

**SAMPLE
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TAEASS501 Provide advanced assessment practice

Assessment Task Workbook

Candidate Name:		Student No	
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Instructions to Trainee

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

TAEASS501 Provide advanced assessment practice

Application of the unit

This unit describes the skills and knowledge required to lead assessment processes as a part of a continuous improvement strategy among a group of assessors within a Registered Training Organisation (RTO).

It applies to experienced assessors who provide leadership, or guidance to others, who conduct assessments for an RTO.

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 provide evidence of undertaking the assessment of 20 different candidates.

★ Read the following

The Performance Evidence for this unit of competency requires:

- undertaking the assessment of at least 20 individual candidates, against at least one unit of competency
- assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.
- accurately documenting the outcomes of all assessments undertaken

As an experienced assessor, you will have assessed many candidates. You will need to gather the records of 20 individuals you assessed recently (within the last 12 months). For these individuals, you will have assessed competency in more than one unit. Altogether, you need to submit 50 assessment records.

Note that these records should be submitted as you would for a validation meeting. Therefore, the information identifying the candidate should be blanked out to protect their privacy.

The records of assessment must be clearly documented in a way that will enable your assessor to validate your assessment judgement. Some assessments may be through a learning and assessment pathway or RPL, or a combination of both.

★ Submit the evidence to your assessor

Assessor Comments / Feedback

(to be demonstrated)

Performance criteria

- investigate and implement a range of assessment methods, in order to meet the requirements of related unit or units of competency
- design, create and implement a range of assessment tools to meet the context requirements of different candidates

Performance evidence

- undertaking the assessment of at least 20 individual candidates, against at least one unit of competency
- assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.
- accurately documenting the outcomes of all assessments undertaken

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

Assessment Task 2

This task requires you to critically review the assessment processes, the approaches taken and reflect upon opportunities for improvement.

- ☆ Create a Word document with the filename TAEASS501 Assessment 2
- ☆ Type your name in the header and the date in the footer
- ☆ In a table on the following page, list all of the assessments that you submitted in Task 1, including:
 - date of assessment
 - unit of competency (or cluster of units of competency) – code and name
 - AQF level
 - pathway (RPL or learning and assessment)
- ☆ On the following page, type a report in the following structure:

Assessment system

Describe your RTO's assessment system including

- how assessment processes are planned, including assessment strategies and assessment plans
- the documentation which is accessed at each stage of the assessment process by the assessor and how it is accessed (e.g. the technology used)
- the documentation which is accessed at each stage of the assessment process by the candidate (e.g. whether handed to the candidate or provided using technology)
- the RTO's policies and procedures for assessment, with a summary of their contents
- how the assessment system is administered and reported – and the personnel involved
- the assessment records that are retained and how they are retained
- the RTO's appeals mechanism and how this is communicated to the candidate

Assessment tools

Describe the assessment tools that you used in conducting the assessments that you submitted in task 1. Include:

- the origin of the tool – whether in-house or purchased
- your role, if any, in the development of the tool
- how and when the tool was last validated and your role in the validation of the tool
- a description of each of the instruments in the tool, including the assessment methods
- a copy of the mapping summary for the tool
- an overview of how the tool ensures compliance with the Principles of Assessment
- a description of how the tool confirms all four Dimensions of Competence
- a description of how the tool confirms repeatability of performance
- a discussion of whether (or how) the tool was contextualised for the client, and reasons why the tool was not contextualised
- the work health and safety considerations in administering the tool

Recommendations for improvement

Discuss your experience of conducting assessment and identify at least one area for improvement that you identified in the past 12 months and communicated as a result of your experience. Describe how the improvement was implemented and your evaluation of its

Success. Include the different roles of the personnel who were involved in implementing the improvement.

Assessor Comments / Feedback
<p>(tick where demonstrated)</p> <p>Performance evidence</p> <ul style="list-style-type: none"> • 2.1 Develop, create and implement a range of assessment methods, in order to meet the requirements of related unit or units of competency • 2.2 Investigate and implement a range of assessment tools to meet the context requirements of different candidates • 4.1 Systematically monitor the assessment processes and activities of the assessor group • 4.2 Propose and implement improvements to assessment approaches <p>Knowledge evidence</p> <ul style="list-style-type: none"> • reporting of competency based assessment • the interpretation of units of competency and other related assessment information, to determine the evidence needed to demonstrate competency, including: <ul style="list-style-type: none"> ○ the dimensions of competency ○ all components of a national training package • system requirements for assessment • the organisation's assessment system policies and procedures • different assessment methods, purposes and applications • appeals mechanisms within the organisation • different types of assessment tools, what tools work for what types of evidence, what the characteristics are of well-constructed assessment tools • the principles of assessment and how they guide assessment, validation, and appeals processes • assessment strategies, assessment plans and their components • applications of technology to improve or assist in quality assessment • the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process • strategies that ensure that the assessment process is transparent and credible • providing accurate information • duty of care under common law • compliance with system requirements <p>Performance evidence</p> <ul style="list-style-type: none"> • critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.
<p>Assessor initials:</p> <p>Date:</p> <p>Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/></p>

Assessment Task 3

This task requires you to demonstrate building the skills and experience of the assessor group.

★ Read the following

You are required to demonstrate leading a team of at least 3 assessors in order to improve assessment processes and outcomes.

This will involve research and accessing current research on assessment from sources such as ASQA and NCV R.

You will then need to develop a professional development (training) session and deliver it to the assessor team. Your assessor must directly observe this session, which may be face to face or via electronic means such as a video.

This will involve documenting:

- a Power Point presentation
- handouts for the assessor team
- a feedback form for the participants to complete

★ Create a Word document with the filename TAEASS501 Assessment 3

★ Type your name in the header and the date in the footer

★ Type the heading **Notes for PD Session.**

★ Research and document your notes in relation to the following

NOTE: Where you quote from a source, you must state the source, which may be the web site address, title of the publication and date accessed. This document will need to be submitted to your assessor to demonstrate the research you conducted.

- The reasons why VET is a competency based system and its importance to Australia's economic viability.
- How assessors must comply with legislation, the RTO Standards and ethical practices
- The history of changes to the Cert IV Training and Assessment, including:
 - BSZ40198 Certificate IV in Workplace Training and Assessment
 - TAA40104 Certificate IV in Training and Assessment
 - TAE40110 Certificate IV in Training and Assessment
 - TAE40116 Certificate IV in Training and Assessment
- Why trainer/assessors must ensure they continuously maintain currency in their vocational area of expertise and in their trainer/assessor qualification.

★ Develop the Power Point and handouts – aiming for a 20 minute presentation and 10 minute question time.

★ Develop or source a feedback form for all the participants to complete at the end of the professional development session.

★ Deliver the training session to your colleagues, observed by your assessor in the manner agreed.

Your assessor will complete the observation form below as they observe the session.

Hint: If you read the observation form, it will indicate what you need to demonstrate.

- ★ Submit the following:
 - TAEASS501 Assessment 3 – your research notes
 - The Powerpoint presentation
 - The handouts to the participants
 - The completed feedback forms from the participants

Observation form for Assessor to complete

Candidate name	Date observed
<i>Tick where demonstrated satisfactorily</i>	
Leads a group of assessors (minimum 3 participants) in a PD session	<input type="checkbox"/>
Demonstrates knowledge of VET as a competency based system with the units of competency as the benchmarks	<input type="checkbox"/>
Differentiates between criterion referenced and norm referenced assessment	<input type="checkbox"/>
Explains the importance to industry and enterprise of accurate competency based assessment	<input type="checkbox"/>
Gives an overview of how assessors must comply with the RTO Standards	<input type="checkbox"/>
Gives an overview of VET legislation and other relevant legislation such as WHS and anti-discrimination	<input type="checkbox"/>
Discusses ethical practices as applied to assessors – transparency and fairness of assessment	<input type="checkbox"/>
Gives an overview of the changes in the Cert IV in Training and Assessment and explains the enhanced focus on assessment in TAE40116	<input type="checkbox"/>
Identifies the requirement in the Standards for professional development and explains the relevant qualifications of assessors (both vocational and trainer/assessor) as stated in the Standards	<input type="checkbox"/>
Provides a persuasive argument for continuous professional development	<input type="checkbox"/>
Promotes questioning and discussion	<input type="checkbox"/>
Comments on observation	
Assessor Signature	
Assessment	Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/>

Assessor Comments / Feedback

(tick where demonstrated)

Performance criteria

- 1.1 Access, read and analyse current research on assessment and incorporate into own practice
- 1.2 Seek and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice
- 3.1 Influence fellow assessors through modelling high standards of ethical and compliance practices
- 3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group

Knowledge evidence

- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - the principles of competency-based assessment
 - assessment which is criterion referenced as distinct from norm-referenced assessment
- the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies that ensure that the assessment process is transparent and credible
- legal, organisational and ethical responsibilities associated with the assessment system

Performance evidence

- leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes

Assessor initials:

Date:

Satisfactory Not Yet Satisfactory

Assessment Task 4

This task requires you to demonstrate how you participate in moderation and reflect upon your assessment practices.

★ Read the following

As a lead assessor in your RTO, other assessors will take advantage of your expertise and experience. They will seek your participation to moderate assessment judgements, particularly in borderline situations.

You need to provide a report giving three examples of where you participated in moderation in the last 12 months.

You then need to describe the assessment moderation process in your RTO and reflect upon its strengths and weaknesses. Consider how you personally can improve the process so that assessment is more credible and transparent. This may relate to improving the procedure itself or to acting as a role model for the assessor group.

★ Create a Word document with the filename TAEASS501 Assessment 4

★ Type your name in the header and the date in the footer

★ Type the heading **Moderation Process**

★ Type your report in the following structure.

Participation in moderation

Describe 3 examples of situations where you participated in moderating an assessment decision at the request of another assessor.

Explain the reasons why moderation was needed.

Include the unit of competency details and an overview of the candidate (ensuring privacy)

Describe your actions during the moderations.

Describe the outcomes of each moderation and the way these were recorded.

RTO moderation process

Identify whether the RTO has a procedure for moderation (as opposed to systematic validation of assessment judgements after they have been made).

If there is a procedure, describe it.

If there is no documented procedure, survey the assessors in your group and describe their understanding of when moderation should be sought and how to undertake it.

Reflection on moderation process

Discuss the strengths and weaknesses of the current moderation process.

Reflect on how credible and transparent the current moderation process is.

Describe at least one way that you can either improve the procedure for moderation with your assessor colleagues to improve their understanding of the importance of moderation, how and when it should occur and how it should be recorded.

The importance of reflection

Describe why reflection is an essential part of an assessor's role.

Engage in those areas that you reflect upon regularly, so as to improve the quality of your own assessment practice.

Assessor Comments / Feedback
<p>(tick where demonstrated)</p> <p>Performance evidence</p> <ul style="list-style-type: none"> 1.2 Obtain and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice 3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group 4.1 Systematically monitor the assessment processes and activities of the assessor group 4.2 Propose and implement improvements to assessment approaches 4.3 Participate in and reflect upon the assessment moderation process <p>Knowledge evidence</p> <ul style="list-style-type: none"> reporting of competency based assessment system requirements for assessment the importance of reflective practice in the quality improvement of own work the organisation's assessment system policies and procedures the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process strategies that ensure that the assessment process is transparent and credible <p>Performance evidence</p> <ul style="list-style-type: none"> leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes critically reviewing the assessment processes and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes. <p style="text-align: right;">Assessor initials:</p> <p style="text-align: right;">Date:</p> <p style="text-align: right;">Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/></p>

Third Party Verification

- ☆ Print this form on the next page three times.
- ☆ Give the form to three of your assessor colleagues and ask them to complete it.
- ☆ Submit the three forms to provide supplementary evidence of your competency in this unit.

Assessor Comments / Feedback
<p>(tick where demonstrated)</p> <p>Performance criteria</p> <ul style="list-style-type: none">• 3.1 Influence fellow assessors through modelling high standards of ethical and compliance practices• 3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group• 4.1 Systematically monitor the assessment processes and activities of the assessor group• 4.3 Participate in and reflect upon the assessment moderation process <p>Performance evidence</p> <ul style="list-style-type: none">• leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes• critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes. <p>Assessor initials:</p> <p>Date:</p> <p>Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/></p>

Third Party Verification Form

Name of Candidate		
Name of Third Party (Referee)		
Position of Third Party		
Name of RTO or other organisation		
Work relationship of Third Party to the Candidate		
Telephone		Email

<i>Please tick the checkbox when you can confirm from your own knowledge that the candidate meets the criteria</i>	✓
<i>NOTE: It is not necessary for you to tick every box – only those you can confirm from your personal experience or working with the candidate</i>	
Models high standards of ethical practices	<input type="checkbox"/>
Is a role model for assessor colleagues in relation to assessment practices and compliance	<input type="checkbox"/>
Actively monitors the assessment practices within the RTO	<input type="checkbox"/>
Identifies areas for improvement in assessment practices and makes recommendations for enhancing the quality of assessment and streamlining the assessment process	<input type="checkbox"/>
Actively contributes to the professional development of the assessor group within the RTO	<input type="checkbox"/>
Demonstrates a high level of expertise in assessment and shares this expertise with colleague assessors	<input type="checkbox"/>
Plans and implements improvements in the assessment processes and systems	<input type="checkbox"/>
Leads assessment validation and moderation activities and follows up on outcomes of validation meetings	<input type="checkbox"/>
Actively participates in moderating assessment decisions in situations where the judgement is borderline	<input type="checkbox"/>

Please provide a few comments on your personal evaluation of the candidate in their role as a lead assessor. NOTE: Comments are REQUIRED.	
Signed	Date

Assessment Checklist <i>to be completed by the Candidate and Assessor prior to final (summative) assessment</i>		
Candidate name	Student Number	
Unit	TAEASS501 Provide advanced assessment practice	
Assessor name		
Candidate Assessment Confirmation <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 to the unit requirements. This is indicated with a tick.

TAEASS501 Provide advanced assessment practice		Assessment Task Number				TPV
		1	2	3	4	
Elements and Performance Criteria	Foundation Skills					
1 Develop and extend assessment expertise						
1.1 Access, read and analyse current research on assessment and incorporate into own practice	Reading Get the work done			✓		
1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice	Learning Reading Get the work done			✓	✓	
2 Practise assessment						
2.1 Investigate and implement a range of assessment methods, in order to meet the requirements of related unit or units of competency	Oral Communication Get the work done	✓	✓			
2.2 Investigate and implement a range of assessment tools to meet the context requirements of different candidates	Get the work done	✓	✓			
3 Lead and influence other assessors						
3.1 Influence fellow assessors through modelling high standards of ethical and compliance practices	Navigate the world of work Interact with others			✓		✓
3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group	Writing Oral Communication Navigate the world of work			✓	✓	✓
4 Evaluate and improve assessment approaches						
4.1 Systematically monitor the assessment processes and activities of the assessor group	Reading Oral Communication Get the work done		✓		✓	✓
4.2 Propose and implement improvements to assessment approaches	Writing Oral Communication Get the work done		✓		✓	
4.3 Participate in and reflect upon the assessment moderation process	Oral Communication Get the work done				✓	✓

TAEASS501 Provide advanced assessment practice	Assessment Task Number				TPV
	1	2	3	4	
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. competency-based assessment, including: <ul style="list-style-type: none"> vocational education and training as a competency-based system competency standards as the basis of qualification the principles of competency-based assessment assessment which is criterion referenced as distinct from norm-referenced assessment reporting of competency-based assessment 		✓	✓	✓	
KE 2. the interpretation of units of competency and other related assessment information, to determine the evidence needed to demonstrate competency, including: <ul style="list-style-type: none"> the dimensions of competency all components of a national training package 		✓			
KE 3. system requirements for assessment		✓		✓	
KE 4. the importance of reflective practice in the quality improvement of own work				✓	
KE 5. the organisation's assessment system policies and procedures		✓		✓	
KE 6. different assessment methods, purposes and applications		✓			
KE 7. appeals mechanisms within the organisation		✓			
KE 8. different types of assessment tools, what tools work for what types of evidence, and the characteristics are of well-constructed assessment tools		✓			
KE 9. the principles of assessment and how they guide assessment, validation, and appeals processes		✓			
KE 10. assessment strategies, assessment plans and their components		✓			
KE 11. applications of technology to improve or assist in quality assessment		✓			
KE 12. the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process		✓	✓	✓	
KE 13. strategies that ensure that the assessment process is transparent and credible		✓	✓	✓	

TAEASS501 Provide advanced assessment practice	Assessment Task Number				TPV
	1	2	3	4	
KE 14. legal, organisational and ethical responsibilities associated with the assessment system, including: <ul style="list-style-type: none"> maintaining client privacy and confidentiality providing accurate information duty of care under common law compliance with system requirements copyright and privacy laws, as they apply to learning and assessment. 		✓	✓		
Performance Evidence The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:					
PE 1. undertaking the assessment of at least 20 individual candidates, against at least one unit of competency	✓				
PE 2. assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.	✓				
PE 3. accurately documenting the outcomes of all assessments undertaken	✓				
PE 4. leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes			✓	✓	✓
PE 5. critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.		✓		✓	✓

Summative Assessment Record

Candidate Name		Student No	
Unit of Competency	TAEASS501 Provide advanced assessment practice		

Assessment Task	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"/>	
Third Party Verification		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	