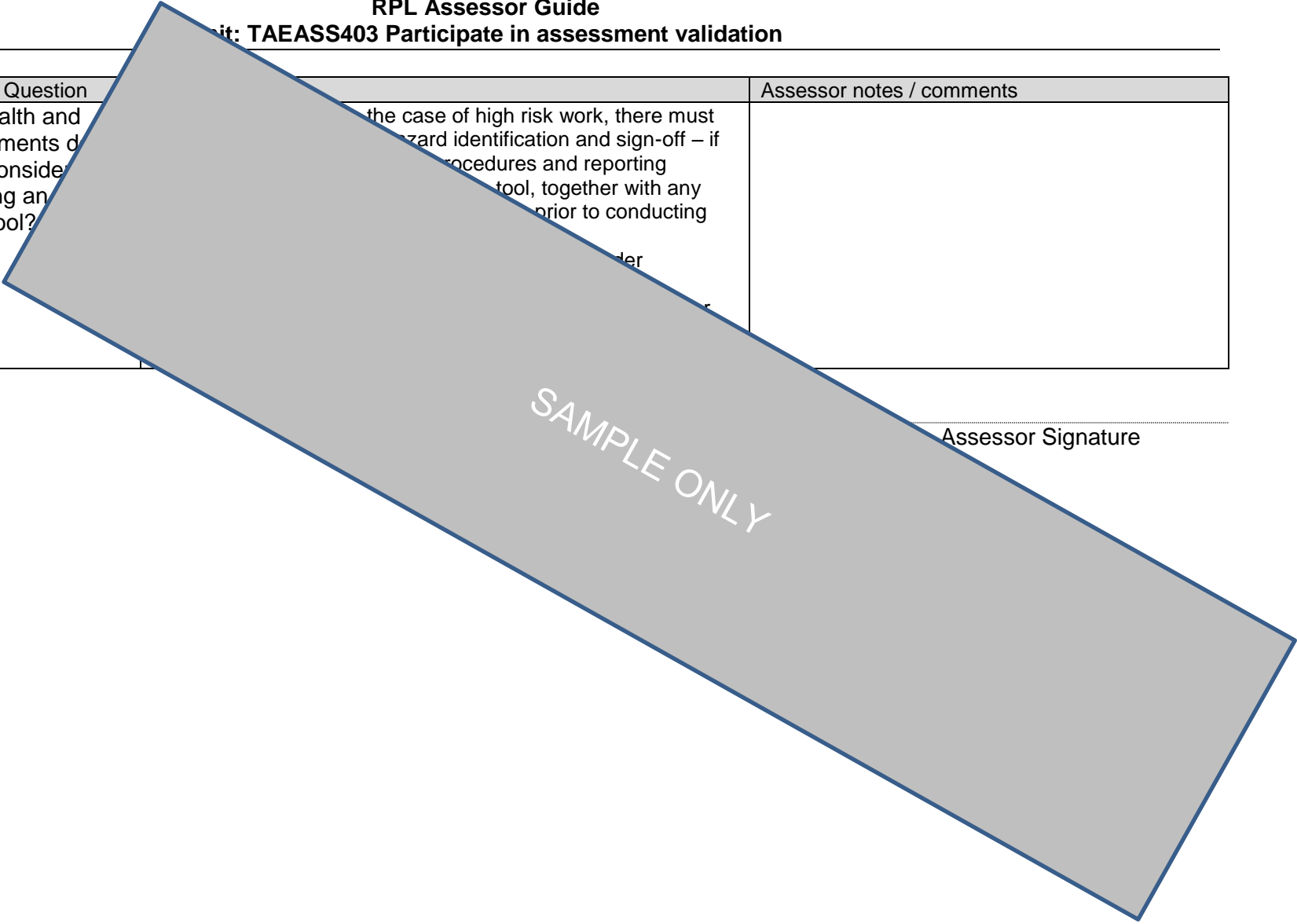
**RPL Assessor Guide**  
**Unit: TAEASS403 Participate in assessment validation**

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
KE 3	What are the components of assessment tools?	Components are known as instruments. Must include: <ul style="list-style-type: none"> <li>• clear guidance for the candidate</li> <li>• guidance on the assessment process for the assessor – to comply with the principles of assessment</li> <li>• guidance on contextualisation and reasonable adjustment which may be in the RTO policies/procedures which form part of the tool</li> <li>• a candidate guide for the candidate to perform the assessment and/or model answers for the assessment</li> <li>• an assessor guide and a candidate guide</li> <li>• a marking scheme and their judgement for each assessment</li> <li>• a summative assessment</li> <li>• the</li> </ul>	
KE 4 KE 5 KE 6	What do you think the critical aspects of a validation process are?	Essential for a valid assessment process Look at who is involved in the process that is fair to the candidate Look for flexibility with the process room or a need to contextualise and reasonable adjustment Look for clear benchmark model answers where this is not possible for key points of assessment – principle of reliability. Look for a range of activities and different assessment methods to confirm repeatability of performance and transferability of skills – sufficient evidence Will the evidence demonstrate current performance and be authentic – the candidate's own work.	



**RPL Assessor Guide**  
**Unit: TAEASS403 Participate in assessment validation**

Mapping	Supplementary Question	Assessor notes / comments
KE 7	What work health and safety requirements do you need to consider when validating an assessment tool?	In the case of high risk work, there must be hazard identification and sign-off – if procedures and reporting tool, together with any prior to conducting

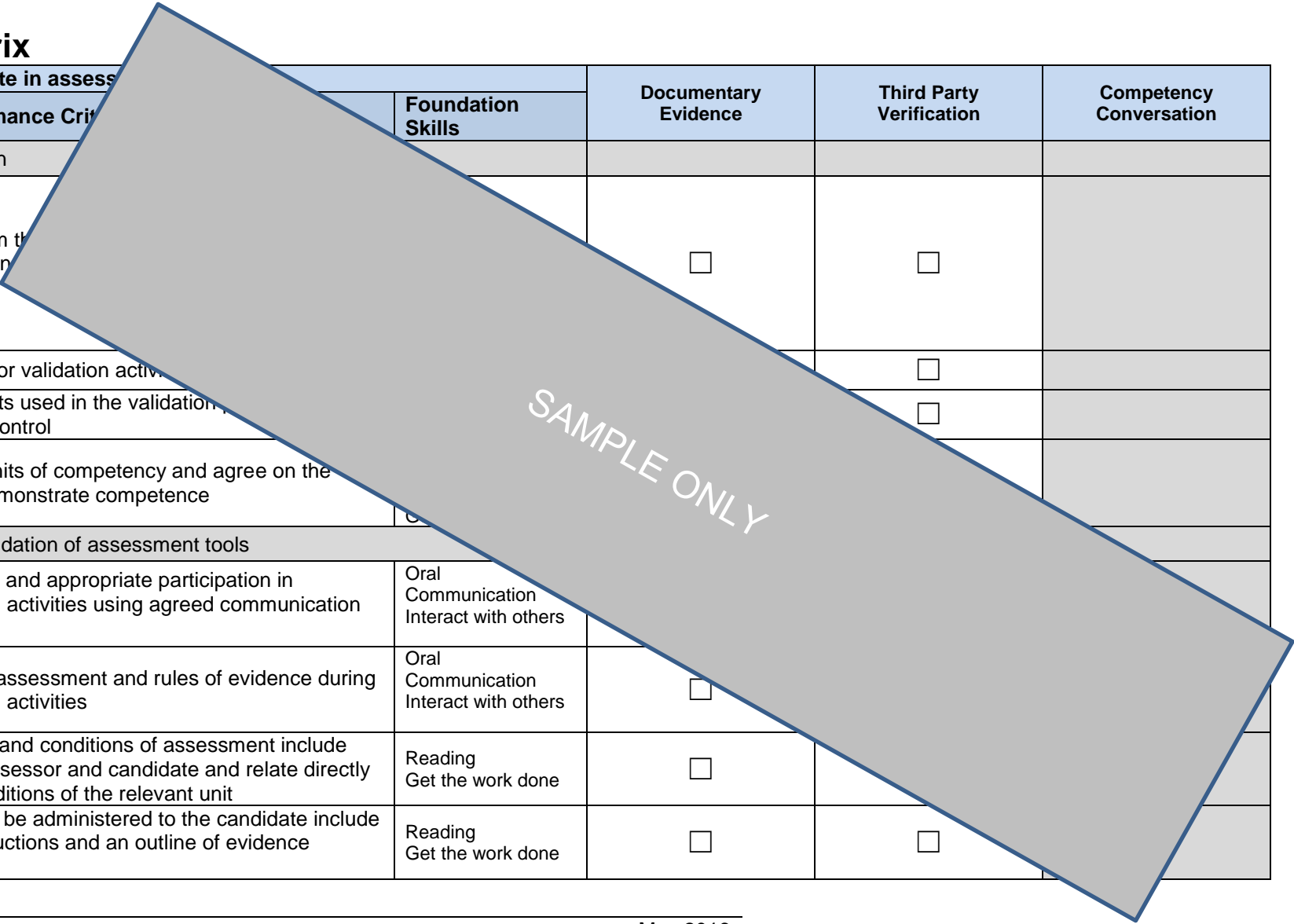


Assessor Signature

**RPL Assessor Guide**  
**Unit: TAEASS403 Participate in assessment validation**

### Mapping Matrix

TAEASS403 Participate in assessment validation		Documentary Evidence	Third Party Verification	Competency Conversation
Elements and Performance Criteria	Foundation Skills			
<b>1. Prepare for validation</b>				
1.1 Discuss and confirm the validation process within the unit and procedures		<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Arrange materials for validation activities			<input type="checkbox"/>	
1.3 Check all documents used in the validation for accuracy and version control			<input type="checkbox"/>	
1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence				
<b>2. Participate in the validation of assessment tools</b>				
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	<input type="checkbox"/>		
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	<input type="checkbox"/>		
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	<input type="checkbox"/>	<input type="checkbox"/>	



**RPL Assessor Guide**  
**Unit: TAEASS403 Participate in assessment validation**

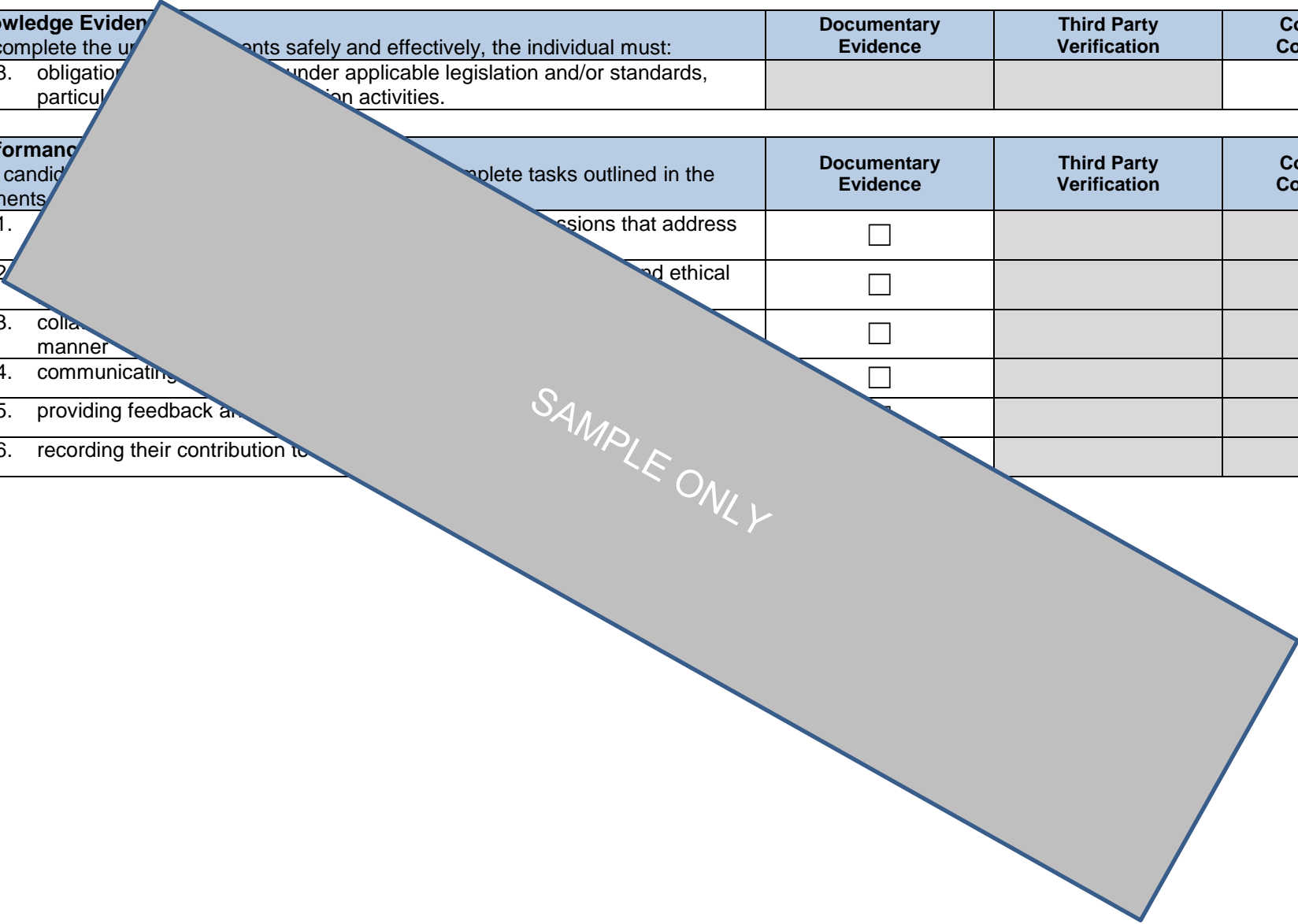
TAEASS403 Participate in assessment validation		Documentary Evidence	Third Party Verification	Competency Conversation
Elements and Performance Criteria	Foundation Skills			
2.5 Check that assessment decision-making rules and benchmarks, and assessment systems are able to produce consistent outcomes	Reading Get the work done	<input type="checkbox"/>	<input type="checkbox"/>	
2.6 Check that assessment systems are clear and allow for sufficient input	Reading Get the work done	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Review assessment systems to assist in determining validity of assessment	Reading Get the work done	<input type="checkbox"/>	<input type="checkbox"/>	
3. Complete assessment validation				
3.1 Discuss, and agree, the assessment process	Oral Communication Interact with others	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Discuss, and agree, the assessment process		<input type="checkbox"/>	<input type="checkbox"/>	

Knowledge Evidence		Third Party Verification	Competency Conversation
To complete the unit requirements satisfactory evidence is required to demonstrate that the candidate can:			
KE 1.	how to determine the evidence needed in a competency-based environment		<input type="checkbox"/>
KE 2.	the reasons for carrying out validation and the actions that may be appropriate before, during and after validation		<input type="checkbox"/>
KE 3.	the components of assessment tools		<input type="checkbox"/>
KE 4.	critical aspects of validation, including validation of assessment methods and products		<input type="checkbox"/>
KE 5.	how principles of assessment are addressed in validation		<input type="checkbox"/>
KE 6.	how rules of evidence are addressed in validation		<input type="checkbox"/>
KE 7.	work health and safety legislation, codes of practice, standards and guidelines that impact on assessment		<input type="checkbox"/>

**RPL Assessor Guide**  
**Unit: TAEASS403 Participate in assessment validation**

Knowledge Evidence	Documentary Evidence	Third Party Verification	Competency Conversation
To complete the unit safely and effectively, the individual must:			
KE 8. obligation under applicable legislation and/or standards, particularly on activities.			<input type="checkbox"/>

Performance Elements	Documentary Evidence	Third Party Verification	Competency Conversation
PE 1. complete tasks outlined in the			
PE 1. discussions that address	<input type="checkbox"/>		
PE 2. and ethical	<input type="checkbox"/>		
PE 3. collaborate in a	<input type="checkbox"/>		
PE 4. communicating	<input type="checkbox"/>		
PE 5. providing feedback and			
PE 6. recording their contribution to			



## Summative Assessment

Once the documentary evidence, third party verifications and competency conversation are completed, analysed and mapped, you should have sufficient information to make a judgement as to whether the candidate has demonstrated competency in this unit.

For Knowledge Evidence, the Competency Conversation alone is sufficient, although it may be supported with documentary evidence. A third party, unless they are a qualified assessor, is not in a position to confirm knowledge.

## Practical Activities

If there are gaps, then you will need to make a judgement whether the candidate can provide evidence by completing a practical activity. In this case, use the learning and assessment pathway Trainer/Assessor Guide for this purpose. All tasks are mapped and this should enable you to select one or more assessment tasks to bridge the gap.

Once the tasks are selected, extract them from the learning and assessment pathway Assessment Task Workbook and place them in a separate document.

**NOTE: Documentary evidence of actively participating in a minimum of three validation sessions is a requirement for assessment of competency. This involves collating and presenting information for the validation meetings.**

The Mapping Summary has deliberately not mapped third party verification to Performance Evidence, as this will be indirect supplementary evidence. TP verification is therefore only mapped to Performance Criteria. Documentary evidence that meets the requirements of the Performance Evidence will also address Performance Criteria (see mapping).

The competency conversation is only mapped to Knowledge Evidence. It does not provide evidence of performance.

If the candidate is unable to supply the documentary evidence, then it is recommended they complete selected assessment tasks in the learning and assessment pathway Assessment Task Workbook.

**TAEASS403B Participate in assessment validation is NOT EQUIVALENT**, and can only be used to support evidence of competency. The candidate must demonstrate currency in participating in assessment validation.

## Gap Training

If you have identified gaps in knowledge and skills (as opposed to evidence) then you will need to provide gap training and assessment. Again, you should use the relevant sections of the resources for the learning and assessment pathway.



## Summative Assessment Record

Candidate Name		Student No	
Unit of Competency	<b>TAEASS403 Participate in assessment validation</b>		

Assessor's Comments and Feedback to the Candidate

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	