



Australian Government

Assessment Requirements for TAEASS412

Assess competence

Release: 1

Assessment Requirements for TAEASS412 Assess competence

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEASS402 Assess competence.

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- conduct a total of at least 6 assessments, at least 1 of which must use recognition of prior learning (RPL).

The above assessments must be for 3 different candidates against all requirements specified in at least 2 different units of competency from a nationally recognised training package or accredited course. The same 2 units may be used for each candidate.

In the course of the above assessments, the individual must:

- use current and validated assessment tools
- customise the assessment process of at least 1 of the above candidates to:
 - contextualise for candidate's work role and environment, and
 - make reasonable adjustments for special needs where this will not compromise the requirements of the unit of competency, or explain and justify a reasonable adjustment that could be made in at least one of the above assessments
- make assessment judgements according to vocational education and training (VET) regulatory requirements
- identify and apply at least 3 changes to improve own assessment practice based on feedback from candidate and self-reflection.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and VET regulatory requirements relating to assessing competence, including those relating to:
 - assessor requirements, including qualifications and currency
 - principles of assessment

- rules of evidence
- recognition of prior learning
- use of industry experts
- reasonable adjustment
- assessment system policies and procedures, including organisational requirements for:
 - planning and preparing for assessment
 - preparing candidates for assessment
 - customising assessment process
 - conducting recognition of prior learning
 - making and recording reasonable adjustments
 - gathering, organising and recording assessment evidence in line with ethics, privacy and confidentiality requirements
 - making and moderating assessment judgements
 - making and recording assessment judgements
 - communicating assessment judgements and feedback to the candidate
- key features of competency-based assessment, including:
 - VET as a competency-based system
 - how competency-based assessment differs from other types of assessment
 - definition of competence
 - assessment purposes and contexts
 - nature and scope of evidence gathered, including evidence collected from other parties
- processes for analysing nationally recognised training products to identify evidence needed to demonstrate competence
- dimensions of competency and how they guide assessment practices
- processes for identifying and organising foundation skills support for candidates, including use of current authorised Australian foundation skills frameworks
- types of assessment pathways, including:
 - learning and assessment
 - assessment only, including recognition of prior learning
- difference between assessment tools and assessment instruments
- key structure, functions and content of assessment tools:
 - instructions to the candidate and assessor
 - context and conditions of assessment
 - tasks to be administered to candidate
 - mapping against units of competency
- assessment methods, including suitability for gathering evidence, suitability for nationally recognised unit of competency content, resource requirements, and associated assessment instruments:
 - direct observation
 - product-based methods
 - questioning

- methods to contextualise an assessment process while maintaining its integrity
- nature and scope of reasonable adjustment in assessment, and when it applies
- how to check and maintain the rigour of the assessment process using the mapping against units of competency
- how the principles of assessment guide the assessment process
- how the rules of evidence guide the assessment process
- how to make objective assessment judgements, and manage own bias and conflicts of interest
- practices and methods that promote safe and inclusive assessment environments, including using appropriate and inclusive language when providing candidates with information
- work health and safety (WHS) responsibilities relating to assessing competence.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- assessment system
- current and validated assessment tools, including access to a provided RPL kit.

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

Links

Companion Volume Implementation Guide is found on VETNet -

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