



Australian Government

TAEASS505 Lead and coordinate assessment systems and services

Release: 1

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> .

Application

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

It applies to those involved in extending own and others' expertise in assessment practice, guiding and leading assessors, monitoring assessment practice and who have responsibility for assessment validation and appeals processes.

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 new knowledge and skill into own assessment practice
2. Lead assessment activities	2.1 Develop and confirm assessment strategies in assessment only pathways 2.2 Discuss and confirm roles, responsibilities and accountabilities of relevant persons 2.3 Confirm and document system and organisational requirements

ELEMENT	PERFORMANCE CRITERIA
	relating to the competence of assessors 2.4 Initiate and develop, where required, partnership arrangements setting out identified roles, responsibilities and services to be provided 2.5 Establish and maintain strategies for communication and networking with and between assessors 2.6 Use leadership skills to provide clear direction, advice and support to assessors 2.7 Identify professional development needs and opportunities for assessors and make recommendations to relevant personnel
3. Monitor assessment practice	3.1 Monitor how effectively client/candidate needs are being met 3.2 Monitor how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment 3.3 Monitor how the principles of assessment are being applied in assessment practice 3.4 Monitor assessors' application of assessment methods and assessment tools 3.5 Monitor how the rules of evidence are being applied in gathering evidence 3.6 Monitor whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system 3.7 Monitor whether organisational/legal/ethical requirements are being met 3.8 Apply individual facilitation techniques to guide and support assessors as they work and to improve assessment practice
4. Coordinate assessment validation activities	4.1 Access and interpret assessment system policies and procedures relating to validation, and initiate validation in line with organisational/legal/ethical requirements 4.2 Undertake risk assessment/analysis to determine the purpose, focus and context of validation activities 4.3 Consider and determine approaches to validation 4.4 Determine and/or confirm participants in validation, and organise materials and resources needed for validation activities 4.5 Provide guidance and leadership to direct and support participants throughout the validation process

ELEMENT	PERFORMANCE CRITERIA
	4.6 Finalise and process validation documentation in accordance with assessment system/legal/organisational procedures and present to relevant people, within an agreed timeframe 4.7 Identify recommendations from validation processes and forward to the appropriate authority
5. Manage assessment appeals	5.1 Access and interpret assessment system policies and procedures for assessment appeals 5.2 Access, read and interpret documented appeal claims 5.3 Interview relevant parties to the appeal and use negotiation skills to achieve resolution prior to formal appeal, where appropriate 5.4 Constitute appeal panel and set a timetable to hear unresolved claims 5.5 Provide guidance and leadership to panel members and other parties during the appeal process to ensure fairness, equity, verity and relevance 5.6 Check all documentation relevant to the appeal process for accuracy and completeness 5.7 Confirm and record panel decision in accordance with organisational policy and procedures and communicate outcomes to the parties

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	1.1, 1.2	Undertakes research activities and reflects on performance of self and others to understand assessment context and process and seek opportunities for learning, development and extension of experience
Reading	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7	Sources, analyses and interprets textual information, including research material, standards and organisational policies and procedures, to apply relevance to requirements and define methodology, strategy and continuous improvement

		Analyses and checks text for accuracy and completeness
Writing	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 4.6, 4.7, 5.4, 5.6, 5.7	Structures content and documents in a logical, detailed and accurate manner which incorporates the provision of information and formulation of conclusions and recommendations using specialised language in a format and style appropriate to a specific audience and context
Oral communication	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.4, 4.5, 4.6, 5.3, 5.5, 5.7	Leads complex verbal exchanges of information, concepts and observations, articulating ideas and conclusions with individuals and groups using suitable style and language to communicate effectively and with influence
Numeracy	5.4, 2.7	Structures timeframes to represent a sequence of events
Navigate the world of work	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.6, 5.7	- Identifies, confirms and takes responsibility for adherence to legal and ethical requirements - Identifies, confirms and takes responsibility for adherence to policies and procedures
Interact with others	2.4, 2.5, 2.6, 3.8, 4.5, 5.3, 5.5	- Recognises the importance of building rapport and providing leadership, using role modelling and collaboration with others to achieve joint outcomes and effective group interaction - Recognises the importance of joint ownership of process and outcomes and seeks to identify common understanding and agreement
Get the work done	2.1, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.7, 5.4	- Uses systematic, analytical processes in complex, non-routine situations gathering information and identifying and evaluating options against agreed criteria - Takes responsibility for planning and organising routine and non-routine tasks to efficiently and effectively prioritise and implement work and achieve stated goals - Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into consideration

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS505 Lead and coordinate assessment systems and services	TAEASS505A Lead and coordinate assessment systems and services	Updated to meet Standards for Training Packages. Minor edit to performance criteria for element 3 to clarify meaning	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 TAEASS505 Lead and coordinate assessment systems and services

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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.

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