

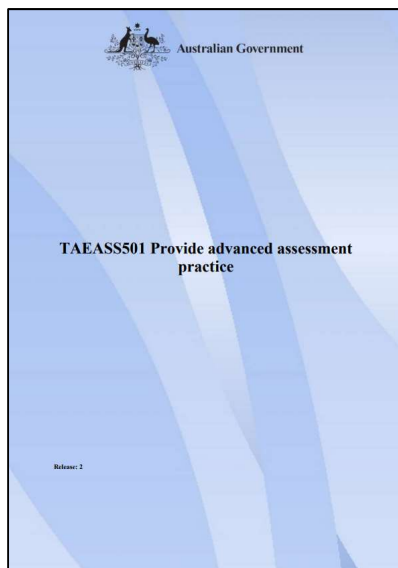
# **TAEASS501**

## **Provide advanced assessment practice**

**TAE50116 Diploma of Vocational Education and Training**

**Week 4, 2019**

# TAEASS501 Elements of competency



1. Develop and extend assessment expertise

2. Practice assessment

3. Lead and influence other assessors

4. Evaluate and improve assessment approach

# TAEASS501 Assessment tasks



Assessment	Assessment title	Deliverable
Task 1	Assessment practice	Practicum
Task 2	Assessment system and processes	<ul style="list-style-type: none"> <li>• Report (Word document)</li> <li>• Copy of your RTO's 5 year validation schedule</li> <li>• Copy of your RTO's moderation procedure or process (used as part of Task 3, Part 2)</li> </ul>
Task 3	Assessment moderation (presentation)	<ul style="list-style-type: none"> <li>• Notes for PD session (Word document)</li> <li>• PowerPoint slides</li> <li>• Handout given to participants</li> <li>• Completed feedback forms from participants</li> <li>• Completed observation form from your TAE assessor</li> <li>• Feedback on improvements of assessment practices and process (Word document)</li> </ul>
Task 4	Moderation process	<ul style="list-style-type: none"> <li>• Report (Word document)</li> <li>• Three third party verification forms (from 3 different colleagues in your RTO)</li> <li>• Verification by RTO Authorised Officer (or delegate)</li> </ul>

# TAEASS501 Planned agenda



Time	Week 4	Week 5	Week 6
5:30	Revision of assessment terminology	Australia’s VET system (Clarify Assessment Task 3)	TAEASS501 Assessment Task 3 (small group presentations) <ul style="list-style-type: none"><li>• Deliver 20 minute presentation supported by PowerPoint slides</li><li>• Followed by 20 minute discussion focused on how assessment processes and practices can be improved</li></ul>
6:00			
6:30			
6:45	Assessment system and processes (Clarify Assessment Task 2)	Preparation for Week 6 <ul style="list-style-type: none"><li>• Develop an outline for 20 minute presentation (Assessment Task 3, Part 2.1)</li><li>• Develop a feedback form (Assessment Task 3, Part 2.2)</li><li>• Develop report template (Assessment Task 3, Part 2.6)</li></ul>	
7:15			
7:45	Assessment validation and moderation (Clarify Assessment Task 4)		
8:15			
8:45	Week 4 conclusion	Week 5 conclusion	Week 6 conclusion

# Today's agenda



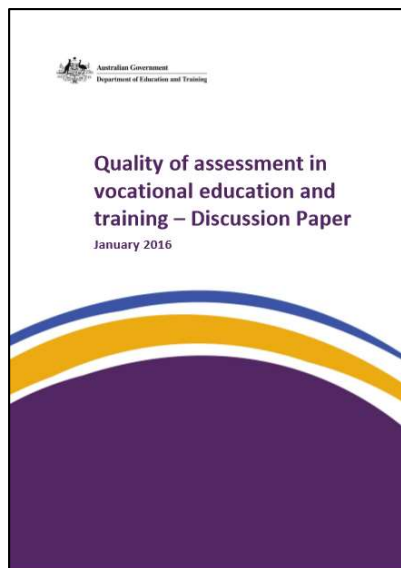
- Revision of assessment terminology
- Introduction to the TAEASS501 unit
  - Components of an assessment system
  - Assessment documents and record
  - Assessment system processes
- Assessment validation and moderation
- Clarify TAEASS501 Assessment tasks

# Revision of assessment terminology



- Competency-based assessment
  - Definition of competency
  - Definition of assessment
  - Competency standards
  - Criterion referenced assessment compared with norm referenced assessment
- Assessment practice
  - Principles of assessment
  - Rules of evidence
  - Types of evidence
  - Methods of assessments
- Dimensions of competency
- Assessment context or pathway
  - Training and assessment
  - Assessment-only (RPL)
- Reasonable adjustment
- Training packages
  - Development and endorsement of training packages (AISC, IRC, SSO, DET, industry)
  - Endorsed components of a training package
  - Companion Volumes
  - Australian Qualification Framework (AQF)

# Assessment quality



Quality outcomes from VET are fundamental to ensuring a skilled workforce and supporting a productive economy.

**In a competency-based system, assessment is the gatekeeper for quality.**

An incompetent graduate that is deemed competent could have a negative impact on employers and the workplace or seriously affect safety.

Such flawed qualifications may also have a broader impact on public confidence in nationally recognised training and the reputation of Australia's VET sector.

# Assessment is the gatekeeper for quality





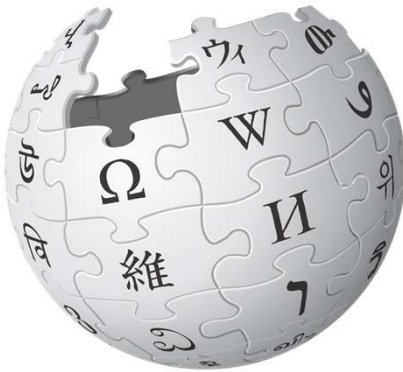
# Introduction to TAEASS501 unit



## TAEASS501 Provide advanced assessment practice

- Terminology
  - What is a system?
  - What is a process
- Assessment system and processes
- Difference between basic assessment practice and advanced assessment practice

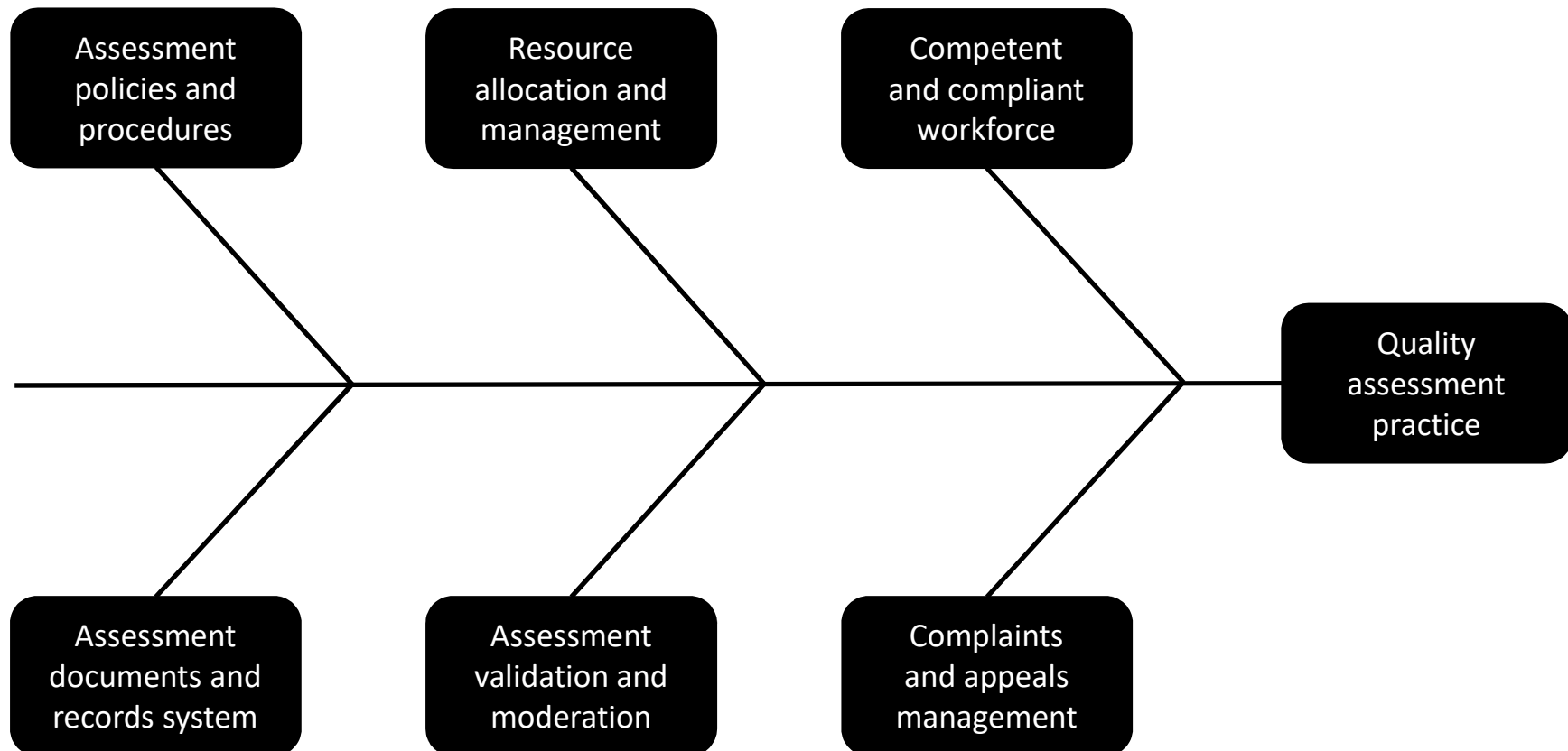
# Terminology



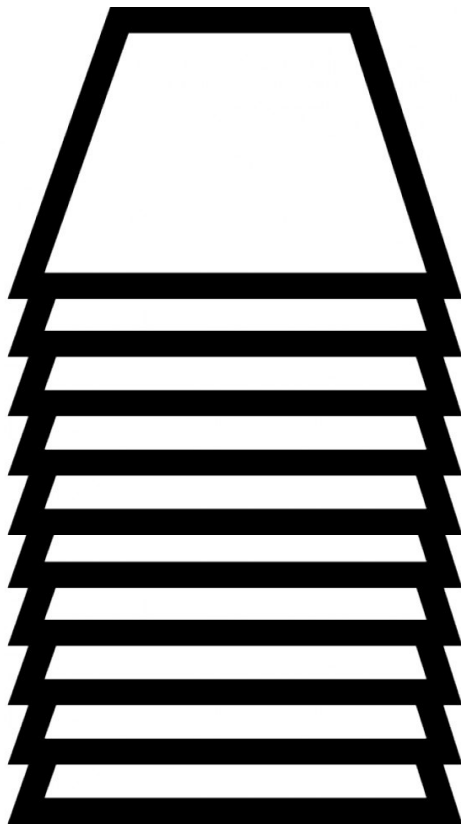
**WIKIPEDIA**  
The Free Encyclopedia

- What is a system?
  - A system is a group of interacting or interrelated entities that form a unified whole
- What is a process?
  - A process is a collection of related, structured activities or tasks by people or equipment which in a specific sequence produce a service or product

# Assessment system components

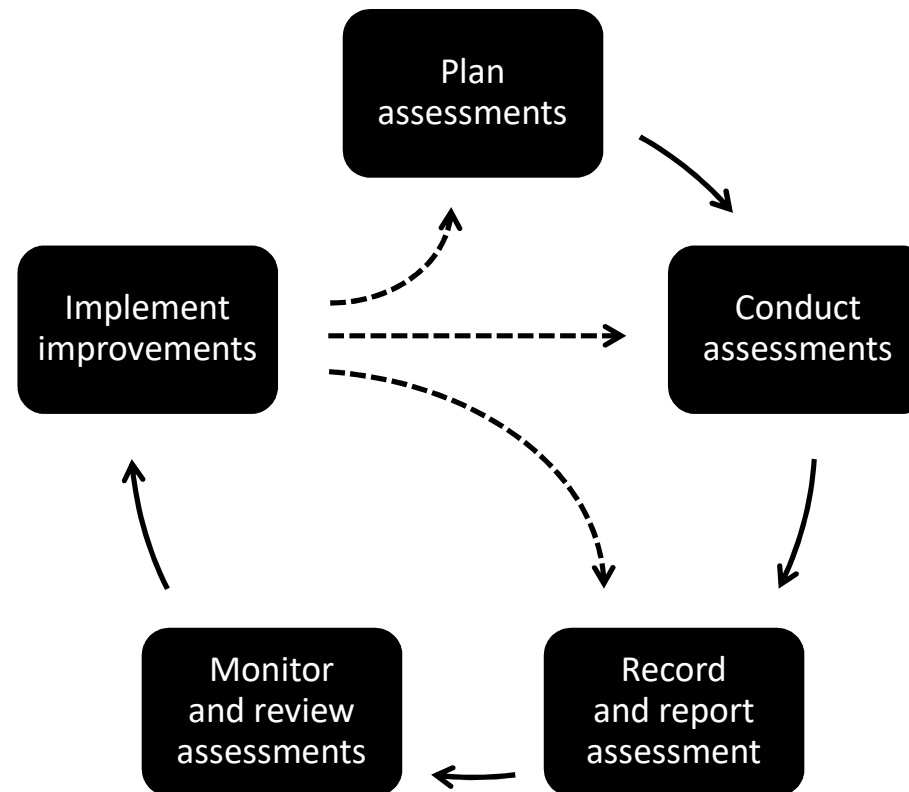


# Assessment documents and records



- Training and assessment strategies
- Training and assessment plans
- Assessment matrices
- Assessment tools; including RPL Kits
  - Assessment instructions
  - Assessment instruments
- Practical placement records
- Apprenticeship log books
- Assessment records

# Assessment system processes



# Activity



## Instructions

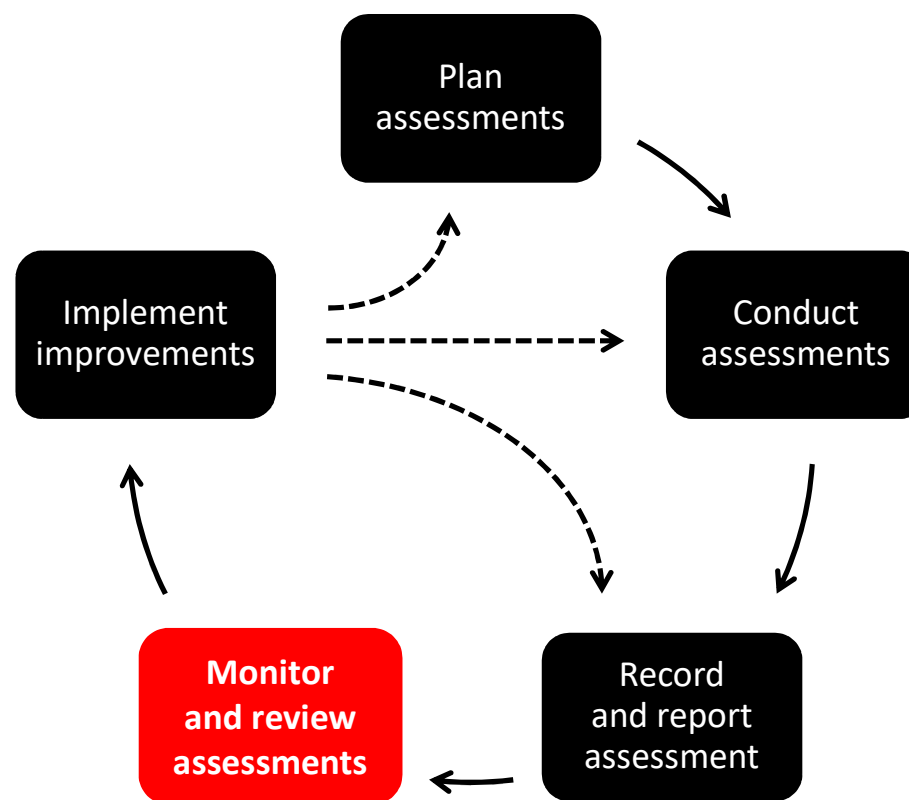
- Work in small groups
- Answer the following questions:
  - What is the difference between basic assessment practice and advanced assessment practices?
  - What are some examples of basic assessment practices?
  - What are some examples of advanced assessment practices?

# Activity debrief



Basic assessment practice	Advanced assessment practice

# Monitor and review assessments





# Activity



## Instructions

- Work in small groups
- Answer the following questions:
  - What is the definition of assessment validation?
  - What is the difference between assessment validation and moderation?
  - Describe an assessment moderation process on an A4 page. What are the tasks or steps to be taken? Who should be involved? What resources are needed?

# Activity debrief



Assessment validation	Assessment moderation

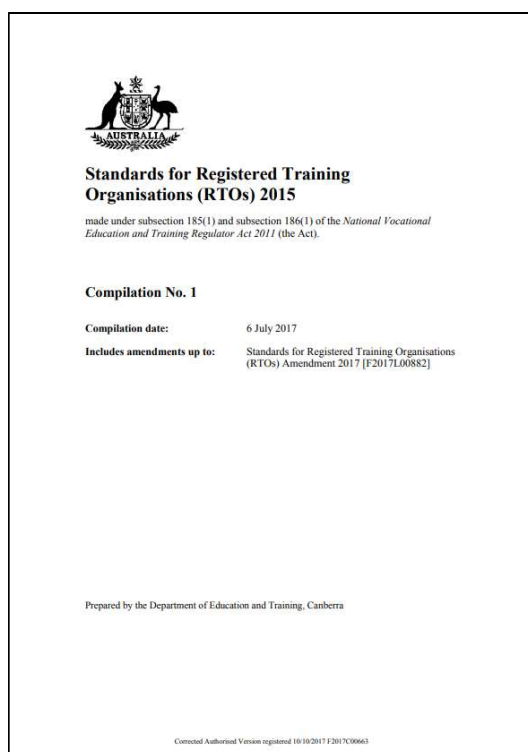
# Activity debrief



## Assessment moderation

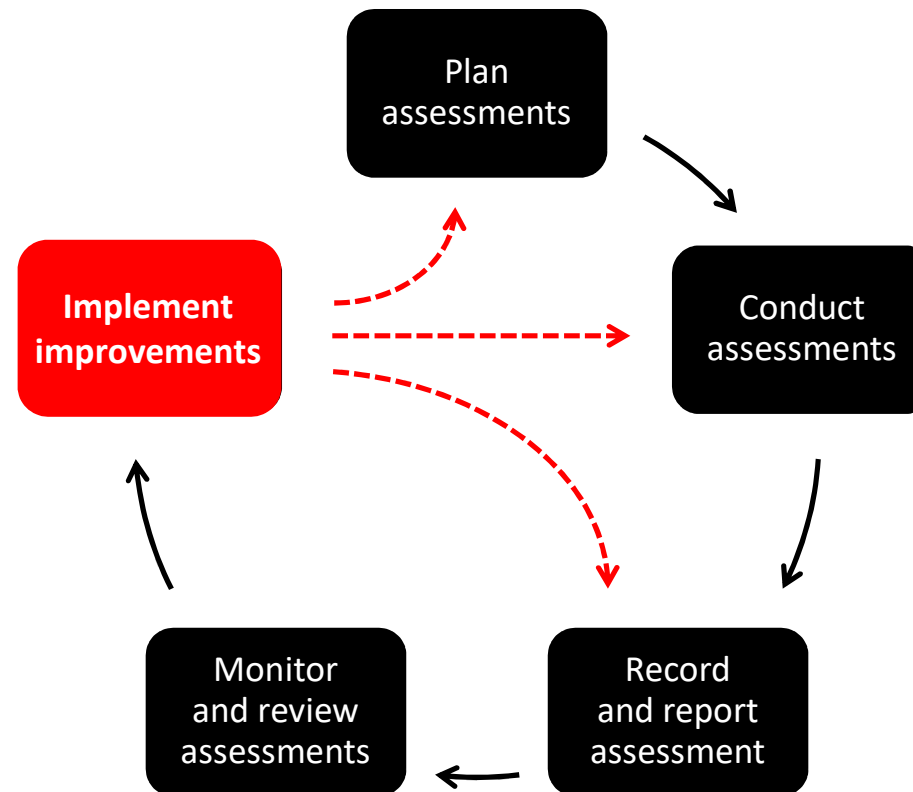
Task steps	Who involved	Resources
1.		
2.		
3.		
4.		
5.		

# Standards for RTOs 2015

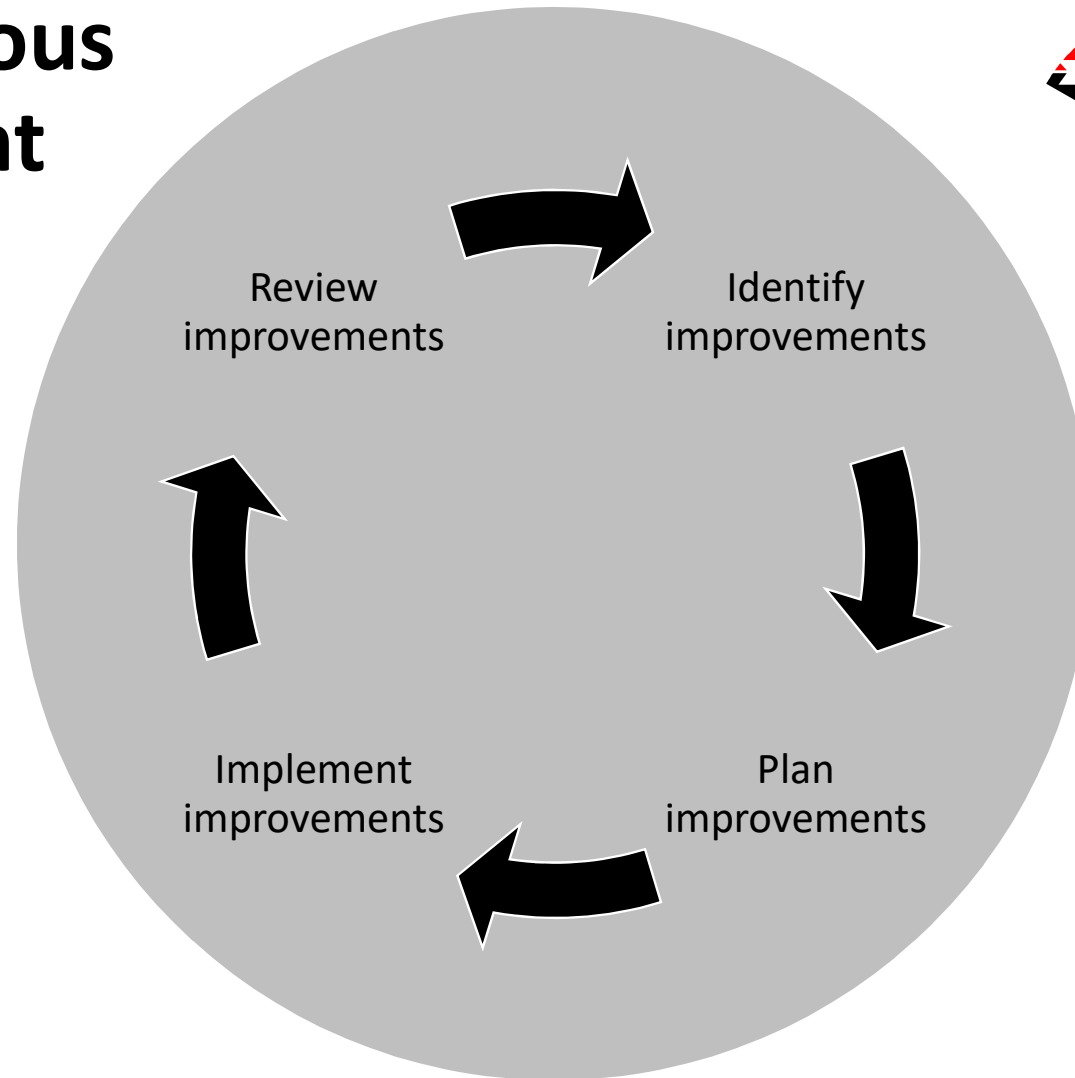


- Training and assessment strategies and practices
- Assessment system
  - Principles of assessment
  - Rules of evidence
- Assessment validation
- Complaints and appeals
- Continuous improvement

# Assessment system processes



# The continuous improvement cycle



# Activity



## Instructions

- Work in small group
- List your answers to the following questions:
  - What information or data can we use to identify improvements?
  - What could cause poor quality assessment?
  - What should determine the priority of improvements?
  - What might need to be improved?

# TAEASS501 Assessment tasks



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# TAEASS501 Assessment Task 2



- Planning assessment
- Conducting assessment
- Finalising assessment
- Monitoring and review
  - Organisation
  - Group of assessors
- Implementing improvements
- Attachments must include:
  - Copy of your RTO's 5 year validation schedule
  - Copy of your RTO's moderation procedure or process

# In summary



- Assessment is the gatekeeper for quality
- Must knows
  - The definition of competency
  - Principles of assessment
  - Rules of evidence
- Advanced assessment practice
  - Contribute to the continuous improvement of the RTO's assessment system and practices
  - Model effective and ethical assessment

# Before next training session



- Complete writing your report and gather attachments for TAEASS501 Assessment Task 2
- Commence writing your report for TAEASS501 Assessment Task 4
  - Gather three third party verification forms from three different colleagues in your RTO
  - Gather verification by RTO Authorised Officer (or delegate)

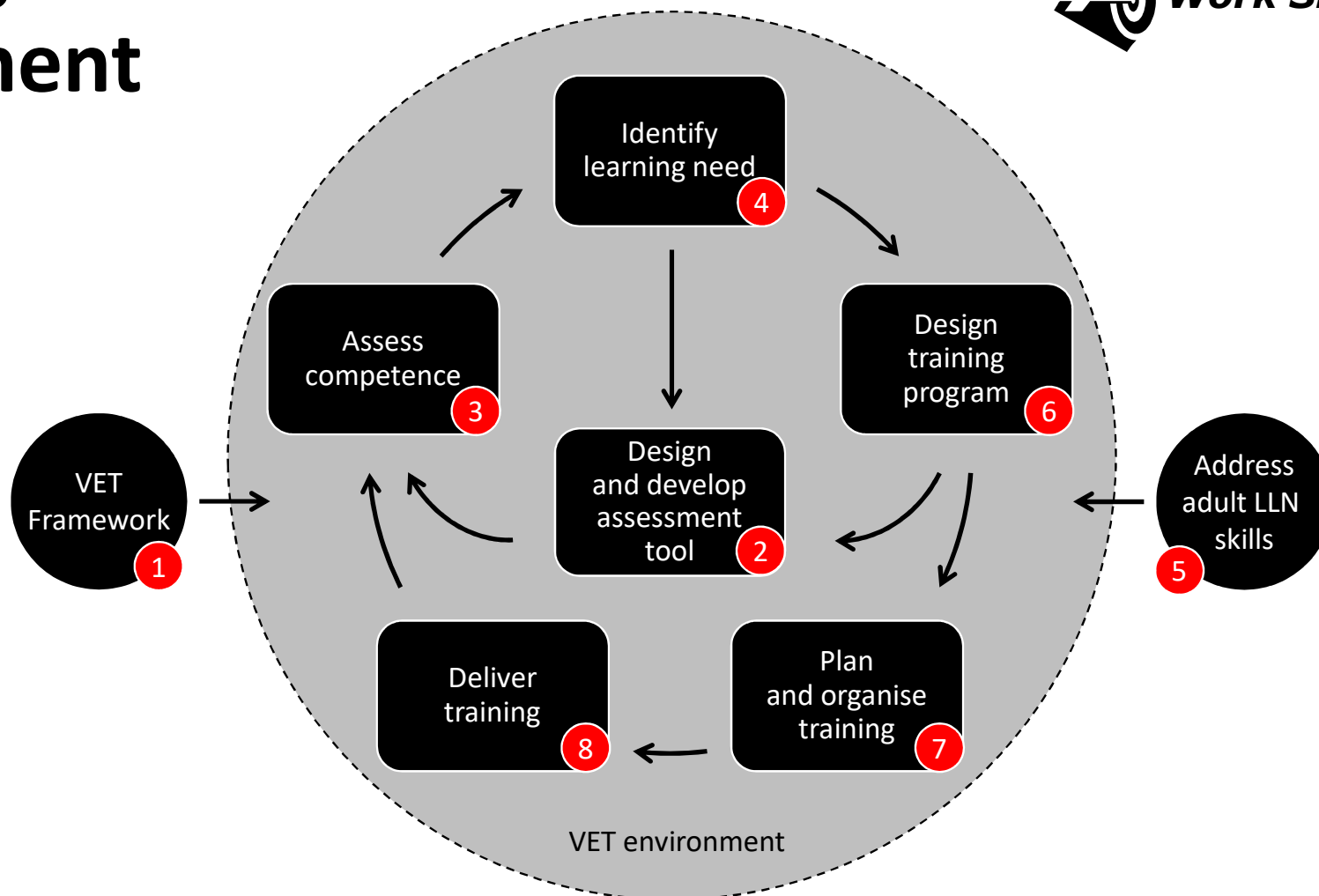
# Final question

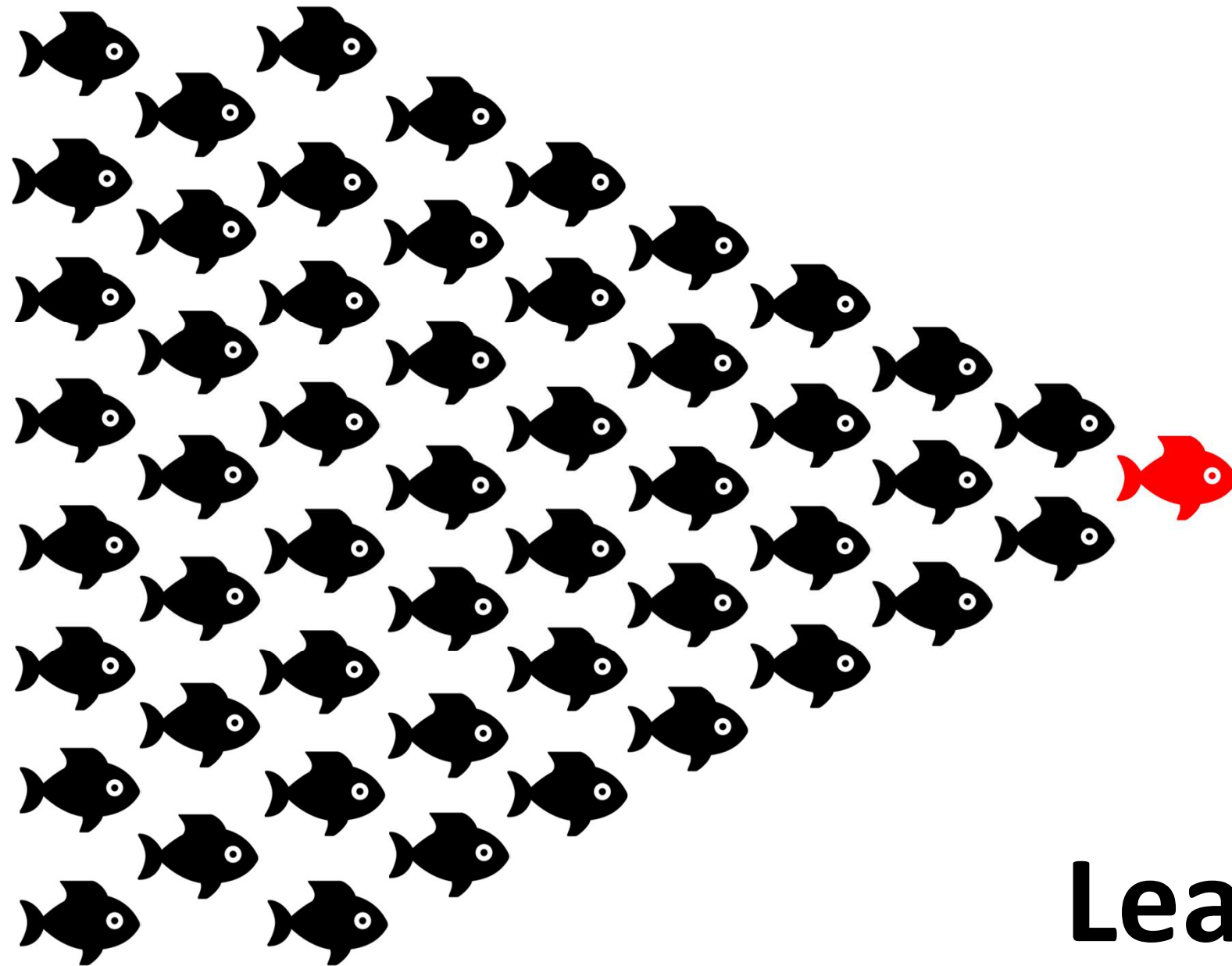
What has been the one most important thing you have learnt from today's training session?



Alan Maguire

# Training and assessment cycle





# Leadership