



Australian Government

Assessment Requirements for TAEASS505

Lead and coordinate assessment systems and services

Release: 1

Assessment Requirements for TAEASS505 Lead and coordinate assessment systems and services

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Performance Evidence

Evidence of the ability to:

- demonstrate continuing development of own assessment expertise
- provide leadership, direction and support to other assessors
- monitor the work of at least two other assessors involved in carrying out assessments
- take responsibility for initiating, organising and facilitating three assessment validation and appeals processes.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain 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
- describe how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency
- summarise system requirements for assessment
- outline different assessment methods, purposes and applications
- outline different types of assessment tools, what tools work for what types of evidence, what are well-constructed assessment tools and why
- explain principles of assessment and how they guide assessment, validation, appeals processes
- describe assessment strategies and assessment plans and what are the components

- describe applications of technology to improve or assist in quality assessment
- explain roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- outline strategies which ensure the assessment process is transparent
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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the assessment field of work and include access to [special purpose tools, equipment and materials.

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

Links

Companion Volume implementation guides are found in VETNet -

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