

TAEASS403A - Participate in assessment validation

Description:

This unit specifies the competence required to participate in an assessment validation process.

Employability skills:

This unit contains employability skills.

Application of unit:

This unit focuses on the skills and knowledge needed to participate in assessment validation. It does not address the competence of leading the validation process - that function is addressed in *TAAASS501B Lead and coordinate assessment systems and services*.

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

Competency Field:

Assessment

TAEASS403A - Participate in assessment validation		
Element	Performance Criteria	
1.	Prepare for validation	
	1.1	Discuss and confirm the approach to validation in accordance with the defined purpose/ s, context, relevant assessment system policies and procedures
	1.2	Analyse relevant benchmarks for assessment and agree the evidence needed to demonstrate competency
	1.3	Arrange materials for validation activities
2.	Contribute to validation process	
	2.1	Demonstrate active participation in validation sessions and activities using appropriate communication skills
	2.2	Participate in validation sessions and activities by applying the principles of assessment and rules of evidence
	2.3	Check all documents used in the validation process for accuracy and version control
3.	Contribute to validation outcomes	
	3.1	Collectively discuss validation findings to support improvements in the quality of assessment
	3.2	Discuss, agree and record recommendations to improve assessment practice

3.3

Implement changes to own assessment practice, arising from validation

Skills and Knowledge

Required knowledge

- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including:
 - criterion referenced assessment as distinct from norm referenced assessment
 - the various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment.
 - the critical aspects of validation, including validation of processes, methods and products of assessment
 - relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
 - legal and ethical requirements of assessors, particularly in relation to validation activities
- principles of assessment
- rules of evidence.

Required Skills

- planning skills to participate in validation activities within agreed timeframes
- problem solving skills to identify information that is inconsistent, ambiguous or contradictory
- evaluation skills to:
 - determine evidence requirements from competency standards
 - review assessment process
 - review assessment methods and tools
 - review collected evidence
- communication skills to share information in validations meetings

Range Statement

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.

Assessment system policies and procedures may include:

- candidate selection
- rationale and purpose of competency-based assessment
- assessment records/ data management/ information management
- recognition of current competency/ recognition of prior learning and credit arrangements

	<ul style="list-style-type: none"> • assessment reporting procedures • assessment appeals • candidate grievances/complaints • validation • evaluation/internal audit • costs/ resourcing • access and equity/ reasonable adjustment • partnership arrangements • links with human resource or industrial relations system • links with overall quality management system
Benchmark/ s for assessment refers to:	<ul style="list-style-type: none"> • the criterion against which the candidate is assessed which, may be one or more units of competency or assessment criteria of course curricula
Material/ s may include:	<ul style="list-style-type: none"> • assessment tools • samples of collected evidence • documentation outlining the basis of assessment decisions • reports/ records of assessment decisions • samples of benchmarks of appropriate evidence • the Assessment Guidelines of the relevant Training Package/ s • information from the evidence guide of the relevant units of competency
Validation activities may include:	<ul style="list-style-type: none"> • analysing and reviewing assessment tools • analysing and reviewing collected evidence • analysing and reviewing assessment decisions/ records of assessment outcomes • recording evidence of validation processes and outcomes • analysing and reviewing other aspects of assessment policies, processes and outcomes
Participation may include:	<ul style="list-style-type: none"> • comparison and evaluation of: <ul style="list-style-type: none"> ▪ assessment practices ▪ assessment plans ▪ interpretation of units of competency ▪ assessment methods and tools ▪ assessment decisions ▪ collected evidence

Evidence Guide

<i>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.</i>	
Overview of assessment	<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 performance has been demonstrated.</p>
Critical aspects for	To demonstrate competence against this unit, candidates must be

assessment and evidence required to demonstrate competency in this unit	<p>able to provide evidence that they have actively participated in a minimum of two validation sessions/meetings which, in combination, address the critical aspects of validation using different validation approaches and activities.</p> <ul style="list-style-type: none"> • clear explanations of the purposes of validation and the legal and ethical responsibilities of assessors • collation of all documentation relating to the validation process in a logical manner • demonstration of communications and liaison with relevant people • provision of feedback and interpretation of documentation in validation sessions • record of contribution to validation findings.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Access to assessment reports/ records and other documentation relevant to validation will need to be provided.

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
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EMPLOYABILITY SKILLS	FACETS ADDRESSED: Industry/enterprise requirements for this qualification include the following facets:	Code
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