**TAE40122 Full Program – Assessment Cluster – Knowledge Questions**

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| **Name of Candidate** |  |

**Knowledge Questions:**

This is a research project - to answer the questions, you must access a range of credible and current sites including ASQA, NCVER, Training.gov.au, Federal and State departments responsible for Skills and Training, Training Package developers, Jobs and Skills Australia and Peak bodies.

The **Blueprint Assessment Cluster Training Manual** is valuable source of information for this project.

You are required to answer the knowledge questions clearly and concisely demonstrating that you have a good understanding of what's required to assess competence and the validation of assessment and assessment outcomes.

Don't forget when you do your research, you can locate information in the Blueprint Training Manuals, search the Internet, and use other sources of information.

Ensure that your sources of information are current - there are many websites that refer to VET, however, haven't been updated for many years. It's a good idea to cross check the facts when you find your answers on the Internet.

You can copy and paste information from the Internet - however, you must reference your sources by providing a link to the website (url).

To successfully complete this project, you need to complete the following:

* Download the Blueprint Assessment Cluster Training Manual
* Use the manual, BrainstormRTO and other websites to research the theory behind Assessment
* Attend Blueprint workshops or watch the Blueprint YouTube videos

You will then be ready to complete the Knowledge Questions.

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| 1 | **Trainer & Assessor Requirements**  According to Standards for RTOs 2015 (Clause 1.13), **what are the four (4) requirements that a vocational trainer and assessor must hold to be able to train, assess and validate in the VET sector?** | | | | | | | | | | |
| a) TAE40116 or its successor or higher qualification in adult education or TAE40110 Plus TAEASS502 and TAELLN411  b) A Working with Children Card  c) Ongoing professional development in training and assessment  d) Vocational Competency within the unit - or equivalence  e) Industry Currency  f) A valid driver’s licence | | | | | | | | | | |
| 2 | **Privacy Legislation**  All RTOs have a **responsibility under Privacy legislation** to protect the personal information of students, including the collection, organising, and storage of assessment evidence.  Under confidentiality and privacy law who may have access to the personal information provided by an assessment candidate, including their study progress, submitted assessments, and student results?  **Select three (3) occassions where the RTO can share data without breaching Privacy legislation.** | | | | | | | | | | |
| a) An employer who is paying for the training  b) An employer, if the student has provided permission to share this information.  c) Any government department  d) A government agency or department approved under the Total VET Activity reporting  e) A jobActive who is helping to find the student a job  f) A potential employer who would like to verify the students qualifications  g) Any agency as long as the student has provided permission for the RTO to share their information with this agency | | | | | | | | | | |
| 3 | **Mapping**  **Explain the concept of mapping assessments to the Unit of Competency.**  (Examples of a mapping matrix can be found in the Assessor Guides in Brainstorm Assessment Centre in the validation and moderation filing cabinet) | | | | | | | | | | |
| **a) What purpose does mapping serve?** | | | | | | | | |  | |
| **b) Which components of a unit of competency must be included in the mapping matrix?** | | | | | | | | |  | |
| 4 | **Rules of Evidence**  The Rules of Evidence are outlined in the Standards for RTOs 2015 (Clause 1.8 - Clause 1.12). You can find detailed information about the Rules of Evidence on the ASQA website. The User Guide will provide you will strategies to ensure you follow the Rules of Evidence.  **In the table below, list and describe each of the four Rules of Evidence, providing an example from your vocational area of how you will implement the Rules of Evidence.** | | | | | | | | | | |
| **List the Rules of Evidence**  (e.g. Valid) | | | | **Describe the Rules of Evidence** | | | | | | **Provide an example from your vocational area of how you will implement the Rules of Evidence** |
| Valid | | | |  | | | | | |  |
| Sufficient | | | |  | | | | | |  |
| Authentic | | | |  | | | | | |  |
| Current | | | |  | | | | | |  |
| 5 | **Trainer & Assessor Requirements**  Where would you find information about the assessor requirements for the qualification that you will be training and assessing? | | | | | | | | | | |
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| 6 | **Principles of Assessment**  The Principles of Assessment are outlined in the Standards for RTOs 2015 (Clause 1.8 0 1.12) The ASQA website is a great source of information to help you answer this question.  **List and describe each of the four Principles of Assessment, providing an example explaining how will you ensure that each of these principles are addressed during the assessment and validation processes.** | | | | | | | | | | |
| **List the Principle of Assessment** | | | | **Describe the Principle of Assessment** | | | | | | **How will you ensure this is achieved?** |
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| 7 | **Flexibility**  Clause 1.8 of the Standards for RTOs (2015) states the Principles of Assessment, one of which is “Flexibility”.  **Based on this, what are the RTO’s responsibilities in relation to offering and conducting Recognition of Prior Learning (RPL)?** | | | | | | | | | | |
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| 8 | **Industry Engagement**  According to the Standards for RTOs (2015), Clause 1.5, an RTO’s training and assessment practices are relevant to the needs of industry and be informed by industry engagement.  **Why is it important to engage with industry experts when developing training and assessment tools?** | | | | | | | | | | |
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| 9 | **Reasonable Adjustment**  Clause 1.8 of the Standards for RTOs (2015) states the Principles of Assessment one of which is “Fairness”. | | | | | | | | | | |
| **a) Define what is meant by the term “Reasonable Adjustment” in VET.** | | | | | | | | |  | |
| **b) Where would you record reasonable adjustments you have made for a student?** | | | | | | | | |  | |
| 10 | **Reasonable Adjustment**  You have a student in your class with additional support needs, you have been asked to make ‘reasonable adjustments’ to an assessment.  **Select the appropriate advice (5) you must follow when making a reasonable adjustment.** | | | | | | | | | | |
| a) Reasonable adjustments allow you to reduce the number of questions or tasks to be completed  b) When making reasonable adjustments you must ensure you do not overwrite the inherent requirements of the unit of competency.  c) Reasonable adjustment provides an opportunity for all students to demonstrate their competency against the unit requirements.  d) Reasonable adjustments erode the fairness of an assessment.  e) Reasonable adjustments are only appropriate when designed by a specialist educator.  f) You must document any reasonable adjustments you have implemented for the assessment.  g) An assessment adjustment is reasonable only if it does not affect the content of the unit or the Principles of Assessment.  h) Your adjustment would be unreasonable if it gave the student an unfair advantage. | | | | | | | | | | |
| 11 | **Reasonable Adjustment**  Jody advised her assessor that she was recently injured in a car accident and has sustained an injury to her hand and cannot write or type. She would like to take the knowledge test for her office manager’s role orally rather than sit the 30-minute paper-based examination.  **Given this information, would you consider Jody’s request as a reasonable adjustment? Why?** | | | | | | | | | | |
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| 12 | **Unreasonable Adjustment**  **Thinking about Reasonable Adjustment during the validation process, select three (3) examples where the adjustment would be unreasonable.** | | | | | | | | | | |
| a) David has low vision, his trainer is printing the learning material and assessment activities in 24pt font for David.  b) John has dyslexia, his assessor has told John he only needs to complete 10 of the 30 questions in the quiz.  c) Ahmed has a bad back, the assessor will allow Ahmed to stand up and stretch if needed and have a 15 minute rest break if required.  d) Sally's parents have provided advice to the RTO that Sally has anxiety, the RTO decides not to tell the assessor as they don't want the assessor to make any pre-judgements about Sally's skills and knowledge.  e) Monique has recently migrated from Paris and has low levels of English, the assessor tells Monique not to worry, they will provide a scribe when she does her written English Exam. | | | | | | | | | | |
| 13 | **Preparing for Assessment**  Read the scenario below, identify the steps that are being followed by the assessor in preparation for the assessment of learners. | | | | | | | | | | |
| **Scenario**  David is a hospitality trainer and assessor at BrainstormRTO. He has been working with students throughout the semester to ensure they develop the skills and knowledge ready to be assessed.  This is the first semester that David has worked with these students. To prepare himself, he asked the RTO manager for a copy of the Training and Assessment Strategy - so he could confirm the assessment requirements. The RTO manager also provided David with the Assessment Plan and suggested he check the plan meets the requirements of the tasks that are being assessed and the context in which the tasks are being conducted.  David has been asked to rewrite any activities if they do not align with the requirements of the Unit of Competency and then provide these updates to the RTO manager for approval. Before David can consider any rewrites he needs to get to know the assessment benchmarks, he can do this by understanding the requirements of the Unit of Competency.  David should also seek further advice from his RTO manager and other trainers and assessors who may have more experience working with this units.  Once David understands the requirements of the Unit of Competency and the assessment tasks, he needs to prepare the equipment and resources required, ensuring all students have access to what is required to complete the assessment tasks.  David should also check if there are any learners who require additional support during the assessment, he has identified one student in his class has low vision and David is not sure what reasonable adjustments he can offer the student. Therefore David should seek specialist support to ensure the assessment activities are fair for all students.  Having completed all of these steps, David now feels he is ready to conduct the assessment. | | | | | | | | | | |
| **List seven (7) steps taken by the assessor in preparation for the assessment of learners.** | | | | | | | | | | |
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| 7) | | | | | | | | | | |
| 14 | **Preparing students for assessment**  **As a trainer and assessor, what are your responsibilities in relation to preparing students/candidates for assessment?**  **Select nine (9) correct answers.**  **When preparing the student for assessment, the assessor needs to ensure that:** | | | | | | | | | | |
| a) the scope, context and purpose of assessment have been agreed upon with the student  b) the student has understood the assessment plan and any other appropriate documentation  c) the Training and Assessment Strategy has been correctly completed  d) the relevant performance requirements have been provided and explained to the student  e) the assessment procedure and expectations of the student have been clarified and agreed upon between the student and the assessor  f) any legal or ethical responsibilities associated with the assessment have been explained to the student and other relevant parties  g) the student has been provided feedback on their assessment result  h) the appeals process has been explained to the student  i) information has been conveyed using appropriate language and techniques to communicate effectively with the student and other relevant parties  j) the need for any additional evidence gathering has been identified, and the student has been informed  k) the candidate is ready to commence the assessment | | | | | | | | | | |
| 15 | **Customising the Assessment**  From your **own vocational area/industry** provide an example of how you might **customise** the **assessment process or instruments** to ensure that the assessment is more realistic and relevant to your learners. | | | | | | | | | | |
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| 16 | **Customising the Assessment** | | | | | | | | | | |
| **A). Copyright - (legal considerations)** | | | | | | | | | | |
| When creating or customising learning resources and assessments you must consider ethical and legal considerations, eg. this will include Copyright Legislation.  **Research Australian Copyright laws and briefly summarise what instructions you would provide a fellow assessor who may need to write assessments for a Unit of Competency.** | | | | | | | | | | |
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| **B). Copyright - (Ethical considerations)** | | | | | | | | | | |
| **Outline one ethical dilemma you may be presented with as a trainer/assessor when gathering, organising and recording assessment evidence and explain how you should deal with it.** | | | | | | | | | | |
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| 17 | **Assessment Judgements**  When determining an assessment judgement, which of the following would you need to take into consideration?  **Select five (5).** | | | | | | | | | | |
| a) Could the student perform the function in a different environment?  b) Where to record the result or outcome of the assessment?  c) Does the student know what they are doing?  d) Does the student know why they are doing things?  e) Can perform tasks consistently over time?  f) There is no personal bias or conflict of interest in relation to the student. | | | | | | | | | | |
| 18 | **Feedback** | | | | | | | | | | |
| **a) Explain why the provision of ‘two-way’ feedback is an important part of the assessment process?** | | | | | | | | |  | |
| **b) What information might you give or receive in the feedback?** | | | | | | | | |  | |
| 19 | **Competency Based Assessment**  Competency-based assessment is different to other forms of assessment such as norm-referenced or graded assessment.  **Select the five (5) relevant features of competency-based assessment from the list below.** | | | | | | | | | | |
| a) Students are ranked by their results.  b) Students can be reassessed after additional training.  c) Assessment evaluates and determines the skills, knowledge and attitude of the candidate.  d) Assessments can only be conducted in the workplace.  e) Competency Based Assessment only assesses skills.  f) Students must provide sufficient evidence to meet the requirements of the unit of competency.  g) Students being assessed at Diploma level only need to achieve a result of 50% to pass the assessment.  h) Students have only two attempts to demonstrate they are competent or they Fail.  i) Competency Based Assessment include the assessment of technical skills, language literacy and numeracy skills and employment skills.  j) Competency Based Assessment is desirable because of its focus on job readiness. | | | | | | | | | | |
| 20 | **Competence in VET**  **Explain what competence means in VET?** | | | | | | | | | | |
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| 21 | **Assessment in VET**  Which of the following is NOT considered a purpose for assessment in the VET system?  **Select one (1) correct answer** | | | | | | | | | | |
| a) RPL  b) Gaining a nationally recognised qualification  c) Gaining a Statement of Attendance  d) Gaining a Statement of Attainment | | | | | | | | | | |
| 22 | **Third Party Evidence** | | | | | | | | | | |
| **A. When gathering evidence from third parties or other sources, quantity is better than quality.** | | | | | | | | | | |
| **True or False?** | | | | | | | | **Explain your answer.** | | |
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| **B. When gathering evidence from third parties or other sources, multiple sources of evidence are best.** | | | | | | | | | | |
| **True or False?** | | | | | | | | **Explain your answer.** | | |
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| 23 | **Evidence Requirements**  To ensure that assessment processes, methods and tools meet the requirements of the Principles of Assessment and the Rules of Evidence, trainers must **identify evidence required, select appropriate assessment methods** to collect the evidence, and **identify** the assessment tools that align to each of the methods selected.  **This process is known as: (Select one (1) correct answer)** | | | | | | | | | | |
| a) Unpacking the training package  b) Unpacking the skill set  c) Unpacking the unit of competency  d) Unpacking the qualification | | | | | | | | | | |
| 24 | **Dimensions of Competency**  The Dimensions of Competency are part of the broad concept of competency, and include all aspects of work performance.  **List and provide a definition of each of the four (4) Dimensions of Competency.**  **Explain how each of the Dimensions guides your assessment practices.** | | | | | | | | | | |
| **List the Dimension** | | | | **Definition** | | | | | | **Example of task** |
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| 25 | **Support Needs** | | | | | | | | | | |
| **a)** There are many ways that a trainer/assessor can determine the support needs of a student. **List four (4) ways to determine the support needs.** | | | | | | | | |  | |
| **b) Outline the procedure for accessing learning support that is available to your training or education organisation**. If you are not currently employed in a training or educational organisation, you may need to conduct research on the types of support and processes available to students. | | | | | | | | |  | |
| 26 | **Assessment Pathways** | | | | | | | | | | |
| **A. Explain what a ‘learning and assessment’ pathway is and provide two (2) examples of when this pathway is appropriate.** | | | | | | | | | | |
| **Explanation** | | |  | | | | | | | |
| Example 1 | | |  | | | | | | | |
| Example 2 | | |  | | | | | | | |
| **B. Explain what an ‘assessment only’ pathway is and provide two (2) examples of when this pathway is appropriate.** | | | | | | | | | | |
| **Explanation** | | |  | | | | | | | |
| Example 1 | | |  | | | | | | | |
| Example 2 | | |  | | | | | | | |
| 27 | **Assessment tools and instruments**  What is the difference between an Assessment Tool and an Assessment Instrument? | | | | | | | | | | |
| **a) Assessment Tools** | | | | |  | | | | | |
| **b) Assessment Instruments** | | | | |  | | | | | |
| 28 | **Assessment Instructions** | | | | | | | | | | |
| **A. Why is it important to include instructions to the candidate in the assessment instrument? Provide three (3) examples of instructions that should be available to the candidate.** | | | | | | | | | | |
| **Why is it important** | | |  | | | | | | | |
| Example 1 | | |  | | | | | | | |
| Example 2 | | |  | | | | | | | |
| Example 3 | | |  | | | | | | | |
| **B. Why is it important to include instructions to the trainer & assessor in the assessment tool?**  **Provide three (3) examples of instructions that should be available to the trainer and assessor.** | | | | | | | | | | |
| **Why is it important** | | |  | | | | | | | |
| Example 1 | | |  | | | | | | | |
| Example 2 | | |  | | | | | | | |
| Example 3 | | |  | | | | | | | |
| 29 | **Contextualisation**  Looking at the **assessment conditions** of **FSKDIG001 Use digital technology for short and basic workplace tasks**, what **context** would be appropriate for this unit of competency to be assessed in?  (Assessment conditions are part of the unit of competency - refer to training.gov.au)  **Select the four (4) correct contexts** | | | | | | | | | | |
| a) Handwriting a letter  b) Using a barcode reader  c) Sending an email  d) Using digital scales  e) Using a mobile phone  f) Face to face conversation with another staff member | | | | | | | | | | |
| 30 | **Mapping**  **Mapping** your **assessment instruments** against units of competency help **you check and maintain the rigour of assessment**.  **Select four (4) best practices when mapping your assessment tools.** | | | | | | | | | | |
| a) The more detailed the mapping document, the more usable it is for both validation and updating activities  b) Use simple mapping ticking the components that are covered  c) Use distinct mapping to identify each item or question that covers the requirements of the unit  d) Use a detailed mapping matrix to show where there is over assessment  e) Mapping is only required for post implementation validation  f) Use a detailed mapping matrix to show were the gaps are | | | | | | | | | | |
| 31 | **Assessment Methods** | | | | | | | | | | |
| **A. List four (4) different assessment methods, e.g. observation, questioning etc., and provide an example from your own vocational area of where each method may be used and why it is the most appropriate.** | | | | | | | | | | |
| **Assessment Method** | | | **Example** | | | | | | | |
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| **B. It is common to use another party for evidence-gathering in cases where workplace evidence is required, but where it is not possible for the assessor to directly observe the learner at work.**  **Give two (2) examples where this might be required.** | | | | | | | | | | |
| **Example 1** | | |  | | | | | | | |
| **Example 2** | | |  | | | | | | | |
| 32 | **Contextualisation**  Contextualisation is a way of making training and assessment relevant to learner needs and reflective of general industry and enterprise specific requirements.  **Provide four (4) examples of how you can contextualise an assessment, or assessment process, without compromising on the integrity of the unit of competency.** | | | | | | | | | | |
| **Example 1** | | |  | | | | | | | |
| **Example 2** | | |  | | | | | | | |
| **Example 3** | | |  | | | | | | | |
| **Example 4** | | |  | | | | | | | |
| 33 | **Reasonable Adjustment**  The nature and scope of reasonable adjustments are determined by the individual needs of the learner and should be made without compromising the integrity of the assessment. Examples of reasonable adjustments include the following.  **Select six (6) correct answers:** | | | | | | | | | | |
| a) Providing extra time for assessments  b) Providing assistive technology or equipment  c) Allowing a learner to bypass critical elements of an assessment  d) Making adjustments that fundamentally alter the nature of the assessment or the 0requirements of the qualification.  e) Modifying assessment tasks or instructions to suit the learner's needs  f) Offering alternative assessment methods  g) Changing the assessment criteria to reduce the level of required competency  h) Providing additional support such as a scribe, reader, or interpreter  i) Providing excessive support that goes beyond the intended learning outcomes  j) Providing a qualification without appropriate assessment evidence  k) Adapting the learning environment to improve accessibility, such as installing ramps or adjusting lighting  l) Providing answers or allowing plagiarism | | | | | | | | | | |
| 34 | **Promoting safe and inclusive assessment environments**  When we provide candidates with information for the assessment, it's important that our practices and methods promote safe and inclusive assessment environments.  **Research two cultures different from your own.**  These may be ethnic cultures or even cultural differences between generations or genders.  Briefly provide a narrative on how you would **ensure equity and fairness when assessing individuals** from these two cultures.  In your response, **suggest appropriate and inclusive language** and **reasonable adjustments** that may be appropriate to **promote safety and inclusion.** | | | | | | | | | | |
| **Culture** | | **How would you ensure equity and fairness during the assessment process?**  **Explain the actions to ensure safety and inclusion - including appropriate and inclusive language and reasonable adjustments.** | | | | | | | | |
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| 35 | **Duty of Care** | | | | | | | | | | |
| **A. Explain an assessor’s duty of care to the candidate during assessment in relation to WHS, Emergency procedures and PPE. Then provide at least two examples of sources of WHS information that you could access.** | | | | | | | | | | |
| **Area of responsibility** | | | | | | | **Duty of Care requirement** | | | |
| a) Workplace Health & Safety (WHS) | | | | | | |  | | | |
| b) Emergency procedures | | | | | | |  | | | |
| c) Personal Protective Equipment (PPE) | | | | | | |  | | | |
| d) **LIST two (2)** Sources of WHS information  **Where could you find information about WHS** - this can include websites. | | | | | | |  | | | |
| **B.** You are currently assessing students for BrainstormRTO. You are scheduled to do an assessment activity with a group of students. When you arrive to the venue where the assessment is taking place, you identify a safety concern. This has been created by a hazard/emergency or incident in the immediate environment.  **As the assessor, you must provide two (2) options to the candidate and explain what reporting might be required to alert relevant persons of the safety issue?Give two (2) examples where this might be required.** | | | | | | | | | | |
| a) Provide two (2) options to the candidate | | | | | | |  | | | |
| b) What reporting might be required to alert relevant persons of the safety issue? | | | | | | |  | | | |
| 36 | **Validation**  **During the Validation process, what would you consider to determine if the assessment methods and tools meet the Principles of Assessment? Select eight (8).** | | | | | | | | | | |
| a) The methods are appropriate for benchmark and candidates.  b) They are fair, valid, reliable and flexible.  c) They are non-discriminatory and inclusive.  d) They use resources efficiently.  e) They cover the scope of the competency standard.  f) The evidence is valid, current, and authentic.  g) The assessments are efficient.  h) Enough support and information is provided.  i) Sufficient evidence is collected to establish competency.  j) There is consistency in the decision making. | | | | | | | | | | |
| 37 | **Validation**  **During the Validation process, what would you consider to ensure the assessment evidence gathered meets the Rules of Evidence?**  **Select four (4) things that you would consider.** | | | | | | | | | | |
| a) The evidence relates to and covers all aspects of the unit of competency.  b) Sufficient evidence has been collected to establish competency.  c) All required assessment tools and instrument have been printed.  d) The evidence is the student’s own work.  e) The Trainer Profile has been updated.  f) An agenda has been prepared for the validation meeting.  g) The evidence is from the present or recent past. | | | | | | | | | | |
| 38 | **Validation**  The Standards for RTOs 2015, Clause 1.9-1.10 outlines the requirement of ongoing systemic validation of assessment practices and judgements. | | | | | | | | | | |
| **A. When conducting a validation, which documents should be provided to the validation panel to be reviewed?** | | | | | | | | | | |
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| **B. Which document is used to record decisions and outcomes in the validation meeting?** | | | | | | | | | | |
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| **C. Why is it important to record the outcomes of the validation meeting?** | | | | | | | | | | |
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| 39 | **Moderating assessment outcomes** | | | | | | | | | | |
| **A. Explain the importance of moderating assessment outcomes.** | | | | | | | | | | |
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| **B. According to ASQA - when should moderation occur?** | | | | | | | | | | |
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| 40 | **Validation** | | | | | | | | | | |
| **A. What is the purpose of Validation in the assessment process?** | | | | | | | | | | |
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| **B. List and describe at least four (4) reasons why an assessment validation should be undertaken.** | | | | | | | | | | |
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| 41 | **Assessment & Validation – legal and ethical considerations**  Trainers and assessors have legal and ethical responsibilities during the assessment process of gathering, organising and recording assessment and also when conducting validation of assessments.  **Outline the considerations of each including steps you will take to adhere to these requirements.** | | | | | | | | | | |
| **Whilst gathering, organising and recording assessment evidence - outline considerations and steps to take to ensure you adhere to...** | | | | | | | | | | |
| **a) Privacy & Confidentiality** | | | | |  | | | | | |
| **b) Ethics** | | | | |  | | | | | |
| **Whilst conducting assessment validation - outline considerations and steps to take to ensure you adhere to...** | | | | | | | | | | |
| **c) Standards for RTOs (2015)** | | | | |  | | | | | |
| **d) Ethics** | | | | |  | | | | | |
| 42 | **Validation Approaches**  **Complete the table below, explaining the different approaches you could take to validate an assessment process before, during, and after the assessment.** | | | | | | | | | | |
| a) Before |  | | | | | | | | | |
| b) During |  | | | | | | | | | |
| d) After |  | | | | | | | | | |
| 43 | **Validation**  **In relation to assessment tools, what is the purpose of the following:** | | | | | | | | | | |
| a) Pre-assessment validation of assessment tools | | | | | |  | | | | |
| b) Post-assessment validation of assessment tools | | | | | |  | | | | |
| 44 | **Validation**  **Which of the following processes ensure that your validation checks are completed correctly? Select five (5) responses.** | | | | | | | | | | |
| a) Gathering and analysing student feedback  b) Ensuring that trainers complete their timesheet  c) Marking guides were used during the assessment judgements  d) Benchmark answers allow flexibility  e) Industry feedback was considered  f) Student responses met the requirements of the assessment | | | | | | | | | | |