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**TAE5501 Provide advanced
assessment practice**

**Recognition of Prior Learning
Candidate Guide**

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Written by Sandy Welton
www.trainingresourcesrto.com.au

TAEASS501 Provide advanced assessment practice

This unit describes the skills and knowledge required to lead assessment processes as a part of a continuous improvement strategy among a group of assessors within a Registered Training Organisation (RTO).

It applies to experienced assessors who provide leadership, or guidance to others, who conduct assessments for an RTO.

Documentary Evidence

The following list of the types of workplace documents that you may be able to provide in support of your RPL application for this unit of competency.

Please note that the list is only a suggestion. You may have other documents that you think will help in your application.

Gather together all the documents that you can, and submit them to your assessor. Provide copies where you can. If you cannot provide copies or the documents are very large, your assessor may peruse the originals and return them to you.

Important Note:

- You must comply with the Australian Privacy Principles. No individual (other than yourself) should be named in the documents. Blank out any names or any other information that could identify the individual.
- You must also comply with any “commercial in confidence” requirements. If you need to submit such a document, seek permission from your organisation. Your assessor may peruse the originals and can also sign a declaration that they will protect the information.

List of REQUIRED documentary evidence

- Records of assessment you have conducted in the past 12 months for:
 - at least 20 different candidates
 - a minimum of 50 units of competency

NOTE: The 50 units of competency do not need to be different.

These records must clearly show the outcomes of assessment and how the judgement was made.

- A certified copy of your TAE40110 or TAE40116 Certificate IV in Training and Assessment

List of suggested documentary evidence

- Reports or correspondence you have written documenting research you have undertaken on assessment systems and practices, changes in the system and compliance requirements
- Reports or correspondence you have written in relation to recommended assessment methods for a target group, qualification or unit of competency
- Assessment tools that you have either written, collaborated in writing or validated (together with validations where relevant)
- Correspondence you have written to other assessors in relation to ethical and/or compliance practices in assessment

- Plans, reports, recommendations and training materials you have written in order to build the skills and experience of your colleague assessors
- Records, reports or correspondence demonstrating that you monitor the assessment processes and activities of your RTO
- Reports and/or communication where you have proposed and implemented improvements to assessment approaches
- Records of migration processes you have participated in, prior to the final judgement of competence

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Third Party Verification

The forms on the following page should be printed twice.

Give each copy to the referees that you identified in your RPL application.

Clarify to referees that they should only tick items that they can confirm from their own knowledge of you through observation of your performance at work.

Let them know that the assessor will contact them either by telephone or email to confirm the authenticity of the information.

Request each referee to write a few comments on your performance overall.

Ensure that the forms are signed and correctly dated by each referee.

Submit the forms as soon as they are completed to your assessor.

Third Party Verification Form

Name of Candidate		
Name of Third Party (Referee)		
Position of Third Party		
Work relationship of Third Party to the Candidate		
Telephone		Email

Please tick the criteria where you can confirm from your own knowledge that the candidate meets the criteria.

NOTE: It is not necessary for you to tick every box – only those you can confirm from your own knowledge of the candidate's work performance

mapping (assessor use)	Criteria for assessment	✓
PC 1.1 PC 1.2	Regularly researchs current information on assessment practices and compliance requirements and communicates results of research to the assessor team	<input type="checkbox"/>
PC 2.1 PC 2.2 PE 4	Acts as a lead assessor within the RTO, regularly conducting assessments for both learning and assessment pathway and RPL.	<input type="checkbox"/>
PC 3.1 PC 3.2	Advises and supports other assessors, modelling high standards of ethical behaviour and assists the assessor group to develop their professional expertise and experience	<input type="checkbox"/>
PC 4.1 PC 4.2 PE 5	Actively monitors the assessment system and processes in the RTO, recommending, planning and implementing improvements	<input type="checkbox"/>
PC 4.3 PE 4	Regularly participates in moderation of assessment judgements, assisting colleague assessors in bordering decisions and clearly documenting the outcome of moderation	<input type="checkbox"/>

Please provide a few comments on your personal evaluation of the candidate and the way that they act as a lead assessor in their work role.

Signed	Date

Competency Conversation

A competency conversation is a meeting between you and your assessor, where you discuss and explain your work experience. It is an informal discussion - not an examination. The competency conversation may be face to face or by telephone, Skype or other means of communication.

Your assessor will make notes of your responses. They may ask if you consent to having your responses recorded, so that they have an accurate and complete record. You have the right to refuse recording of your voice or videoing the meeting.

The following is a list of the types of questions your assessor is likely to ask you. It is provided in advance so that you can prepare for the meeting. Consider each of the questions and think about how you will respond.

Your assessor may suggest that you submit typed answers prior to holding the competency conversation, as this can reduce the time and cost of the RPL process. If your typed answers are sufficient, the competency conversation may not be necessary.

Answers to prepare:

Main question – to start the discussion

Describe your role as a lead assessor in your RTO, and your RTO's assessment system

Supplementary questions – to expand upon the main question:

For how long have you been practising as an assessor?

What kinds of research do you perform on a regular basis so as to gather ideas to improve your own assessment practice?

How many assessors are there in your RTO and what is your role as a lead assessor?

Describe a time when you identified a way to improve assessment approaches in your RTO

Describe your RTO's assessment system, the technology used and the personnel involved

What are the key aspects of your organisation's assessment policy/ procedures?

What is the appeals mechanism in your RTO?

How long must an RTO retain records of assessment and what must be recorded and reported in an assessment?

Discuss the types of assessment methods you use and why you use each method.

What is the difference between an assessment tool and an assessment instrument?
Describe the contents of one assessment tool that you use regularly.

Supplementary questions – to expand upon the main question:

What would you say are the characteristics of a well-constructed assessment tool?

How, if at all, do you moderate borderline assessment judgements? Give an example of a time when you moderated a borderline assessment judgement and the reasons for moderation.

Explain the meaning of “competency based assessment” and how it differs from norm-referenced assessment.

What are the essential components of a training package?

What are the dimensions of competency? Can you give an example of how you assess these?

How do the principles of assessment guide the validation process when you are validating an assessment tool?