

TAEASS401

Plan assessment activities and processes

Trainer's and assessor's guide

Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>
<p>Volume of learning</p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</p>	<p>Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.</p>

Section 2: Unit of competency information

2.1 Unit of competency

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Modification history

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

It applies to individuals with assessment planning responsibilities.

In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements define the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the assessment approach	1.1 Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal, organisational and ethical requirements 1.2 Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements

2.2 Unit of competency assessment requirements

Assessment Requirements for TAEASS401 Plan assessment activities and processes

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence	<p>The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit, including:</p> <ul style="list-style-type: none"> planning and organising the assessment process on a minimum of five separate occasions planning and organising two Recognition of Prior Learning (RPL) assessments (which may be two of the five assessment processes above.) <p>The evidence requirements for each occasion must include:</p> <ul style="list-style-type: none"> a documented assessment plan a different endorsed or accredited unit of competency (or clusters of units of competency) for each of the five occasions contextualisation of the unit(s) of competency and the selected assessment tools, where required incorporation of reasonable adjustment strategies development of suitable assessment instruments for each of the five occasions following organisational arrangements.
Knowledge Evidence	<p>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:</p> <ul style="list-style-type: none"> obligations of an assessor under applicable legislation and/or standards the major features of a unit of competency, and how they are to be addressed in assessment activities and processes interpreting competency standards as the minimum standard for assessment guidelines for contextualising units of competency different purposes of assessment and different assessment contexts, including RPL the purpose and features of evidence, and different types of evidence, used in competency-based assessments, including

Section 3: Training requirements

3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

3.2 Learning mapping

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Unit of competency	Content	Activities
Element 1: Determine the assessment approach	Topic 1: Determine the assessment approach	n/a
1.1 Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal, organisational and ethical requirements	1A Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal, organisational and ethical requirements	1
1.2 Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements	1B Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements	2
Element 2: Prepare the assessment plan	Topic 2: Prepare the assessment plan	n/a
2.1 Analyse units of competency and assessment requirements to identify evidence needed to demonstrate competence, according to the rules of evidence	2A Analyse units of competency and assessment requirements to identify evidence needed to demonstrate competence, according to the rules of evidence	3
2.2 Select assessment methods and instruments to support the collection of defined evidence, taking into account the context in which the assessment will take place	2B Select assessment methods and instruments to support the collection of defined evidence, taking into account the context in which the assessment will take place	4
2.3 Develop the assessment plan and gain approval from relevant stakeholders	2C Develop the assessment plan and gain approval from relevant stakeholders	5

3.4 Solutions to activities

Activity 1

Example response to Question 1

Item	Discussion points
Profiling learners	Procedures for identifying each learner, such as pre-training assessments, interviews
Enrolment form	<p>Responses must highlight areas that indicate the learner may require reasonable adjustment on assessment.</p> <p>In addition to specific questions regarding language, literacy and numeracy, the response may highlight the country in which the learner was born or whether they are of Aboriginal or Torres Strait Islander origin. Questions regarding highest level of schooling are also relevant.</p>
Printed information that is given to the learner regarding applying for RPL	<p>The information learners receive about RPL</p> <p>How the person responsible for enrolments gathers feedback about the quality of information learners are given about applying for RPL; for example, ask learner; formal course evaluations form completed during or post-delivery and assessment</p>
Application for RPL	<p>The response should identify the information regarding RPL, reasonable adjustment and context of assessment (location, timing and method of assessment).</p> <p>The response should evaluate the quality of the RPL form regarding:</p> <ul style="list-style-type: none"> • the clarity of instructions, including whether they were appropriate for gathering evidence that would satisfy the rules of evidence and principles of assessment • suitability for people with LLN issues • inclusion of self-evaluation checklist • advice for gathering evidence portfolio • contact number for inquiries.
Procedures for protecting privacy of personal information	The response should show an understanding of the role and responsibility of the assessor in protecting candidates' personal information.
Information about assessment recording and reporting procedures	The response should show an understanding of the role and responsibility of the assessor for recording assessment outcomes, storing judged evidence and arranging for assessment outcomes to be recorded on the RTO record system.

Section 4: Assessment

4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner (an assessment candidate) has achieved competency. Assessment confirms that the candidate can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the assessment tasks in the corresponding Aspire Assessment and RPL resource.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. If the candidate has not supplied sufficient information, the assessor may add the candidate's verbal responses to the questions and report and annotate the portfolio evidence provided. The assessor can give the candidate guidance and prompt to elicit further explanation where required.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

Assessment overview

The assessment provided in Aspire's Assessment and RPL resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this assessment you must successfully complete the following assessment tasks.

All candidates must complete the following tasks	<ul style="list-style-type: none">• Part A – Portfolio of evidence You will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that will assist your assessor in determining your competency.• Part B – Questions You will demonstrate a sound knowledge of the unit requirements in your responses.• Part C – Observation* Your work performance will be documented while being observed by an assessor or a third party observer.
RPL candidates only	RPL candidates are required to submit evidence to validate and verify their previous experience and qualifications. This may be in addition to, or instead of, the specific evidence requirements outlined in Part A. Evidence requirements should be discussed with your assessor or RTO.

* Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that are observable and must be demonstrated.

4.3 Assessment mapping

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Unit of competency	Part A – Portfolio of evidence	Part B – Questions
Element 1: Determine the assessment approach		
1.1 Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal, organisational and ethical requirements	P1, P5, P9, P13, P17	Q2
1.2 Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements	P1, P5, P9, P13, P17	Q4
Element 2: Prepare the assessment plan		
2.1 Analyse units of competency and assessment requirements to identify evidence needed to demonstrate competence, according to the rules of evidence	P2, P6, P10, P14, P18	
2.2 Select assessment methods and instruments to support the collection of defined evidence, taking into account the context in which the assessment will take place	P2, P6, P10, P14, P18	
2.3 Develop the assessment plan and gain approval from relevant stakeholders	P2, P6, P10, P14, P18	Q17
Element 3: Identify modification and contextualisation requirements		

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's responses. The answers provided by the assessment candidate will vary due to a number of factors, including:

- if they are an RPL candidate
- the candidate's own experiences
- the candidate's workplace experiences
- the interpretation of the assessment task by the assessment candidate/assessor
- the type of organisation, work practices, processes and systems encountered by the candidate.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	TAEASS401 Plan assessment activities and processes, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Portfolio of evidence	<input type="checkbox"/>
	Part B – Questions	<input type="checkbox"/>
	RPL candidates only – RPL documentation:	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Trainer/assessor capability record • Professional résumé • Position description of current role 	
Declaration:	<p>In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	