



**Australian Government**

# **TAEASS513 Lead assessment moderation and validation processes**

**Release: 1**

## TAEASS513 Lead assessment moderation and validation processes

### 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 TAEASS503 Lead assessment validation processes

### Application

This unit describes the skills and knowledge required to provide leadership in assessment moderation to bring assessment judgements into alignment before finalising assessments, and in pre-validation of assessment tools, and post-validation of assessment tools, practices and judgements.

The unit applies to experienced vocational education and training (VET) assessors who lead assessment moderation and validation using training products that are nationally recognised.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Pre-requisite Unit

TAEASS413 Participate in assessment validation (or its previous version TAEASS403 Participate in assessment validation)

### Unit Sector

Assessment

### Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare for assessment moderation	1.1 Determine purpose, focus and context of assessment moderation activities 1.2 Determine moderation approach to suit identified purpose,

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
	focus and context 1.3 Determine and confirm moderation participants and organise resources needed
2. Lead assessment moderation	2.1 Facilitate assessment moderation meeting to review candidate submission and feedback to be given to candidate, and agree on assessment outcome 2.2 Support moderation participants throughout the assessment moderation process 2.3 Record assessment moderation in accordance with organisational procedures 2.4 Present moderation findings and recommendations to relevant people within timeframes required by organisational procedures
3. Prepare for assessment validation	3.1 Determine products that require post-validation of assessment tools by referring to organisational validation plan 3.2 Initiate validation in line with VET regulatory requirements and organisational procedures 3.3 Determine purpose, focus and context of assessment validation activities 3.4 Determine validation approach to suit identified purpose, focus and context 3.5 Determine and confirm validation participants and organise resources needed
4. Lead assessment validation	4.1 Facilitate assessment validation activities according to legislative and regulatory requirements 4.2 Support validation participants throughout the assessment validation process 4.3 Record assessment validation in accordance with VET regulatory requirements and organisational procedures 4.4 Present validation findings and recommendations to relevant people within timeframes required by organisational procedures
5. Review assessment moderation and validation	5.1 Seek and analyse participant feedback on moderation and validation processes and activities according to organisational procedures 5.2 Analyse own moderation and validation performance 5.3 Review feedback and outcomes of own analysis and identify opportunities for improvements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Digital literacy	<ul style="list-style-type: none"> <li>• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Accesses and interprets at times complex information in organisational requirements, including VET regulatory requirements</li> <li>• Accesses and interprets assessment moderation and validation documentation</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Produces documentation that is relevant to the moderation and validation processes and in line with requirements</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>• Engage with individuals and groups in communication to monitor, guide and validate assessment leading to improved assessment practice</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Interprets and calculates validation sample size</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>• Considers alignment with values and principles in decision-making processes</li> <li>• Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into consideration</li> <li>• Identifies opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Identifies, confirms and takes responsibility for adherence to policies and procedures</li> <li>• Identifies, confirms and takes responsibility for adherence to organisational, legislative and regulatory requirements</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Cooperates with others as part of routine activities, and contributes to particular activities requiring joint responsibility and accountability, aimed at improved practice</li> <li>• Provides guidance and support by adjusting own personal communication style in recognition of the values and experiences of others in order to build rapport</li> </ul>

## Unit Mapping Information

Supersedes and is not equivalent to TAEASS503 Lead assessment validation processes

## **Links**

Companion Volume Implementation Guide is found on VETNet -

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