



Australian Government

Department of Education, Employment and Workplace Relations

TAEASS505A Lead and coordinate assessment systems and services

Release: 1

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Modification History

| Version | Comments |
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| TAEASS505A | Released with <i>TAE10 Training and Education Training Package version 2.0</i> |
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Unit Descriptor

This unit specifies the competence required to provide leadership in assessment and to coordinate assessment validation and appeals processes.

Application of the Unit

Assessment leadership and coordination involve a complex mix of extending own and others' expertise in assessment practice, guiding and leading assessors, monitoring assessment practice and taking responsibility for assessment validation and appeals processes.

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

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| 1. Develop and extend assessment expertise | <p>1.1 Access, read and analyse current research on assessment and incorporate into own practice</p> <p>1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice</p> |
| 2. Lead assessment activities | <p>2.1 Assessment strategies are developed and confirmed in assessment-only pathways</p> <p>2.2 Roles, responsibilities and accountabilities of relevant persons in assessment are discussed and confirmed</p> <p>2.3 AQTF and organisational requirements relating to the competence of assessors are confirmed and documented</p> <p>2.4 Where required, partnership arrangements are initiated and developed, setting out identified roles, responsibilities and services to be provided</p> <p>2.5 Strategies for communication and networking are established and maintained with and between assessors</p> <p>2.6 Leadership skills are used to provide clear direction, advice and support to assessors</p> <p>2.7 Professional development needs and opportunities for assessors are identified and recommendations made to relevant personnel</p> |
| 3. Monitor assessment practice | <p>3.1 Assessment practice of assessors is systematically monitored in relation to:</p> <ul style="list-style-type: none"> • how client/candidate needs are being met • how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment • how the principles of assessment are being applied in assessment practice • assessors' application of assessment methods and assessment tools • how the rules of evidence are being applied in gathering evidence • whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system • whether organisational/legal/ethical requirements are being met <p>3.2 Individual facilitation techniques are used to guide and support assessors as they work and to improve assessment practice</p> |

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| <p>4. Coordinate assessment validation activities</p> | <p>4.1 Assessment system policies and procedures relating to validation are accessed and interpreted, and validation is initiated in line with organisational/legal/ethical requirements</p> <p>4.2 Risk assessment/analysis is undertaken to determine the purpose, focus and context of validation activities</p> <p>4.3 <i>Approaches to validation</i> are considered and determined</p> <p>4.4 Participants in validation are determined and/or confirmed, and materials and resources needed for validation activities are organised</p> <p>4.5 Guidance and leadership is provided to direct and support participants throughout the validation process</p> <p>4.6 Validation documentation is finalised and processed in accordance with assessment system/legal/organisational procedures and presented to relevant people, within an agreed timeframe</p> <p>4.7 Recommendations from validation processes are identified and forwarded to the appropriate authority</p> |
| <p>5. Manage assessment appeals</p> | <p>5.1 Assessment system policies and procedures for assessment appeals are accessed and interpreted</p> <p>5.2 Documented appeal claims are accessed, read and interpreted</p> <p>5.3 Relevant parties to the appeal are interviewed and negotiation skills are used to achieve resolution prior to formal appeal, where appropriate</p> <p>5.4 Appeal panel is constituted and a timetable is set to hear unresolved claims</p> <p>5.5 Guidance and leadership are provided to panel members and other parties during the appeal process to ensure fairness, equity, verity and relevance</p> <p>5.6 All documentation relevant to the appeal process is checked for accuracy and completeness</p> <p>5.7 Panel decision is confirmed and recorded in accordance with organisational policy and procedures and outcomes are communicated to the parties</p> |

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:
 - promote and implement quality standards
 - guide and support assessors one on one
- evaluation skills to:
 - evaluate validation process and determine and implement improvements
 - determine sampling methods to be used to access information
 - systematically evaluate personal 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
- problem solving skills to:
 - anticipate future implications for own and others' decisions
 - reliably evaluate alternative solutions
 - make informed decisions and recommendations
- 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
 - the criterion used in national VET; endorsed or accredited competency standards defining specifications for performance of work and work

- functions which include skills and knowledge
- 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 competency standards 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 and OHS requirements
 - Training Package Assessment Guidelines
 - the qualification level of units
- AQTF requirement for assessment
- different assessment methods, purposes and applications
- different types of assessment tools, what tools work for what types of evidence, what are well-constructed assessment tools and why
- principles of assessment and how they guide assessment, validation, appeals processes
- assessment strategies and assessment plans and what are the 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.

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.

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| 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">• demonstrate continuing development of own assessment expertise• provide leadership, direction and support to other assessors, including role modelling good assessment practice• monitor the work of assessors and others involved in carrying out assessments• take responsibility for initiating, organising and facilitating assessment validation and appeals processes. |
| Context of and specific resources for assessment | <p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> |
| Method of assessment | |
| Guidance information for assessment | |

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.

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| <i>Assessment methods</i> may include: | <ul style="list-style-type: none"> • 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 • practical and theoretical tests • workplace projects • structured activities such as role plays, presentations, completion of assessment activity sheets • portfolios • observation • third party feedback • product development review. |
| <i>Assessment tools</i> include: | <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. |
| <i>Organisational/legal/ethical requirements</i> may include: | <ul style="list-style-type: none"> • AQTF standards relating to assessment and registration • assessment specifications of training packages • state or territory registering body requirements • clauses defining assessment operations in award and enterprise agreements and relevant industrial arrangements • confidentiality and privacy requirements |

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| | <ul style="list-style-type: none">• environmental issues• equal opportunity requirements• industrial relations and anti-discrimination• certification procedures and requirements• Australian Qualifications Framework (AQF) Guidelines• recording and reporting assessment results• maintaining and retrieving assessment information• access and equity principles and practice• ethical standards• collaborative or partnership arrangements• OHS policies, procedures and programs• quality and continuous improvement processes and standards• defined resource parameters. |
| <i>Approaches to validation</i> may include: | <ul style="list-style-type: none">• analysing and reviewing assessment tools• analysing and reviewing collected evidence• analysing and reviewing assessment decisions/records of assessment outcomes• examining assessment systems• observing assessment conduct• analysing client feedback. |

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.