



Australian Government

TAEASS301 Contribute to assessment

Release: 1

TAEASS301 Contribute to assessment

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 contribute to the assessment process.

It applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role, and for whom collecting the evidence for assessment is an adjunct to principal work responsibilities. The unit applies to those involved in collecting evidence for assessment against units of competency or accredited courses.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

ELEMENT	PERFORMANCE CRITERIA
1. Clarify role and responsibilities in the assessment process	<p>1.1 Discuss and confirm the purpose of the assessment with relevant people</p> <p>1.2 Discuss and confirm benchmarks for assessment with the qualified assessor</p> <p>1.3 Access, read and clarify assessment plan with the qualified assessor</p> <p>1.4 Discuss and agree with the qualified assessor specific responsibilities in gathering evidence, and the types of evidence to be gathered</p>
2. Confirm organisational arrangements for evidence gathering	<p>2.1 Access and confirm relevant assessment system policies and procedures, organisational, legal and ethical requirements, and other relevant advice on assessment</p> <p>2.2 Clarify the nominated assessment tools and methods for collecting evidence with the qualified assessor, to ensure that the procedures to be followed, and the instruments to be used are clear</p> <p>2.3 Discuss and confirm with the relevant people the assessment context, including the candidate's characteristics and any need for reasonable adjustments</p> <p>2.4 Confirm and arrange resource requirements in consultation with relevant people</p>
3. Collect evidence in accordance with the assessment plan	<p>3.1 Explain the assessment process to the candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to the qualified assessor, prior to undertaking assessment activities</p> <p>3.2 Use assessment instruments to gather quality evidence within the available time and resources, according to organisational, legal and ethical requirements</p>
4. Record and report findings	<p>4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to the assessment system's policies and procedures</p> <p>4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment, and whether the evidence collected meets the rules of evidence</p> <p>4.3 Document areas for improvement in collecting evidence for future assessment activities</p>

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	4.2	<ul style="list-style-type: none"> Seeks feedback to build knowledge to improve process and professional practice
Reading	1.3, 2.1, 2.2, 2.4, 3.2	<ul style="list-style-type: none"> Sources and interprets procedural, and compliance information
Writing	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 3.2, 4.1, 4.3	<ul style="list-style-type: none"> Completes workplace documentation accurately using the appropriate language
Oral Communication	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1	<ul style="list-style-type: none"> Communicates information and process requirements clearly, based on techniques appropriate to the audience and environment Uses appropriate speaking and listening techniques to obtain specific information, and to support the assessment process
Navigate the world of work	2.1, 2.2, 3.2, 4.1	<ul style="list-style-type: none"> Accesses, confirms and takes responsibility for adherence to policies, procedures, and legal and ethical requirements
Interact with others	4.2	<ul style="list-style-type: none"> Asks questions to clarify understanding, and seeks feedback and further information
Get the work done	3.1, 4.1	<ul style="list-style-type: none"> Organises work according to defined requirements, taking some responsibility for decisions regarding the format of information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS301 Contribute to assessment	TAEASS301B Contribute to assessment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>



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Assessment Requirements for TAEASS301

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- clarifying the role to be taken during the assessment
- clarifying the assessment plan with the qualified assessor, including agreement about:
 - what evidence will be collected
 - how the evidence will be collected
- carrying out a minimum of three evidence-gathering activities and, on each occasion:
 - document evidence in a clear and concise manner
 - document feedback from others involved in the assessment

reporting findings to the qualified assessor, including an explanation of how the assessment meets the rules of evidence on each of the three occasions.

Knowledge Evidence

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:

- competency-based assessment
- the principles of assessment
- the rules of evidence
- the different purposes of assessment
- the diversity of assessment contexts
- different types of evidence
- evidence-gathering methods
- the purpose and features of assessment tools, and assessment plans

- potential barriers and processes relating to evidence-gathering procedures, and assessment processes
- the organisational policies and procedures relevant to this unit of competency.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to qualified assessors for consultation.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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