

**SAMPLE**

**TAEASS501 Provide advanced assessment practice**

**Learning Guide**

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## TAEASS501 Provide advanced assessment practice

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.

### Elements of competency

There are 4 elements of competency in this unit.

They are:

1. Develop and extend assessor expertise
2. Practise assessment
3. Lead and influence other assessors
4. Evaluate and improve assessment approaches

### Evidence of Competency

In order to demonstrate your competency, you will need to provide evidence. This is the Performance Evidence for the unit:

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.

## Application of Foundation Skills



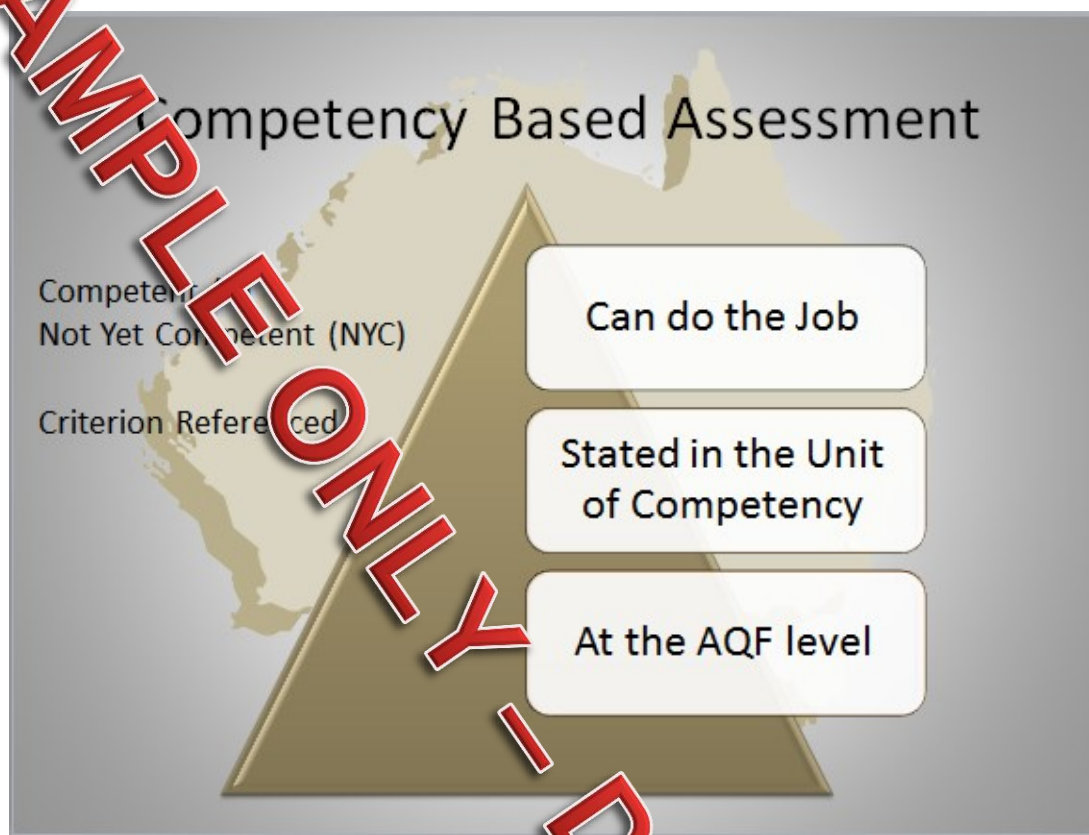
This unit of competency lists the Foundation Skills which you must demonstrate. The descriptions will help explain the focus of the unit. The comments column analyses the skill descriptions.

Skill	Description	Comments
Learning	Uses ideas in current research to reflect on the performance of self and others to seek opportunities for learning, development, and the extension of experience and practice	<ul style="list-style-type: none"> <li>• Research</li> <li>• Reflection</li> <li>• Professional development</li> <li>• Development of others</li> </ul>
Reading	Sources and analyses information from a range of sources	<ul style="list-style-type: none"> <li>• Gathering information</li> <li>• Analysing information</li> </ul>
Writing	Documents professional development needs and information required to implement improvements	<ul style="list-style-type: none"> <li>• Documenting professional development plan</li> <li>• Documenting ongoing record of professional development</li> </ul>
Oral Communication	Participates in and leads discussions, with individuals and groups, in order to extend thinking about assessment, to explore ideas and to find ways of improving assessment practice.	<ul style="list-style-type: none"> <li>• Leadership of others in assessment practices</li> <li>• Promoting continuous improvement in assessment practices</li> <li>• Leading validation and moderation</li> </ul>

Skill	Description	Comments
Investigate the work	Formally reflects on own and others' performance as an integral part of planning for learning and development Takes responsibility for the practice and the demonstration of high standards of ethical practice	<ul style="list-style-type: none"> <li>• Self-assessment and evaluation of performance</li> <li>• Actively seeking feedback on performance to continuously improve assessment practices</li> <li>• Facilitating self-assessment and providing feedback to others on assessment performance</li> <li>• Maintain high ethical standards</li> </ul>
Interact with others	Recognises the importance of building relationships through role modelling and collaboration with others to achieve joint outcomes and effective group interaction	<ul style="list-style-type: none"> <li>• Is a role model for other assessors in terms of expertise and ethical standards</li> <li>• Promotes good relationships, teamwork and organisational objectives and standards</li> </ul>
Get the work done	Organises work according to defined requirements taking responsibility for decisions and scheduling tasks to achieve efficient outcomes Uses analytical processes in routine and non-routine situations gathering information, and identifying and evaluating options for improvement against agreed criteria Seeks new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change	<ul style="list-style-type: none"> <li>• Plans and organises work for self and others</li> <li>• Establishes and gains agreement on criteria for measuring standards of assessment practice</li> <li>• Actively consults others both within and outside the RTO to promote continuous improvement and manage change</li> </ul>



## Competency Based Assessment



### Vocational Education as a competency based system

Assessment under the Australian VET system is the way in which an individual's skills and knowledge are given recognition by issuing a nationally recognised qualification.

Although training is an integral part of VET, assessment has the greatest emphasis. Assessment is the method by which an individual's competence is recognised, no matter how, when or where they attained the skills and knowledge.

The VET system must be **client focused and flexible**. If an individual has obtained the requisite skills and knowledge through their work and life experience, then we conduct assessment through a process of Recognition of Prior Learning (RPL). This is Recognition of Current Competency (RCC). If an individual already holds a superseded unit of competency which is equivalent to the current unit, they are entitled to Credit Transfer (CT).

This differentiates VET from the education system (school and university). Education is curriculum based. There is no recognition of current competency. If an individual wishes to attain an educational qualification, then they must attend the course. The only exception is where they are given credit because they hold a prior qualification or partial qualification. In this case, they may not be required to attend the full course.

A qualified assessor is responsible for determining whether an individual should attend all, part or none of the training. This is why the first step in VET must be a Training Needs

Analysis. Each applicant needs to be assessed to determine their current level of skills and knowledge so that the learning pathway (if any) can be tailored to their needs.

## The principles of competency based assessment

If we look at the purpose of VET, we can understand the principles that underpin a competency based approach to assessment.

Our role in VET is to support individuals to be able to perform satisfactorily in a specific work role or type of work and then to confirm they are competent. An educational qualification will assist an employer to determine whether an individual has certain abilities and knowledge. A VET qualification should confirm that the individual is able to perform to a satisfactory standard in a role – i.e. “competent”.

Australian enterprise and industry depends upon the quality of its workforce. Vocational qualifications support almost every area of enterprise and industry. You have only to look on [www.training.gov.au](http://www.training.gov.au) at the number and variety of Training Packages to see the broad scope and essential nature of VET in Australia.

This places an enormous responsibility upon VET assessors. You could say that our role is fundamental to Australia's economic survival in this highly competitive, global, technologically changing market place.

Employers must be able to rely on the quality of VET assessment. When they look at a Certificate or Statement of Attainment, this should accurately describe the individual's competency. Inaccurate assessment is a breach of the RTO Standards. Since the Standards are a legislative instrument, inaccurate assessment is an offence in law.

There has been recent discussion about whether the term “competent” is really accurate and whether the term “capable” is a more appropriate description. Does a certificate indicate that an individual is capable of doing the job or is competent to do the job?

An employer should expect that the individual is competent. Of course they will still need to learn the organisation's culture, structure, policies and procedures over time. However, in all other respects they should be competent.

Discussion of competence versus capability brings up the subject of whether, as assessors, we are confirming that an individual has attained just the skills and knowledge (capable) or whether they are also motivated to perform at the required standard. As assessors, we cannot opt out of responsibility in this way. We assess individuals for their knowledge, skills and motivation. This is clear from the AQF.

See the graphic below. Notice in particular the application of knowledge and skills. This cannot be demonstrated by a candidate who is unmotivated.



## Example: AQF Diploma Level

AQF level 5 criteria	
<b>Graduates</b>	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
<b>Knowledge</b>	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning
<b>Skills</b>	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"><li>analyse information to complete a range of activities</li><li>provide and transmit solutions to sometimes complex problems</li><li>transmit information and skills to others</li></ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters

## Competency standards as the basis of qualifications

VET assessment is criterion referenced. The criterion upon which we base our judgement of competency is the unit of competency, in the context of the qualification and AQF level.

Assessors use assessment tools, either for a learning and assessment pathway or RPL. Assessment tools comprise a number of instruments that connect with the candidate and the assessor through the assessment process.

The RTO Standards require assessment tools to be validated. Frequently they are purchased from an external source rather than developed in-house, and it is the RTO's responsibility to ensure that they meet the requirements of the competency standard. As a lead assessor, you may need to manage the validation process.

Even when an assessment tool has been validated, this does not excuse assessors from reading the actual competency standard. The assessment judgement is made against the requirements of a unit of competency – not the requirements of the tool.

All assessors should hold, at the minimum, the assessor skill set from the TAE Certificate IV. Even when they hold the full TAE Cert IV, many assessors lack expertise in analysing the requirements of a unit of competency. As a lead assessor, you need to share your expertise with your colleagues. You may hold professional development sessions with your colleagues to enhance their knowledge of how to interpret the wording in units of competency and validate assessment tools.

## Criterion referenced as distinct from norm-referenced

As mentioned above, VET is a criterion referenced system, with the criterion being the unit of competence.

There are no grades in VET. Grading is a process by which the performance of an individual (student) is compared in comparison with the performance of the group as a whole (the norm). Norm-referenced assessment is more common in the education system. However, even education is gravitating towards criterion referenced assessment.



*This is a useful site accessed in May 2016. It is an excellent discussion of the distinction between criterion and norm referenced testing.*

<http://edglossary.com/norm-referenced-test/>

*If this URL is no longer accessible, try a Google search on the subject. There is a wealth of useful information about it on the internet.*

## Reporting of competency based assessment

### Recording the assessment decision

ASQA has published a Guide to Developing Assessment Tools:

[www.asqa.gov.au/verve/resources/Guide\\_to\\_developing\\_assessment\\_tools.pdf](http://www.asqa.gov.au/verve/resources/Guide_to_developing_assessment_tools.pdf)

Clause 5 of the Guide relates to recording and reporting and states:

“You must securely retain—and produce in full if required at audit—all completed student assessment items for each learner for a period of six months from the date on which the judgement of competence for the learner was made. You must also retain sufficient data to be able to reissue AQF qualification documentation for a period of 30 years.

In recording evidence of assessment, assessors and learners need to be informed of the administration, recording and reporting requirements related to that assessment tool.

Where possible retain the actual piece(s) of work completed by the learner. The completed evidence criteria may be sufficient where it is not possible to retain the student's actual work. However, you must ensure that the retained evidence has enough detail to demonstrate the judgement made of the learner's performance against the standard required.

Each assessment tool should require an assessor to provide feedback to the learner, both where competency has been demonstrated and where further evidence is required. Providing feedback shows fairness in the assessment process and allows a learner to understand why a result was awarded.

Every RTO has its own internal processes and procedures to manage administration, recording and reporting requirements. Your assessment tools must be designed to comply with these processes.”

For an assessor, this means they must document their assessment judgement carefully. The record of assessment should demonstrate not just WHAT the judgement was, but HOW the judgement was made.

In order to comply with the RTO Standards, an RTO must have a systematic process of validating all assessment tools but also a random sample of assessment judgements. This can only be performed where the assessor has documented sufficient information for other assessors to review, so as to determine whether they would have made the same judgement on the basis of the evidence.

### Reporting to AVETMISS

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET providers is the data standard for the National VET Provider Collection. This Standard details the requirements for providing nationally consistent data on VET students and courses, apprenticeships and trainees and VET in schools.

Every RTO must submit detailed reports on a regular basis. There are various software applications (databases) that can be used as Student Management Systems and are AVETMISS compliant for the purpose of reporting.

This data is analysed and reported by the National Centre for Vocational Education Research (NCVER), which communicates the results of research and statistics about VET nationally.

The Australian Government has established a requirement for each student or trainee to have a Unique Student Identifier (USI). This will follow the individual throughout their education and training so that a complete record of their progress and achievements is retained on a central database.

Your RTO will have an internal system for ensuring all relevant data is collected, maintained and reported. From an assessor's point of view, this means ensuring that they are aware of the RTO's system and submit results of assessment promptly to the administration personnel.

## Interpreting Assessment Information

**MAPPING the Assessment**

**Unit of Competency**

- Performance Criteria
- Foundation Skills

**Assessment Requirements**

- Performance Evidence
- Knowledge Evidence

### Interpreting the unit of competency

As you know, units of competency comprise two documents:

- the unit
- assessment requirements

The unit contains:

#### Code and title

The unit code is unique and must always be recorded. The title is not necessarily unique.

#### Modification history

This identifies the release number (version) and the Training Package which contains the unit

#### Application

The application of the unit should always be read. It gives an overview of the focus of the unit and the type of job role it applies to.

For instance, this unit TAEASS501 applies to experienced assessors who provide leadership, or guidance to others, who conduct assessments for an RTO.

If there are any licensing requirements, this may be stated in the Application or under a separate heading



<b>Assessment Sector</b>	This is an optional heading. For instance, TAEASS501 is stated as “assessment sector”
<b>Elements and Performance Criteria</b>	<p>The elements are overall headings, described as “essential outcomes”.</p> <p>Performance Criteria (PC) clarify in detail the performance needed to demonstrate competency.</p> <p><b>We map assessments to each PC.</b> Generally speaking, we would need to see each PC demonstrated more than once in order to confirm repeatability of performance.</p> <p>It is essential to carefully read and analyse each PC and be sure every aspect is covered. Sometimes an assessment activity will confirm part of a PC. For instance, TAEASS501:</p> <p><i>“1. Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice”</i></p> <p>The ability to conduct research and seek opportunities to extend your assessment experience is one part of the PC that you need to demonstrate. Then you need to demonstrate incorporating it into your own assessment practice.</p>
<b>Foundation Skills</b>	<p>These are the skills described in the Australian Core Skills Framework (ACSF) and the Core Skills for Work Framework (CSfW).</p> <p>Hopefully, the unit of competency will provide a list of the foundation skills to be demonstrated and a description of how the foundation skill applies to performance. TAEASS501 provides a table which is mapped to the PCs.</p> <p>Other units of competency are more vague. They may have a statement such as</p> <p><i>“Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.”</i></p> <p>In this case, you would need to analyse each of the PCs and determine the relevant foundation skills and how they are to be applied. It is recommended to always <b>map the assessment to FS</b></p>
<b>Unit Mapping Information</b>	<p>This information will identify whether a candidate for assessment is entitled to Credit Transfer.</p> <p>For instance, in the case of TAEASS501, TAEASS501A Provide advanced assessment practice is stated as an equivalent unit. Therefore, a candidate holding TAEASS501A is entitled to credit transfer.</p>

The assessment requirements document contains:

**Modification history** The same information as in the unit document



## Performance Evidence (PE)

In the previous Training Package format, this was known as Critical Aspects of Evidence.

In order to meet the Rules of Evidence, all of the PE must be provided and recorded. There are no exceptions – regardless of whether the candidate is undertaking a learning and assessment pathway or RPL.

You will usually find the PE and PC have a strong correlation. PC is what must be demonstrated. PE is what must be provided and recorded as evidence.

In certain units (for instance TAEASS501) the PE will state a specific number of times performance must be demonstrated. The PE for this unit includes a requirement to provide evidence of:

- *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.*

Often, the Performance Evidence states:

*Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.*

**The assessment must be mapped to PE.**

## Knowledge Evidence (KE)

In order to meet the Rules of Evidence, there must be hard evidence that the candidate has demonstrated all of the KE. None can be omitted, even if the knowledge is not really relevant to the candidate's context of work.

KE may be stated in a way that requires some form of questioning, a presentation or a report. For example BSBRKS401 Identify risk and apply risk management processes.

*To complete the unit requirements safely and effectively, the individual must:*

- *outline techniques for identifying and evaluating risks*
- *outline organisational policies, procedures or processes for risk management*
- *give examples of areas where risks are commonly identified in an organisation*
- *outline the purpose and key elements of current risk management standards*
- *outline the legislative and regulatory context of the organisation in relation to risk management*
- *describe the organisation's auditing requirements relative to risk management.*

Therefore, for BSBRKS401 evidence, the candidate must “outline”, “give examples” and “describe”.

The first part of the KE for TAEASS501 is:

*The candidate must be able to demonstrate essential knowledge*

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to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- 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
- reporting of competency-based assessment

This is underpinning knowledge required to demonstrate satisfactory performance. It may not be necessary to ask questions, since there is no requirement to “describe” or “outline”. Nevertheless, there must be hard evidence demonstrating all of the above – and questioning can support this.

#### **The assessment must be mapped to KE**

#### **Assessment Conditions**

These are the conditions that must be provided when conducting the assessment:

TAEASS501 Assessor requirements:

- Evidence must be gathered through the assessment of at least 20 individual candidates who are enrolled vocational learners.
- 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 equivalent levels of competencies.

The assessment conditions will always state the qualification requirements of the assessor. Usually the statement will be:

*Assessors must satisfy NVR/AQTF assessor requirements*

These are the requirements stated in the Standards for Registered Training organisations

More stringent requirements apply to certain units of competency. In the case of TAE40116 Certificate IV in Training and Assessment, the assessor must hold the Diploma or equivalent.

Example: BSBWHS402 Assist with compliance with WHS laws

*Assessors must satisfy NVR/AQTF assessor requirements. In addition, assessors for this unit of competency must hold a WHS qualification or equivalent at Diploma level or higher.*

Note: Assessment Conditions do not need to be mapped. They must, however, be complied with in the assessment.

## Companion Volumes



Each unit of competency document refers at the end to a companion volume with an internet link. Many of the links in the units are out of date, because they still refer to the Industry Skills Council (ISC) websites. Training Packages are now the responsibility of Skills Service Organisations (SSOs).

There is at least one companion volume for each Training Package. The implementation guides for Training Packages can currently be accessed at the following link:  
[http://companion\\_volumes.vetnet.education.gov.au/Pages/Home.aspx](http://companion_volumes.vetnet.education.gov.au/Pages/Home.aspx)



*Government departments and web links change. The above link is current in May 2016. Although the locations of companion may change, they should still be accessible through an internet search.*

The implementation guide for TAE version 2 states:

*This TAE Training and Education Training Package Implementation Guide provides:*

- *information relevant to all training packages*
- *specific information and advice about the history, structure, key features and application of the TAE Training and Education Training Package.*

*The Appendices section is provided as a separate document and contains:*

- *lists of qualifications, skill sets and units of competency*
- *mapping information for qualifications, skill sets and units of competency.*

Although much of the information in the companion volumes is general, and you will already be aware of the requirements, you should always ensure that you have read the companion volumes for any Training Package where you design or conduct assessment.

There are written several volumes that provide detailed information which will inform the assessment process:

### Examples

#### CHC Community Services Companion Volumes

- CHC\_Learning\_Strategies\_Guide\_2015\_R3.pdf
- CHC\_Appendix\_Cert\_III\_and\_Diploma\_Early\_Childhood\_Education\_Mapping.pdf
- CHC\_Assessment\_Strategies\_Guide\_2015\_R3.pdf
- CHC\_Implementation\_Guide\_R3.pdf
- CHC\_Knowledge\_Guide\_August\_2015\_R3.pdf
- CHC and HLT Work Placement\_Guide\_Release\_2.0\_December\_2015.pdf
- CHC and HLT Frequently Asked Questions.pdf

#### RII Resources and Infrastructure Industry Training Package Companion Volumes

- RII\_Companion Volume Implementation Guide\_V9.pdf
- RII\_Companion Volume Implementation Guide\_V10.pdf
- RII\_Companion Volume Implementation Guide\_V11.pdf
- Companion volume\_Range of conditions V4.pdf
- Foundation Skills Companion Volume\_FINAL\_Feb2015.pdf
- RII\_Companion Volume Foundation Skills\_V5.pdf
- RII\_Companion Volume Implementation Guide V12.pdf
- 2013\_SkillsDMC\_RII\_Companion Volume.pdf
- 2013\_SkillsDMC\_Companion volume\_Range of conditions.pdf



*The superseded Training Package format included a Range Statement in each unit of competency which helped clarify the meaning of terms in the Performance Criteria. For some Training Packages, you will find the Range Statements in a companion volume.*



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