



Australian Government

Department of Education, Employment and Workplace Relations

TAEASS501A Provide advanced assessment practice

Release: 1

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Modification History

Version	Comments
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TAEASS501A	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
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Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead assessment processes among a group or team of assessors within a Registered Training Organisation (RTO). It also focuses on continuously improving processes used by the assessor and the assessment team.

Application of the Unit

This unit typically applies to those who are working to improve their own practices and who have a role in providing guidance to others who are undertaking assessments for an RTO.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Develop and extend assessment expertise	1.1 Access, read and analyse current research on assessment and incorporate into own practice 1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice
2. Practise assessment	2.1 Demonstrate a <i>range of assessment methods</i> in assessment practice in order to meet the requirements of the related unit or units of competency 2.2 Demonstrate the use of a range of <i>assessment tools</i> to meet the context requirements of a range of candidates
3. Lead and influence other assessors	3.1 Influence fellow assessors through modelling high standards of <i>ethical and compliance practices</i> 3.2 Establish professional development needs of the assessor group and implement <i>approaches</i> to build the skills and experience of the group
4. Evaluate and improve assessment approaches	4.1 Systematically monitor the <i>assessment processes</i> and activities of the assessor group 4.2 Propose and implement improvements to assessment approaches 4.3 Participate in and reflect upon assessment moderation process

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
 - evaluate assessment methods and tools
 - access and interpret organisation's standards and values
 - analyse the effectiveness of the organisation's assessment process
- communication skills to:
 - to influence others
 - promote and implement quality standards
 - guide and support assessors one on one
 - communicate appropriately with people from diverse backgrounds
- conflict resolution skills to:
 - manage difficulties with and between assessors and between assessors, candidate or others
 - address appeals situations and processes
- evaluation skills to:
 - evaluate validation process and determine and implement improvements
 - systematically evaluate own or others' practice to improve performance or understanding
- literacy skills to:
 - read, interpret and evaluate policies and procedures to monitor assessment and recognition processes
 - prepare required documentation and information for those involved in the assessment process
- leadership skills to:
 - influence and motivate others
 - guide and support others
 - manage conflict
 - make informed decisions and recommendations
- problem solving skills to:
 - anticipate future implications for own and others' decisions
 - reliably evaluate alternative solutions
- research skills to:
 - determine sampling methods to be used to access information
 - access and analyse relevant documents
- team and group skills to:
 - build relationships and networks with colleagues
 - encourage, accept and utilise feedback.

Required knowledge

- competency-based assessment, including:
 - vocational education and training as a competency based system
 - competency standards as the basis of qualifications
 - the principles of competency based assessment
 - assessment which is criterion referenced as distinct from norm-referenced assessment
 - reporting of competency based assessment
- how to interpret units of competency and other related assessment information to determine the evidence needed to demonstrate competency, including:
 - the components of competency
 - assessment of Employability Skills, dimensions of competency
 - all components of a national Training Package
- Australian Quality Training Framework (AQTF) requirements for assessment
- the organisation's assessment system policies and procedures
- different assessment methods, purposes and applications
- appeals mechanisms within the organisation
- different types of assessment tools, what tools work for what types of evidence, what are the characteristics of well constructed assessment tools
- principles of assessment and how they guide assessment, validation, appeals processes
- assessment strategies and assessment plans and their components
- applications of technology to improve or assist in quality assessment
- roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies which ensure the assessment process is transparent and credible
- legal, organisational and ethical responsibilities associated with the assessment system, including:
 - maintaining client privacy and confidentiality
 - providing accurate information
 - duty of care under common law
 - compliance with AQTF requirements
 - copyright and privacy laws, including the use of electronic technology.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the assessment guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • undertake the assessment of at least 20 individual candidates against a total of at least 50 units of competency from training packages or accredited courses • document accurately the outcomes of all of the assessments undertaken • lead assessment among a group or team of assessors, consisting of at least five (5) individuals and demonstrate how that leadership has led to improved processes and outcomes • critically review the assessment processes and approaches taken in these assessments and propose changes to improve both processes and outcomes.
Context of and specific resources for assessment	<p>Evidence must be gathered in the workplace wherever possible.</p> <p>Where no workplace is available, a simulated workplace must be provided which will enable all the critical aspects for evidence outlined above to be assessed in a manner equivalent to a workplace.</p>
Method of assessment	<p>Critical aspects of evidence for the 3 units:</p> <ul style="list-style-type: none"> • TAED502A Provide advanced facilitation practice, • TAEASS501A Provide advanced assessment practice, and • TAEPDD501A Maintain and enhance professional practice <p>are intended to be assessed in the context of a 'practicum'.</p> <p>A holistic assessment covering these three units can be accessed on the IBSA website to support such assessment.</p>

Guidance information for assessment	
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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>A range of assessment methods</i> may include:</p>	<ul style="list-style-type: none"> • observation • portfolios • practical and theoretical tests • product development review • simulations such as: <ul style="list-style-type: none"> • hypotheticals • problem-based exercises • simulated 'real world' scenarios • structured aural/written questioning techniques, such as invitation, exploration, confirmation, investigation and reflection • structured activities such as role-plays, presentations, completion of assessment activity sheets • third party feedback • workplace projects.
<p><i>Assessment tools</i> include:</p>	<ul style="list-style-type: none"> • the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements. • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
<p><i>Ethical and compliance practices</i> may include:</p>	<ul style="list-style-type: none"> • access and equity principles and practice • AQTF standards relating to assessment and registration • assessment specifications of training packages • Australian Qualifications Framework (AQF) Guidelines • certification procedures and requirements • clauses defining assessment operations in award and

	<p>enterprise agreements and relevant industrial arrangements</p> <ul style="list-style-type: none"> • collaborative or partnership arrangements • confidentiality and privacy requirements • defined resource parameters • environmental issues • equal opportunity requirements • ethical standards • industrial relations and anti-discrimination • maintaining and retrieving assessment information • OHS policies, procedures and programs • quality and continuous improvement processes and standards • recording and reporting assessment results • state or territory registering body requirements.
<i>Approaches</i> may include:	<ul style="list-style-type: none"> • attending forums, conferences, workshops • networking through assessor networks, communities of practice and membership of representative organisations • participating in projects • professional and staff development activities.
<i>Assessment processes</i> may include:	<ul style="list-style-type: none"> • access and equity processes • assessment appeals procedures • assessment records, data and information management • assessment reporting procedures • candidate grievances or complaints procedures • candidate selection • evaluation • internal auditing • links with human resource or industrial relations systems • links with overall quality management system • partnership arrangements • rationale and purpose of competency-based assessment • reasonable adjustment • recognition of current competency, recognition of prior learning, credit arrangements • resourcing • validation processes.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.