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**TAFE CSS501 Provide advanced
assessment practice**

**Recognition of Prior Learning
Assessor Guide**

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TAEASS501 Provide advanced assessment practice

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 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.

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
TAEASS501 Provide advanced assessment practice	TAEASS501A Provide advanced assessment practice	Updated to meet standards for Training Packages	Equivalent unit

Assessment Conditions

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 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
Learning	3.2	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
Reading	2.2, 4.1	Sources and analyses information from a range of sources
Writing	3.2, 4.2	Documents professional development needs and information required to implement improvements
Oral Communication	2.1, 3.2, 4.1, 4.2, 4.3	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.
Navigate the world of work	3.1, 3.2	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
Interact with others	3.1	Recognises the importance of building rapport using role modelling and collaboration with others to achieve joint outcomes and effective group interaction
Get the work done	1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3	Organises work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve intended 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 practice

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.

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 when mapping coincides.

NOTE: There is REQUIRED documentary evidence for this unit.

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Mapping	REQUIRED documentary evidence	Copy	Sighted	Comments
PE 1, 2, 3	Records of assessment you have conducted in the past 12 months for: <ul style="list-style-type: none"> • at least 20 different candidates • a minimum of 50 units of competency NOTE: The 50 units of competency do not need to be different. These records must clearly show the outcomes of assessment and how the judgement was made.	<input type="checkbox"/>	<input type="checkbox"/>	
PC 1.2	A certified copy of your TAE40110 or TAE40116 Certificate IV in Training and Assessment	<input type="checkbox"/>		

Mapping	Suggested documents	Copy	Sighted	Comments
PC 1.1	Reports or correspondence you have written documenting research you have undertaken on assessment systems and practices, changes in the VET system and compliance requirements	<input type="checkbox"/>	<input type="checkbox"/>	
PC 2.1	Reports or correspondence you have written in relation to recommended assessment methods for a target group, qualification or unit of competency	<input type="checkbox"/>	<input type="checkbox"/>	
PC 2.2	Assessment tools that you have either written, collaborated in writing or validated (together with validations where relevant)	<input type="checkbox"/>	<input type="checkbox"/>	
PC 3.1	Correspondence you have written to other assessors in relation to ethical and/or compliance practices in assessment	<input type="checkbox"/>	<input type="checkbox"/>	
PC 3.2	Plans, reports, recommendations and training materials you have written in order to build the skills and experience of your colleague assessors	<input type="checkbox"/>	<input type="checkbox"/>	

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Mapping	Suggested documents	Copy	Sighted	Comments
PC 4.1	Records, reports or correspondence demonstrating that you monitor the assessment processes and activities of your RTO	<input type="checkbox"/>	<input type="checkbox"/>	
PC 4.2 PE 5	Reports, plans and/or communication where you have proposed and implemented improvements to assessment approaches	<input type="checkbox"/>	<input type="checkbox"/>	
PC 4.3	Records of moderation processes you have participated in, prior to the final judgement of competency	<input type="checkbox"/>	<input type="checkbox"/>	

Assessor Signature

Date

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Third Party Verification Instrument

The Candidate RPL Guide for this unit contains a form for 2 third parties to complete. The candidate is required to print the form and submit the completed form, which must be signed by each third party. The form contains mapping to assist you in analysing responses.

This instrument is designed for you to record the evidence provided.

Note that it is essential for you to authenticate this evidence.

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 TP Verification column. Tick the checkbox where mapping coincides.

Complete this form, as a record of your analysis

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

Candidate Name		Assessor Name		Date	
Primary Question	Describe your role as a lead assessor in your RTO, and your RTO's assessment system				

Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
PC 1.2	For how long have you been practising as an assessor?	The candidate is expected to have a minimum of 3 years experience in assessment practice, currently working in an RTO as one of the more experienced assessors, leading and supporting other assessors.	
PC 1.1 KE 14	What kinds of research do you perform on a regular basis so as to gather ideas to improve your own assessment practice?	<p>Candidate should demonstrate familiarity with:</p> <ul style="list-style-type: none"> • ASQA website information • at least one professional group, such as VELG • the SSO, IRC which is responsible for their own training package (in their vocational area) • VET legislation and other legislative requirements: <ul style="list-style-type: none"> ○ work health and safety ○ anti-discrimination and employment legislation ○ privacy principles ○ copyright and intellectual property • Ethical and legal responsibilities including <ul style="list-style-type: none"> ○ client privacy and confidentiality ○ duty of care under common law <p>Candidate should demonstrate networking which may be on-line (e.g. LinkedIn).</p> <p>May also include:</p> <ul style="list-style-type: none"> • attending courses, webinars, seminars • seeking opinions and feedback from other assessors • seeking feedback from clients 	

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Mapping	Supplementary Question	Evidence	Assessor notes / comments
PC 3.1 KE 12	How many assessors are there in your RTO and what is your role as a lead assessor?	<p>Candidate must demonstrate that they act as a role model in a leadership role for at least 3 other assessors.</p> <p>Should include:</p> <ul style="list-style-type: none"> • using evidence to maintain ethical standards • advising on compliance with the principles of assessment, rules of evidence and VET Standards • identifying professional development needs of colleagues and promoting professional development activities 	
PC 4.1 PC 4.2 KE 10 PE 5	Describe a time when you identified a way to improve assessment approaches in your RTO	<p>Candidate must demonstrate that they systematically reflect upon assessment approaches and actively promote continuous improvement. May include:</p> <ul style="list-style-type: none"> • improvement to assessment tools • streamlining of assessment processes using technology • improvement to recording and reporting • encouraging moderation for borderline judgement • improvement to the validation system 	

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Mapping	Supplementary Question	Remarks	Assessor notes / comments
KE 3 KE 10 KE 11 KE 12	Describe your RTO's assessment system, the technology used and the personnel involved	Candidates should demonstrate in-depth knowledge of the RTO's assessment system, technology and personnel including: <ul style="list-style-type: none"> • how assessment plans or training and assessment strategies are designed • how assessment tools are sourced or created • how assessment tools are validated prior to use • how assessment tools are retained and accessed by the assessor • how assessment tools are provided to the candidate and submitted by the candidate • how the assessment tools are marked and whether technology is used • how the assessment judgement is communicated to the candidate • the re-submit system • how the assessment judgement and evidence is communicated to the administrative team • what is recorded and the technology used to record it • the technology and system used for TMISS reporting 	

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Mapping	Supplementary Question	Evidence	Assessor notes / comments
KE 5 KE 10	What are the key aspects of your organisation's assessment policy/procedures?	<p>Policy should incorporate the principles of assessment – fair, flexible, reliable, valid</p> <ul style="list-style-type: none"> • reasonable adjustment • LLNs assessment where required • contextualisation and limits on contextualisation <p>Candidate should demonstrate knowledge of the organisation's assessment policy and procedures.</p>	
KE 7 KE 9 KE 13	What is the appeals mechanism in your RTO?	<p>Should include:</p> <ul style="list-style-type: none"> • transparency – ensuring candidate is aware of their right to appeal and how to do so • may be an appeals form included in the assessment tools • candidate may be required to complete appeal in writing • should be investigated by the RTO authorised officer • candidate must be kept informed • if not resolved satisfactorily, candidate may appeal to Training Ombudsman in their State/Territory 	

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Mapping	Supplementary Question	Remarks	Assessor notes / comments
KE 1	How long must an RTO retain records of assessment and what must be recorded and reported in an assessment?	<p>Retain sufficient data to be able to reissue AQF certification documentation for a period of 30 years.</p> <p>Ensure that the retained evidence has enough detail to demonstrate the judgement made of the learner's performance against the standard required.</p> <p>Must record and report the decision and provide sufficient detail of how the decision was made, so that it could be validated.</p> <p>Must also record feedback to the candidate.</p>	
PC 2.1 KE 6 KE 8 KE 10	Discuss the types of assessment methods you use and why you use each method.	<p>Assessment methods may include:</p> <ul style="list-style-type: none"> • questioning to confirm knowledge (verbal / written/ multiple choice etc.) <p>Confirming performance and underpinning knowledge through:</p> <ul style="list-style-type: none"> • direct observation in the workplace / simulated workplace • workplace projects or tasks • research projects / reports • role plays, case studies, scenarios • RPL • supplementary third party verification 	

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Mapping	Supplementary Question	Benchmarks	Assessor notes / comments
PC 2.2 KE 8	What is the difference between an assessment tool and an assessment instrument? Describe the contents of one assessment tool that you use regularly.	<p>An assessment tool is a group of instruments designed to address all of the requirement of a unit of competency or a cluster of units.</p> <p>Candidates should demonstrate strong familiarity with an assessment tool that they use, how many instruments are in the tool and the assessment methods they use.</p> <p>Must differentiate between instruments for the candidate and those guiding the assessor.</p>	
KE 8 KE 13	What would you say are the characteristics of a well-constructed assessment tool?	<p>Mapping in the tool to guide the assessor</p> <p>Clear benchmarks to guide the assessor</p> <p>Clear and precise instructions to the candidate so that they understand what is required</p> <p>Valid – addresses the unit requirements</p> <p>Has a range of methods to cover unit requirements sufficiently</p> <p>Demonstrates repeatability of performance</p> <p>Allows for reasonable adjustment as required</p> <p>Contextualised for the candidate's work situation where practical.</p> <p>Sufficient space to record assessment judgement and feedback to candidate</p> <p>Designed at the right AQF level and LLN level / language for the candidate</p> <p>Demonstrates current performance</p> <p>Ensures authenticity of evidence – requires authentication or third party verification as necessary.</p>	

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Mapping	Supplementary Question	Remarks	Assessor notes / comments
PC 4.3	How frequently do you moderate borderline assessment judgements? Give an example of a time when you moderated a borderline assessment judgement and the reasons for moderation.	Candidates must demonstrate that they are seen within their RTC by an experienced assessor, called upon by colleagues to moderate assessment judgement when it may be borderline. Should provide an example from own experience. May relate to RPL or a learning and assessment pathway. May be a less experienced assessor needing support to make the judgement.	
KE 1	Explain the meaning of “competency based assessment” and how it differs from norm-referenced assessment.	VET assessment is <i>Criterion referenced</i> . The criterion upon which we base our judgement of competency is the <i>unit of competency</i> , in the context of the qualification and AQF level. There are no grades in VET. <i>Competent or Not Yet Competent</i> <i>Norm-referenced assessment</i> is a process by which the performance of an individual (student) is evaluated in comparison with the performance of the group as a whole (the norm) and given a grade. Norm-referenced assessment is more common in the education system.	
KE 2	What are the endorsed components of a training package?	The units of competency The assessment requirements document The qualification (and packaging) – which includes the AQF level	
KE 2	What are the dimensions of competency? Can you give an example of how you assess these?	Task skills Task management skills Contingency management skills Job/role environment skills May be mapped in a validation although this is not a requirement – but must be considered at validation as they are implied in the unit. Candidate should give an example of how they apply to a unit of competency they assess.	

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Mapping	Supplementary Question	Remarks	Assessor notes / comments
KE 9 KE 13	How do the principles of assessment guide the validation process when you are validating an assessment tool?	<p>Fair:</p> <ul style="list-style-type: none"> • clear guidance for the candidate • written in language the candidate can understand • a space for the candidate to appeal the decision • only requiring what is required by the unit – no more • room for reasonable adjustment if required <p>Flexible:</p> <ul style="list-style-type: none"> • designed for the target group (refer to TAS) • contextualised (where practical or appropriate) • space for the candidate to confirm they are ready for assessment <p>Reliable:</p> <ul style="list-style-type: none"> • guidance for the assessor on the assessment process • benchmarked with model answers or key points where model answers are not practical <p>Valid:</p> <ul style="list-style-type: none"> • each assessment instrument tasks or questions map to the unit of competency (re-map at validation) • sufficient to confirm repeatability of performance <p>(Assessor note: This unit does not mention the Rules of Evidence. However, it is expected that the candidate will mention them – Valid, Sufficient, Current, Authentic – must also be checked in validation)</p>	

Assessor Signature

Mapping Matrix

TAEASS501 Provide advanced assessment practice		Documentary Evidence	Third Party Verification	Competency Conversation
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Investigate and implement a range of assessment tools to meet the context requirements of different candidates	Get the work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Propose and implement improvements to assessment approaches	Writing Oral Communication Get the work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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TAEASS501 Provide advanced assessment practice		Documentary Evidence	Third Party Verification	Competency Conversation
Elements and Performance Criteria	Foundation Skills			
4.3 Participate in and reflect upon the assessment and validation process	Oral Communication Get the work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge Evidence	Documentary Evidence	Third Party Verification	Competency Conversation
To complete the unit requirements safely and effectively, the individual must:			
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 qualifications • the principles of competency-based assessment • assessment which is criterion referenced as distinct from norm-referenced assessment • reporting of competency-based assessment 			<input type="checkbox"/>
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 			<input type="checkbox"/>
KE 3. system requirements for assessment			<input type="checkbox"/>
KE 4. the importance of reflective practice in the quality improvement of own work			<input type="checkbox"/>
KE 5. the organisation's assessment system policies and procedures			<input type="checkbox"/>
KE 6. different assessment methods, purposes and applications			<input type="checkbox"/>
KE 7. appeals mechanisms within the organisation			<input type="checkbox"/>
KE 8. different types of assessment tools, what tools work for what types of evidence, what the characteristics are of well-constructed assessment tools			<input type="checkbox"/>
KE 9. the principles of assessment and how they guide assessment, validation, and appeals processes			<input type="checkbox"/>
KE 10. assessment strategies, assessment plans and their components			<input type="checkbox"/>

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Knowledge Evidence	Documentary Evidence	Third Party Verification	Competency Conversation
To complete the unit requirements safely and effectively, the individual must:			
KE 11. applications of technology to improve processes in quality assessment			<input type="checkbox"/>
KE 12. the roles and responsibilities of workplace assessors, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process			<input type="checkbox"/>
KE 13. strategies that ensure that the assessment process is transparent and credible			<input type="checkbox"/>
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. 			<input type="checkbox"/>

Performance Evidence	Documentary Evidence	Third Party Verification	Competency Conversation
Evidence of the ability to:			
PE 1. undertaking the assessment of at least 20 individual candidates, against at least one unit of competency	<input type="checkbox"/>		
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.	<input type="checkbox"/>		
PE 3. accurately documenting the outcomes of all assessments undertaken	<input type="checkbox"/>		
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		<input type="checkbox"/>	
PE 5. critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summative Assessment

Once the documentary evidence, third party verifications and competency conversation are complete, 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 by 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.

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	TAEASS501 Provide advanced assessment practice		

Assessor's Comments and Feedback to the Candidate
<p style="text-align: center;">SAMPLE ONLY - DO NOT COPY</p>

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	