



Australian Government

TAEASS501 Provide advanced assessment practice

Release: 2

TAEASS501 Provide advanced assessment practice

Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> Minor update to Assessment Conditions.
Release 1	This version first released with <i>TAE Training and Education Training Package Release 2.0</i> .

Application

This unit describes the skills and knowledge required to lead assessment processes as a part of a continuous improvement strategy among a group of assessors within a Registered Training Organisation (RTO).

It applies to experienced assessors who provide leadership, or guidance to others, who conduct assessments for an RTO.

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

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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 Investigate and implement a range of assessment methods, in order to meet the requirements of related unit or units of

ELEMENT	PERFORMANCE CRITERIA
	competency 2.2 Investigate and implement a range of assessment tools to meet the context requirements of different candidates
3. Lead and influence other assessors	3.1 Influence fellow assessors through modelling high standards of ethical and compliance practices 3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group
4. Evaluate and improve assessment approaches	4.1 Systematically monitor the assessment processes and activities of the assessor group 4.2 Propose and implement improvements to assessment approaches 4.3 Participate in and reflect upon the assessment moderation process

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.2	Uses ideas in current research to reflect on the performance of self and others to seek opportunities for learning, development, and the extension of experience and practice
Reading	1.1, 1.2, 4.1	Sources and analyses information from a range of sources
Writing	3.2, 4.2	Documents professional development needs and information required to implement improvements
Oral Communication	2.1, 3.2, 4.1, 4.2, 4.3	Participates in and leads discussions, with individuals and groups, in order to extend thinking about assessment, to explore ideas and to find ways of improving assessment practice.
Navigate the world of work	3.1, 3.2	Formally reflects on own and others' performance as an integral part of planning for learning and development

		Takes responsibility for the practice and the demonstration of high standards of ethical practice
Interact with others	3.1	Recognises the importance of building rapport using role modelling and collaboration with others to achieve joint outcomes and effective group interaction
Get the work done	1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 4.3	- Organises work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Uses analytical processes in routine and non-routine situations gathering information, and identifying and evaluating options for improvement against agreed criteria - Seeks new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS501 Provide advanced assessment practice	TAEASS501A Provide advanced assessment practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for TAEASS501 Provide advanced assessment practice

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Performance Evidence

The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:

- undertaking the assessment of at least 20 individual candidates, against at least one unit of competency
- assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.
- accurately documenting the outcomes of all assessments undertaken
- leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes

critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- 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

- the interpretation of units of competency and other related assessment information, to determine the evidence needed to demonstrate competency, including:
 - the dimensions of competency
 - all components of a national training package
- system requirements for assessment
- the importance of reflective practice in the quality improvement of own work
- 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 the characteristics are of well-constructed assessment tools
- the principles of assessment and how they guide assessment, validation, and appeals processes
- assessment strategies, assessment plans and their components
- applications of technology to improve or assist in quality assessment
- the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies that ensure that 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 system requirements
 - copyright and privacy laws, as they apply to learning and assessment.

Assessment Conditions

Evidence must be gathered through the assessment of at least 20 individual candidates who are enrolled vocational learners.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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