



Australian Government

TAEASS412 Assess competence

Release: 1

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.

Application

This unit describes the skills and knowledge required to plan, prepare for and conduct the competency-based assessment of candidates using nationally recognised training products and validated assessment tools. It involves planning and preparing for the assessment based on the accessed training and assessment strategy and delivery plan. The unit also involves customising the assessment process; preparing candidates to be assessed; and then implementing assessment processes, including recognition of prior learning. Implementing assessment requires gathering quality evidence, making assessment judgements, and recording and reviewing the assessment process.

The unit applies to entry-level vocational education and training (VET) assessors who assess candidates against nationally recognised training products.

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

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. Plan and prepare to conduct assessment	1.1 Access registered training organisation (RTO) assessment system and legislative and regulatory requirements and confirm assessment policies and procedures relevant to own job role 1.2 Access training and assessment strategy and delivery plan and identify purpose, target group, requirements and

ELEMENTS	PERFORMANCE CRITERIA
	resources for assessment 1.3 Access and analyse unit/s of competency and assessment tool, and check that tool maps to unit/s and assessment requirements and complies with the principles of assessment and rules of evidence 1.4 Identify actions required to be undertaken by candidate and assessor in preparation for assessment 1.5 Identify and obtain resources required to meet assessment conditions according to organisational procedures
2. Customise assessment process	2.1 Identify where recognition of prior learning (RPL) and/or reasonable adjustment is required and can be appropriately applied to the assessment process without compromising the assessment's integrity 2.2 Review foundation skill requirements of the unit of competency and foundation skill levels of candidates 2.3 Seek specialist advice and support where foundation skill support is required prior to assessment 2.4 Review information about candidates' industry and/or work roles and identify any contextualisation required of assessment process 2.5 Determine and apply suitable methods to achieve required contextualisation 2.6 Record any modifications to assessment process according to organisational procedures
3. Prepare candidates	3.1 Explain to candidates the assessment process, performance standards, and any customisation made to assessment process, according to organisational procedures 3.2 Confirm that candidates understand and agree to assessment process and are aware of their right to appeal 3.3 Confirm with candidates that they are ready for assessment 3.4 Schedule assessment activities according to organisational procedures
4. Collect evidence	4.1 Organise, contextualise, and confirm assessment activities and candidate support according to assessment tool instructions 4.2 Use agreed assessment methods and instruments to gather, organise and document evidence in a format suitable for determining competence and according to principles of assessment and rules of evidence 4.3 Identify, monitor, and address within scope of own role work health and safety (WHS) hazards and risks during evidence collection

ELEMENTS	PERFORMANCE CRITERIA
	4.4 Monitor and adjust reasonable adjustments as required to accommodate candidate needs while maintaining rigour of assessment process 4.5 Record judgement of satisfactory or not satisfactory performance on all instruments, together with reasons for that judgement 4.6 Provide candidates with feedback on performance, support and opportunities to re-submit assessments according to organisational procedures
5. Make assessment judgement	5.1 Review collected evidence and confirm that rules of evidence and principles of assessment have been met 5.2 Ensure that required assessment activities have been completed according to VET regulatory requirements and the assessment guidance and are assessed as satisfactory before making a judgement of competence 5.3 Seek moderation to assist in making the final judgement where required and according to organisational requirements 5.4 Make assessment judgement based on evidence of individual candidate's demonstrated competence against evidence requirements 5.5 Record judgement of competence, details of how judgement was made, and any modifications or adjustments made to assessment process 5.6 Provide feedback to candidate on performance and assessment judgement according to organisational procedures 5.7 Implement and document required follow-up for those candidates deemed not yet competent 5.8 Complete and submit assessment records and results according to organisational procedures
6. Review assessment practice	6.1 Seek feedback relevant to own assessment practice and according to organisational procedures 6.2 Analyse assessment and own assessment practice and feedback 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
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Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role to access and exchange information
Reading	• Accesses and interprets nationally recognised training products, assessment system policies and procedures, and assessment tools
Numeracy	• Estimates assessment timeframes, and prioritises and schedules tasks • Communicates and works within time schedules
Oral communication	• Uses techniques appropriate to audience and environment when communicating information and process requirements • Obtains information to support the assessment process
Initiative and enterprise	• Interacts with candidates to build rapport and enable 2-way communication that supports the assessment process
Planning and organising	• Plans job tasks and organises work to meet organisational requirements
Problem solving	• Uses systematic, analytical processes to collect and evaluate evidence
Self-management	• Takes responsibility for adhering to organisational requirements for conducting assessments • Recognises, and follows protocols and meets expectations associated with own role

Unit Mapping Information

Supersedes and is not equivalent to TAEASS402 Assess competence.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEASS412 Assess competence

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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

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