

TAEASS402 - Assess competence

Description:

This unit specifies the competency required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Employability skills:

This unit contains employability skills.

Application of unit:

The competence specified in this unit is typically required by assessors.

Competency Field:

Assessment

TAEASS402A - Assess competence		
Element	Performance Criteria	
1.	Prepare for assessment	
	1.1	Interpret the assessment plan and confirm organisation/ legal/ ethical requirements for conducting assessment with relevant people
	1.2	Access and interpret the relevant benchmarks for assessment and nominated assessment tools to confirm the requirements for evidence to be collected
	1.3	Arrange identified material and physical resource requirements in accordance with assessment system policies and procedures
	1.4	Organise any specialist support required for assessment
	1.5	Explain, discuss and agree details of the assessment plan with the candidate
2.	Gather quality evidence	
	2.1	Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable for determining competence
	2.2	Apply the principles of assessment and rules of evidence in gathering quality evidence
	2.3	Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel
	2.4	Determine opportunities for integrated assessment activities and document

		any changes to assessment instruments where required
3.	Support the candidate	
	3.1	Guide candidates in gathering their own evidence to support recognition of prior learning
	3.2	Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enables two-way feedback
	3.3	Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics
	3.4	Access any required specialist support in accordance with the assessment plan
	3.5	Address any occupational health and safety (OHS) risk to person or equipment immediately
4.	Make the assessment decision	
	4.1	Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competency
	4.2	Use judgement to infer whether competence has been demonstrated, based on the available evidence
	4.3	Make the assessment decision in line with agreed assessment procedures and within the agreed assessment plan
	4.4	Provide clear and constructive feedback to the candidate regarding the assessment decision and develop any follow-up action plan required
5.	Record and report the assessment decision	
	5.1	Record assessment outcomes promptly and accurately
	5.2	Complete and process an assessment report in accordance with agreed assessment procedures
	5.3	Inform other relevant parties of the assessment decision in accordance with confidentiality conventions
6.	Review the assessment process	
	6.1	Review the assessment process in consultation with relevant people to improve future practice of the assessor
	6.2	Document and record the review in accordance with relevant assessment system policies

Skills and Knowledge

Required knowledge

- competency-based assessment as covering:
 - vocational education and training as a competency-based system
 - assessment is criterion referenced as distinct from norm reference assessment
 - competency standards as the basis of qualifications
 - the structure and application of competency standards
 - the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
 - the rules of evidence and how are they applied (valid, authentic, sufficient, current)
 - the range of assessment purposes and assessment contexts, including RPL
 - different assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs
 - reasonable adjustments and when are they applicable
 - types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
 - practical knowledge of the potential barriers and processes relating to assessment tools and methods
 - the assessment system and assessment policies and procedures established by the industry, organisation or training authority
- the RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - Training Packages/ competency standards
 - licensing requirements
 - industry/ workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/ enterprise agreements
- OHS responsibilities associated with assessing competence such as:
 - requirements for reporting hazards and incidents
 - emergency procedures and procedures for use of relevant personal protective equipment
 - safe use and maintenance of relevant equipment
 - sources of OHS information.

Required Skills

- analysis and interpretation skills to:
 - unpack competency standards
 - interpret assessment tools and other assessment information, including those used in RPL
 - identify candidate needs

- make judgements based on assessing available evidence
- observation skills to:
 - recognise candidate prior learning
 - determine candidate performance
 - observe candidate performance
 - identify when candidate may need assistance throughout the assessment processes
- research and evaluation skills to:
 - access required human and material resources for assessment
 - access assessment system policies and procedures
 - access RPL policies and procedures
 - evaluate evidence
 - evaluate the assessment process
- cognitive skills to:
 - weigh up the evidence and make a judgement
 - consider and recommend reasonable adjustments
- decision making skills to:
 - recognise a candidate's prior learning
 - make a decision on a candidate's competence
- literacy skills to:
 - read and interpret relevant information to conduct assessment
 - prepare required documentation and records/reports of assessment outcomes in required format
- communications/interpersonal skills to:
 - explain the assessment, including RPL process to the candidate
 - give clear and precise instructions
 - ask effective questions
 - provide clarification
 - discuss process with other relevant people
 - give appropriate feedback to the candidate
 - discuss assessment outcome with the candidate
 - using language appropriate to the candidate and assessment environment
 - establish a working relationship with the candidate

Range Statement

<p><i>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</i></p>	
<p>Assessment plan may include:</p>	<ul style="list-style-type: none"> • an overall planning document describing: <ul style="list-style-type: none"> • what is to be assessed • when is assessment to take place • where is assessment to take place • how is assessment to take place
<p>Benchmarks for assessment may include:</p>	<ul style="list-style-type: none"> • the criterion against which the candidate is assessed which may be a competency standard/ unit of competency, assessment criteria of course curricula, performance specifications, product specifications
<p>Assessment tools may include:</p>	<ul style="list-style-type: none"> • both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods • the instruments to be used for gathering evidence such as: <ul style="list-style-type: none"> • a profile of acceptable performance measures • templates/ proformas • specific questions or activities • evidence/ observation checklists • checklists for the evaluation of work samples • candidate self-assessment materials • the procedures, information and instructions for the assessor/ candidate relating to the use of assessment instruments and assessment conditions
<p>Specialist support may include:</p>	<ul style="list-style-type: none"> • assistance by third party - carer, interpreter • support from specialist educator • development of online assessment activities • support for remote or isolated candidates and/ or assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams/ panels • support from lead assessors • advice from policy development experts
<p>Assessment methods include:</p>	<ul style="list-style-type: none"> • particular techniques used to gather different types of evidence. Examples include: <ul style="list-style-type: none"> • direct observation • structured activities • questioning, either oral or written • portfolios • review of products • third party feedback
<p>Individual differences may include:</p>	<ul style="list-style-type: none"> • English language, literacy and numeracy barriers • physical impairment or disability involving hearing, vision, voice, mobility • intellectual impairment or disability

	<ul style="list-style-type: none"> • medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment • learning difficulties • psychiatric or psychological disability • religious and spiritual observances • cultural images/ perceptions • age • gender
<p>Feedback may include:</p>	<ul style="list-style-type: none"> • ensuring assessment/ RPL process is understood • ensuring candidate concerns are addressed • enabling question and answer • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • information regarding available appeal processes • suggesting improvements in evidence gathering and presentation
<p>Consultation may involve:</p>	<ul style="list-style-type: none"> • moderation with other assessors, training and assessment coordinators • discussions with the client, team leaders, managers, RPL Coordinators, supervisors, coaches, mentors • technical/ subject experts • English language, literacy and numeracy experts

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Overview of assessment</p>	<p>Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods/ evidence gathering techniques must be used to determine competency.</p> <p>A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent has been demonstrated performance</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Candidates must demonstrate that they can accurately assess competence within the vocational education and training context.</p> <p>The assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan</p> <ul style="list-style-type: none"> • at least one candidate must be assessed for RPL • at least one assessment must include consideration • of reasonable adjustment and the reasons for decisions • all must show: <ul style="list-style-type: none"> ○ the application of different assessment methods and tools involving a range of assessment activities and events ○ the assessment of an entire unit ○ demonstration of two-way communication and feedback ○ how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported ○ completion of assessment records/ reports in accordance with assessment system - legal/ organisational ethical requirements ○ how the assessment process was reviewed and the review outcomes documented
<p>Context of and specific resources for assessment</p>	<p>Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.</p>

Employability Skills

EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:	Code
Communication	1. Interpreting client needs and writing to these	C1
	2. Using a range of communication skills, such as listening, questioning, reading, interpreting and writing documents	C2
	3. Writing hazard and incident reports	C3
	4. Using effective facilitation and interpersonal skills, including verbal and non-verbal language that is sensitive to the needs and differences of others	C4
	5. Mentoring, coaching and tutoring techniques	C5
Teamwork	1. Working with colleagues to compare, review, and evaluate assessment processes and outcomes	T1
	2. Actively participating in assessment validation sessions	T2
	3. Managing work relationships and seeking feedback from colleagues and clients on professional performance	T3
	4. Developing and evaluating with others learning programs customised for individuals or group needs	T4
Problem solving	1. Identifying hazards and assessing risks in the learning environment	P1
	2. Using time-management skills in designing learning programs	P2
	3. Calculating costs of programs and logistics of delivery, and accessing appropriate resources	P3
	4. Generating a range of options to meet client needs	P4
Initiative and enterprise	1. Interpreting the learning environment and selecting delivery approaches which motivate and engage learners	I1
	2. Monitoring and improving work practices to enhance inclusivity and learning	I2
	3. Being creative to meet clients' training needs	I3
	4. Applying design skills to develop innovative and flexible cost-effective programs	I4
Planning and organising	1. Researching, reading, analysing and interpreting workplace specifications	O1
	2. Planning, prioritising and organising workflow	O2
	3. Interpreting collected evidence and making judgements of competency	O3
	4. Documenting actions plans and hazard reports	O4
	5. Working with clients in developing personal or group learning programs	O5
	6. Organising the human, physical and material resources required for learning and assessment	O6
Self-management	1. Working within policy and organisational frameworks	S1
	2. Managing work and work relationships	S2
	3. Adhering to ethical and legal responsibilities	S3
	4. Taking personal responsibility in the planning, delivery and review of training	S4
	5. Being a role model for inclusiveness and demonstrating professionalism	S5
	6. Examining personal perceptions and attitudes	S6

Learning	1. Undertaking self-evaluation and reflection practices	L1
	2. Researching information and accessing policies and frameworks to maintain currency of skills and knowledge	L2
	3. Promoting a culture of learning in the workplace	L3
	4. Seeking feedback from colleagues	L4
	5. Facilitating individual, group-based and work-based learning	L5
Technology	1. Using technology to enhance outcomes, including online delivery and research using the internet	E1
	2. Using student information management systems to record assessments	E2
	3. Identifying and organising technology and equipment needs prior to training	E3
	4. Using a range of software, including presentation packages	E4