TAEASS301A
Contribute to assessment

Learner Guide

Assessment field
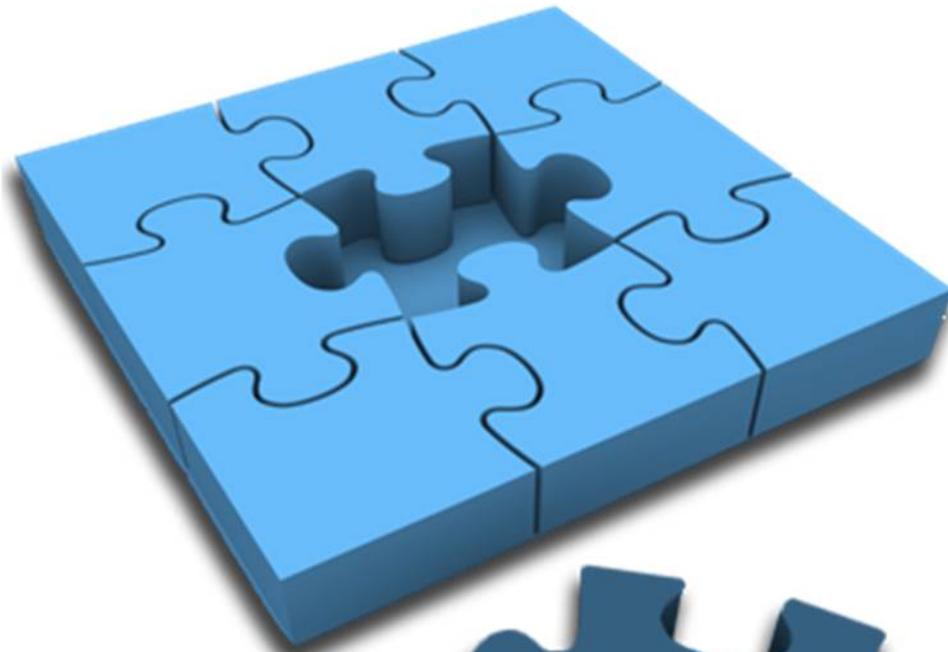
learner guide

Learner Guide to support *TAEASS301A Contribute to assessment*

Why has this Learner Guide been developed?

Shea Business Consulting has developed a Learner Guide to support *TAEASS301A Contribute to assessment*, a unit from the *Workplace Supervisor Skill Set*. This unit replaces a unit of the same name that was included in the previous *TAA04 Training and Assessment Training Package* but was not packaged to an AQF qualification. While much of the detail of the previous unit has been removed from the new unit, the Elements, Performance Criteria and Critical Aspects of Evidence and Assessment are all very similar. Both units are deemed equivalent in the mapping advice provided in the new *TAE10 Training and Education Training Package*.

Strong aspects of this Learner Guide are as follows:
- It contains all the essential information and is fully comprehensive; it encourages the learner to see working through this Guide as a part of a much broader learning experience including interaction with a trainer, practical application in actual assessment activity, full understanding of the concepts, all the latest references and definitions.
- There are numerous references to further resources that learners can access and add to their resource kit.
- It is fully up-to-date; there are many references to the *AQTF 2010 Essential Conditions and Standards for Registration* and other current references.

Who is this Learner Guide for?

This Learner Guide has been developed for individuals with technical or vocational expertise who are in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to their principal work responsibilities. The skills and knowledge outlined in this Guide are performed under the following conditions:
- all necessary assessment tools and resources to guide the evidence collection process must be provided to you by a qualified assessor
- any adjustments to these tools and resources are determined by the qualified assessor (who will provide you with guidance and supervision).

You are invited to use the *Continuous Improvement Form* on page 77 to identify changes that you think would improve this Guide.

Copyright

Disclaimer

Acknowledgement

Contents

Checklists

The following checklists, tables, templates and forms appear throughout this Guide:

Checklists, Tables, Templates and Forms	Page
Sample Assessment Plan	41
Evidence Table	43
Assessment System Policies and Procedures Checklist	44
Resources Required for Assessment	50
Third Party Checklist	52
Evidence List Template	54
Review Criteria Checklist	55

Symbols

The following symbols are used throughout this Guide:

   Important points

   Compliance-friendly mapping advice

   Useful activities

   Useful resources

   Valuable checklists

In the National Quality Council (NQC) report titled *VET Products for the 21ST Century – Final Report (June 2009)*, a recommendation was made to revise the definition of competency as follows:

"*Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.*"

You can download a copy of the *VET Products for the 21ST Century* report from the NQC website at www.nqc.tvetaustralia.com.au/nqc_publications

In June 2010, the Ministerial Council for Tertiary Education and Employment (MCTEE) agreed to establish a National Standards Council (NSC) which will replace the NQC. At the time printing, this new Council was not operational, so the NQC has been referenced throughout this resource.

Acronyms

AAC	Australian Apprenticeships Centre
ACSF	Australian Core Skills Framework
ANTA	Australian National Training Authority (function now responsibility of DEEWR)
AQF	Australian Qualifications Framework
AQFC	Australian Qualifications Framework Council
AQTF	Australian Quality Training Framework
AVETMISS	Australian Vocational Education and Training Management Information and Statistical Standard
CALD	Culturally and Linguistically Diverse
DEEWR	Department of Education, Employment and Workplace Relations (formerly DEST)
DEST	Department of Education, Science and Training (now DEEWR)
DIAC	Department of Immigration and Citizenship
IBSA	Innovation and Business Skills Australia
ISC	Industry Skills Council
LLN	Language, Literacy and Numeracy
MCTEE	Ministerial Council for Tertiary Education and Employment
NARA	National Audit and Registration Agency
NCVER	National Centre for Vocational Education Research
NISC	National Industry Skills Committee
NQC	National Quality Council (now NSC)
NRT	Nationally Recognised Training
NSC	National Standards Council (formerly NQC)
NSF	National Skills Framework (formerly NTF)
NSOC	National Senior Officials Committee
NTF	National Training Framework (now NSF)
NTIS	National Training Information Service
NTS	National Training System
NTSC	National Training Statistics Committee
OHS	Occupational Health and Safety
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State/Territory Training Authority
TAFE	Technical and Further Education
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
WELL	Workplace English Language and Literacy

Glossary

The following definitions have been sourced from the *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*.

Apprenticeship/traineeship – a structured training arrangement for a person employed under an apprenticeship/traineeship training contract (usually involving the person receiving training and being assessed both on and off-the-job).

Articulation – the arrangements that facilitate the movement or progression of learners from one qualification to another, or from one education and training sector to another.

Assessment – the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessment guidelines – the endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.

Assessment tool – a tool that specifies the context and conditions for an assessment, the tasks to be administered to the candidate, the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.

Authenticity – one of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Competency – the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Currency – one of the rules of evidence. In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Dimensions of competency – dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

Fairness – one of the principles of assessment. Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexibility – one of the principles of assessment. To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Introduction

This Learner Guide supports *TAEASS301A Contribute to assessment*, which is an elective unit in the *TAE40110 Certificate IV in Training and Assessment*. This unit of competency describes the skills and knowledge required to assist in the assessment process by collecting, examining, documenting and presenting evidence to support a candidate's demonstration of competence.

> Before working through this Guide, you will need to be aware of the following conditions that apply to this unit:
> - all necessary assessment tools and resources to guide the evidence collection process must be provided to you by a qualified assessor
> - any adjustments to these tools and resources must be determined by the qualified assessor (who will provide you with guidance and supervision).

By working through this Guide, you will learn how to:
- clarify your role and responsibilities in the assessment process
- confirm any organisational arrangements for evidence gathering
- collect evidence in accordance with an assessment plan
- record and report your findings.

You will particularly need these skills if you:
- have technical or vocational expertise in a specific area (but not in assessment)
- undertake a supervisory or mentoring/coaching work role
- collect evidence for assessment as an adjunct to your principal work responsibilities.

> *TAEASS402A Assess competence* is packaged as part of the *TAE40110 Certificate IV in Training and Assessment* because it is more appropriate for those who gather evidence as one of their principal work responsibilities.

What documents do you need?

To successfully work through this Guide, you will need access to the following documents:
- *Introduction to the Learner Guides*, which has been specifically designed to complement the suite of *TAE10 Training and Education* Learner Guides
- a copy of *TAEASS301A Contribute to assessment*, the actual unit of competency you are seeking to demonstrate competence in
- a copy of the *TAE10 Training and Education Training Package* Assessment Guidelines.

If you have not yet purchased a copy of *Introduction to the Learner Guides,* see page 60 for details.

The unit *TAEASS301A Contribute to assessment* and the *TAE10 Assessment Guidelines* can be accessed from the National Training Information Service (NTIS) at www.ntis.gov.au

What resources do you need?

Your Registered Training Organisation should help you with access to the following:
- a facilitator (to help you work through the Guide)
- an assessor (to assess you against the unit of competency)
- a qualified workplace assessor (who you will assist in the assessment process, and who may be the same person who assesses you against the unit of competency)
- assessment tools and resources.

You will need access to an assessment environment where you can gather evidence and apply the skills you are developing.

What is a resource kit?

As you work through this Guide, it is a good idea to compile an electronic and/or paper-based resource kit to use for your work and assist with your learning. This kit may include:
- information that you print or bookmark from websites
- resources you download from websites
- newspaper articles about your industry
- specific policies or procedures from your workplace.

What you decide to put in this kit is up to you. Over time it will become a very useful source of information, containing information about current work practice and ideas within your industry.

The resource kit is for your own professional development and is different to the *evidence portfolio* that you will keep for assessment purposes (although some resources may be included in both).

Where are you heading?

When you reach the end of this Guide, you will need to have carried out a minimum of three evidence gathering activities (with different candidates for each activity) where you
- presented documentation of the evidence in a clear and concise manner
- presented documented feedback from others involved in the assessment.

Where should you go if you need help?

The aim of this Guide is to put you in control of the learning process. However, only a qualified assessor can formally recognise your skills, and only a Registered Training Organisation (RTO) can issue you with a *Statement of Attainment* when you successfully complete *TAEASS301A Contribute to assessment*. If at any stage you are not sure of something and want to ask a question, it is well worth talking with your RTO. A simple phone call can make all the difference.

If you have not yet enrolled with an RTO, the National Training Information Service (NTIS) is a great resource that you can use. This is an online database that lists all RTOs, qualifications and units of competency. You will need to find an RTO that has the most recent version of the *TAE10 Training and Education Training Package* within its scope of registration. It will also help if the RTO is local (or at least based in your own State/Territory).

Finding an RTO:
1. Go to www.ntis.gov.au and click on *Training Packages*
2. Scroll down and select *TAE10 Training and Education Training Package*
3. Click on *RTO with Scope* from the *Tools* menu on the right hand side
4. Select your State/Territory from the top of the *Browse Results* area.

You will require Internet access and a basic level of IT (computing) literacy to work through this Guide, as the online environment contains current and up-to-date information on vocational education and training. If you are unable to access the Internet or you require basic computing assistance, you will need to discuss this with your facilitator.

Getting Started Checklist

Before moving to the next section, you should be able to tick all of the following:

- ○ Have you been allocated a facilitator by your RTO to help you work through this Guide?

- ○ Are you clear on the skills and knowledge you will gain by working through this Guide?

- ○ Are you clear on the resources you need to successfully work through this Guide?

- ○ Do you have access to an assessment environment?

- ○ Do you have access to the Internet?

- ○ Have you started a resource kit that you can add to as you work through this Guide?

- ○ Have you purchased a copy of *Introduction to the Learner Guides*?

- ○ Have you downloaded a copy of *TAEASS301A Contribute to assessment*?

- ○ Have you downloaded a copy of the *TAE10 Training and Education Training Package* Assessment Guidelines?

- ○ Have you checked with your facilitator that you have all the resources you need to develop competency in this unit?

Introduction

This section includes five Learning Topics that contain background information and activities. You will need to speak to your facilitator/qualified assessor to determine which of the topics you need to complete. Some of the activities may be contextualised to suit your needs, and all the activities can be used as evidence for assessment.

The following Learning Topics are covered in this section:
1. What you need to know about assessment
2. Clarifying roles and responsibilities
3. Confirming evidence gathering arrangements
4. Collecting evidence
5. Recording and reporting findings

Learning Topic 1: What you need to know about assessment

Before you start, there a few things you need to know about assessment. This section has been included to give you a general picture of assessment in the vocational education and training (VET) sector, including:
- critical definitions
- the big picture
- the assessment process
- competency-based assessment
- principles of assessment
- rules of evidence
- standards, codes of practice and legislation that affect training and assessment.

Critical definitions

Assessment…"the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package."

Assessment tool…"a tool that specifies the context and conditions for an assessment, the tasks to be administered to the candidate, the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance."

Competency…"the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."

Training Package…"a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise."

Unit of competency…"the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace."

Source: *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*

The big picture

When you contribute to assessment you will actually be participating in a broader assessment system, and the diagram below shows where you fit within this bigger picture. The left-hand side shows the different concepts relating to assessment, which are reflected in various units of competency from the *TAE10 Training and Education Training Package* (listed on the right-hand side). If you would like to find out more about these concepts, you can refer to the various Learner Guides that support each unit of competency (see page 60 for details).

Assessment Concepts   TAE10 Units of Competency

Assessment Strategy and System
The approach to assessment and evidence gathering (and the policies and processes designed to support the strategy).

→ **TAAASS501B**
Lead and coordinate assessment systems and services

Assessment Plan
The planning and organisation of the assessment process, including the purpose, the candidates, the when/where/how and the resources required for assessment.

Assessment Method and Tools
Assessment methods are the *techniques* used to gather evidence, while assessment tools are the *instruments* used to gather and interpret evidence.

→ **TAEASS401A**
Plan assessment activities and processes

Developing Assessment Tools
Assessment tools provide the instruments and instructions to guide assessors in the collection/interpretation of evidence.

→ **TAEASS502A**
Design and develop assessment tools

TAEASS301A
Contribute to assessment

Assessment of Competence
The judgment of evidence to determine whether the standard of performance has been achieved.

→ **TAEASS402A**
Assess competence

Assessment Validation
The review, comparison and evaluation of assessment tools, processes and evidence that contribute to judgments made by a range of assessors against the same standards.

→ **TAEASS403A**
Participate in assessment validation

The assessment process

When you contribute to the assessment process, you will also be involved in a series of steps (often termed the assessment cycle) that candidates and assessors move through when undertaking an assessment. The cycle involves preparing, planning, conducting, recording, reporting and reviewing an assessment, and the process is a critical component of the broader assessment system. The diagram overleaf shows the eight steps of the assessment cycle.

Resources Required for Assessment	Version 1.0 (August 2010)
Assessment Benchmark	*BSBCMM401A Make a presentation*
Resources	*Assessment must ensure:* • *access to an actual workplace or simulated environment* • *access to office equipment, documentation and resources*
Assessment Benchmark	
Resources	
Assessment Benchmark	
Resources	
Assessment Benchmark	
Resources	

Depending on the assessment context, you may need to purchase or obtain certain resources, and this may affect the timelines and costs involved with the assessment process. You will need to consider issues such as arranging transport to the assessment location, ensuring access to technology, confirming equipment availability and obtaining pre-existing assessment resources.

Learning Topic 4: Collecting evidence

After confirming the organisational arrangements for evidence gathering, you now need to collect evidence in accordance with the assessment plan, and this will involve:

- explaining the assessment process to the candidate
- using assessment tools to gather evidence.

> This Learning Topic covers Element 3 of *TAEASS301A Contribute to assessment* (Collect evidence in accordance with the assessment plan).

Explaining the assessment process to the candidate

When you are assisting with an assessment, you need to explain how the assessment process works to the candidate <u>before</u> you start to collect any evidence. This is often called *briefing the candidate*, and the best way to do this is to take them through the assessment plan (which has already been developed by a qualified assessor).

When you brief a candidate about the assessment process, you need to ensure that they have understood you. Allow them plenty of time to take in what is being said and provide opportunities for them to ask questions about what they have to do and what is expected of them.

> Be sure to explain the different responsibilities of all parties involved in the assessment process to the candidate <u>before</u> you start to collect evidence, and always refer any issues/concerns they raise to a qualified assessor.

Using assessment tools to gather evidence

Having briefed the candidate about the assessment process, you are now ready to assist in the evidence gathering process. You have already clarified the assessment methods and tools that are to be used in the assessment, and these will be documented in the assessment plan (see page 40). It is important that you gather evidence:

- within your available time and resources (as identified in the assessment plan)
- in accordance with legal, organisational and ethical requirements (see page 44).

> A qualified assessor will develop all of the assessment tools required for an assessment, and the final assessment decision is made by this assessor, not by those assisting with the assessment.

> You may find the *Third Party Checklist* (overleaf) useful to gather evidence in the assessments you assist with, but be sure to discuss the assessment tool with a qualified assessor first.

Learning Topic 5: Recording and reporting findings

After collecting evidence in accordance with the assessment plan, you now need to record and report your findings, and this will involve:
- organising evidence for analysis
- seeking feedback
- documenting areas for improvement.

> This Learning Topic covers Element 4 of *TAEASS301A Contribute to assessment* (Record and report findings).

Organising evidence for analysis

Keeping accurate and secure records is a very important part of the assessment process, and it is a requirement of the *AQTF Essential Conditions and Standards for Registration* (see page 33) that RTOs manage records to ensure their accuracy and integrity. While this is predominantly the responsibility of an RTO, you can assist in the process by ensuring the evidence you collect is:
- organised in a format suitable for analysis by a qualified assessor
- recorded in accordance with an RTO's assessment system policies and procedures.

> You will need to discuss the way in which you intend to organise the evidence you collect with a qualified assessor. Use the following template to organise your collected evidence during an assessment activity.

Evidence List	Version 1.0 (August 2010)
Candidate	
Observer	
Benchmark	
Date	
Name	
Evidence #	**Description of Evidence**
1	
2	
3	
etc…	

Seeking feedback

Having organised your evidence for analysis, you now need to seek feedback from a qualified assessor to determine whether or not:

- the evidence gathering activities meet the *principles of assessment*
- the collected evidence meets the *rules of evidence*.

When reviewing the assessment process, it is always a good idea to consider your evidence gathering activities collectively rather than individually.

> The following checklist provides some questions that you may wish to use to see if your assessment process meets the *principles of assessment* and *rules of evidence*. You must undertake this task with a qualified assessor.

Assessment Benchmark			
Review Criteria		**Assessment Process meets Review Criteria**	
		Yes	No
Principles of Assessment	**Validity** Did the assessment activities address all parts of the benchmark?		
	Reliability Did the activities consistently measure what they were supposed to?		
	Did the instructions provided to candidates ensure consistent application of the activities?		
	Could the activities be used by different assessors in different situations and with different candidates to achieve consistent results?		
	Flexibility Did the activities meet the needs of the candidate and the organisation?		
	Fairness Did the activities meet the needs and characteristics of the candidate?		
	Were the activities free of bias and could they be adapted to prevent barriers for individuals with special needs?		
Rules of Evidence	**Validity** Did the evidence address all parts of the benchmark?		
	Currency Was the evidence current?		
	Sufficiency Was there enough evidence to address all parts of the benchmark?		
	Authenticity Was the collected evidence the candidate's own work?		

Documenting areas for improvement

Having sought feedback on your evidence gathering activities from a qualified assessor, you now need to document the areas where you can improve the way in which you collect evidence. This will ensure you adopt a continuous improvement approach to your future assessment activities.

> Use the following template to document the areas where you can improve your evidence gathering activities. Once again, be sure to undertake this task with a qualified assessor.

Evidence Gathering Activities	Areas for Improvement

Learning Topics Checklist

Having reached the end of this Learning Guide, you should be able to tick all of the following:

O Can you describe the following components of the broader assessment system?

   O The main features of competency-based assessment

   O The *principles of assessment* and *rules of evidence*

   O The different purposes of assessment

   O The diversity of assessment contexts

   O The different types of evidence

   O The different types of assessment methods

   O The purpose and features of assessment tools and assessment plans

   O The potential barriers to evidence-gathering procedures

   O The standards and codes of practice that affect training and assessment

   O How OHS relates to training and assessment environments

O Can you clarify the various roles and responsibilities in the assessment process?

O Can you clarify the various organisational arrangements for evidence gathering?

O Can you collect evidence in accordance with an assessment plan?

O Can you record and report your assessment findings?

O Have you undertaken three evidence gathering activities (with different candidates in each activity), where you:

   O presented documentation of your evidence in a clear and concise manner?

   O presented documented feedback from others involved in the assessment?

The end of the road

Having assembled an evidence portfolio by working through this Guide and applying your skills, you will now need to arrange for a qualified assessor from your RTO to evaluate your competence in *TAEASS301A Contribute to assessment*. If you are deemed competent, you will be issued with a Statement of Attainment that formally recognises your ability to contribute to the assessment process.

Appendix B: Code of Practice for Assessors

The following code of practice (which is included in the Assessment Guidelines of the *TAE10 Training and Education Training Package*) serves three main functions:

- supports professionally responsible and ethical assessment practice
- guides *TAE10* assessors in the responsibilities of their work
- reinforces the performance outcomes of the assessment units in the *TAE10 Training and Education Training Package*.

Code of Practice for Assessors

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made (if necessary).
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against *TAE10 Training and Education Training Package* competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

Source: *TAE10 Training and Education Training Package – Assessment Guidelines* (DEEWR, 2010)

Appendix C: Assessment Methods and Tools

The following table provides a list (which is in no way exhaustive) of assessment methods and tools, including a description of each and examples of how to use them.

Method	Description	Examples of Appropriate Use	Tools
Observation in workplace	Applicant undertakes real work activities at the workplace and demonstrates processes and/or the steps to produce products	Demonstrate job specific skills (e.g. receptionist taking telephone calls and greeting clients or a personnel officer conducting an interview) Can be used to provide RPL evidence	Instruction to candidates and assessors Observation checklist Description of competent performance
Observation in simulated work environment	As above except the workplace situation is simulated	Demonstrate job specific skills off-the-job (e.g. training kitchen, college workshop, industry training centre)	Instruction to candidates and assessors Observation checklist Description of competent performance
Fault finding	Product is given to applicant to analyse for errors or problems Can be written or practical	Identify why the engine does not work Identify the inaccuracies in meeting minutes and correct them	Assessor observation checklist Candidate checklist (with diagrams if needed)
Role-plays	Participants are assigned roles and a scenario to enact potential responses to situations Clear guidelines are required for all participants Assessor must also undertake a careful role in briefing/debriefing	Explore potential responses to situations (e.g. meeting procedures, leadership techniques, conflict resolution, client complaint, management techniques)	Instruction to candidates and assessors Scenario and outline of roles and key steps or issues to be covered
Construction of role-plays	Applicant designs own role-play to demonstrate issues and responses Requires applicant to consider potential scenarios and responses Guidelines for design of role-play needed	As above, except candidate develops roles and scenarios Could be useful at higher AQF levels	Instruction to candidates and assessors Boundaries, rules and guidance for the scenarios and roles to be constructed
Games	Quiz shows and board games (e.g. Monopoly, Scruples) can be adapted to specific areas to enable participants to explore potential options, difficulties, short cuts, etc	Solve problems and make decisions in management roles and small businesses (e.g. Management techniques, Running a restaurant, The Travel Game)	Instruction to candidates and assessors, including clear purpose for assessment (e.g. formative assessment)

Appendix D: AQTF 2010 Mapping Advice

The following mapping advice has been provided to assist auditors determine that the Learning Topics provided in this Guide fully meet (and are in accordance with) the following standards.

AQTF 2010 Essential Conditions and Standards for Initial Registration

Standard 1   The applicant has strategies in place to provide quality training and assessment across all of its operations

Element 1.3   …training and assessment materials to be used by the applicant are consistent with the requirements of the Training Package or accredited course…

AQTF 2010 Essential Conditions and Standards for Continuing Registration

Standard 1   The RTO provides quality training and assessment across all of its operations

Element 1.3   …training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course…

Learning Topics	TAEASS301A Contribute to assessment
1. What you need to know about assessment	Addresses Required Knowledge
2. Clarifying roles and responsibilities	Addresses *Element 1: Clarify role and responsibilities in the assessment process* (and incorporates Required Skills, Required Knowledge and Employability Skills)
3. Confirming evidence gathering arrangements	Addresses *Element 2: Confirm organisational arrangements for evidence gathering* (and incorporates Required Skills, Required Knowledge and Employability Skills)
4. Collecting evidence	Addresses *Element 3: Collect evidence in accordance with the assessment plan* (and incorporates Required Skills, Required Knowledge and Employability Skills)
5. Recording and reporting findings	Addresses *Element 4: Record and report findings* (and incorporates Required Skills, Required Knowledge and Employability Skills)

Appendix E: Continuous Improvement Form

Shea Business Consulting is committed to providing quality resources to support the national vocational education and training sector. If there is any way we can improve this Guide to meet your specific needs and requirements, please complete the form below and return it to us.

Organisation:		
Name:		
Address:		
Phone:		
Email:		
Are there any changes that you think could improve this Guide?		
Are there any other units that could be supported by the types of learning topics, checklists and activities included in this Guide?	Unit Code	Unit Title

Please send this form to:
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