



Australian Government

Assessment Requirements for TAEASS511 Lead assessment

Release: 1

Assessment Requirements for TAEASS511 Lead assessment

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 TAEASS501 Provide advanced assessment practice.

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:

- provide leadership to at least 3 different assessors during an assessment process against at least 1 entire unit of competency from a nationally recognised training package or accredited course
- support the development of the assessment practice of the above 3 VET assessors.

In the course of the above:

- a total of at least 30 competency-based assessments must be assessed that include:
 - at least 1 entire unit of competency from a nationally recognised training package or accredited course
 - at least 10 different candidates
- the individual must identify and apply at least 3 changes to improve own assessment practice based on own research, feedback and professional development in competency-based assessment practice.

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 vocational education and training (VET) regulatory requirements relating to leading assessment, including:
 - principles of assessment
 - rules of evidence
 - assessor requirements, including qualifications and currency
 - use of industry experts

- assessment supervision
- reasonable adjustment
- contextualisation
- key features and components of organisation's assessment system, including:
 - features and contents of training and assessment strategies
 - nature and scope of evidence gathered, including evidence collected from other parties
- assessment system policies and procedures, including organisational requirements for:
 - preparing for assessment
 - preparing candidates for assessment
 - making and recording reasonable adjustments
 - gathering, organising and recording assessment evidence in line with ethics, privacy and confidentiality requirements
 - applying the principles of assessment
 - applying the rules of evidence
 - making and recording assessment judgements
 - communicating assessment judgements and feedback to the candidate
 - professional development
 - code of ethics for assessment
 - conducting assessments
 - reviewing assessment practice
 - appeals mechanisms
 - maintaining client privacy and confidentiality
 - providing accurate information
 - duty of care
 - compliance with assessment system requirements
 - copyright
- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - assessment which is criterion referenced as distinct from norm-referenced assessment
 - reporting of competency-based assessment
 - reputable sources of current research on good practice competency-based assessment
- processes for analysing training products to determine the evidence needed to demonstrate competency, including to identify:
 - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide assessment practices
- strategies and techniques that promote effective leadership, including:

- strategies for managing people and change
- communication techniques for providing performance feedback
- strategies for developing the assessment practice of others
- use of reflective practice in improving own practice
- assessment methods, including suitability for gathering evidence, suitability for nationally recognised unit of competency content, and associated assessment instruments:
 - direct observation
 - product-based methods
 - questioning
- sources of feedback on own assessment practices, including candidates, other assessors, and industry stakeholders
- applications of technology to improve and assist in quality assessment
- roles and responsibilities of lead assessors, assessors, vocational experts, workplace supervisors and support persons in the assessment process
- target group characteristics and the implications for assessment, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- practices and methods that promote safe and inclusive assessment environments, including using appropriate and inclusive language when providing candidates with information.

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
- qualified assessors
- current and validated assessment tools.

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>