



Australian Government

TAEASS511 Lead assessment

Release: 1

TAEASS511 Lead assessment

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 TAEASS501 Provide advanced assessment practice.

Application

This unit describes the skills and knowledge required to lead assessment and support the development of the assessment practice of others, using training products that are nationally recognised. It includes developing own professional practice.

The unit applies to experienced vocational education and training (VET) assessors who provide leadership to other assessors in assessment practices.

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

Pre-requisite Unit

TAEASS412 Assess competence (or its previous version TAEASS402 Assess competence)

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. Develop own assessment practice in VET	1.1 Review current research on competency-based assessment relevant to own assessment practice 1.2 Seek feedback relevant to own assessment practices 1.3 Review own assessment practices to identify areas where capability is required 1.4 Participate in professional development opportunities to

ELEMENTS	PERFORMANCE CRITERIA
	develop capability of own assessment practice
2. Support the development of other VET assessors	2.1 Interact with VET assessors to support assessment practice development 2.2 Share assessment practice advice and information with others 2.3 Identify the professional development needs of assessors and the assessor group 2.4 Implement approaches and seek opportunities to build their skills, knowledge and experience 2.5 Model ethical and compliant assessment practices
3. Lead other assessors	3.1 Lead and challenge assessors in undertaking assessment that meets organisational, legislative and regulatory requirements 3.2 Monitor and support adjustments to assessment processes, activities and instruments to meet principles of assessment and rules or evidence 3.3 Ensure assessment outcomes are collated and reported according to organisational procedures
4. Review own leadership of assessment	4.1 Seek assessor feedback on support process according to organisational procedures 4.2 Analyse own practice 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
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Learning	- Uses ideas in current research to reflect on the performance of self and others and seek opportunities for learning, development, and the extension of experience and practice - Formally reflects on own and others' performance as an integral part of planning for learning and development
Reading	Sources and analyses information from a range of credible sources
Writing	Documents professional development needs and information required to implement improvements

Skill	Description
Oral communication	Participates in and leads discussions, with individuals and groups, to extend thinking about assessment, to explore ideas and to find ways of improving assessment practice
Initiative and enterprise	Seeks new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change
Planning and organising	Organises work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve outcomes
Problem solving	Uses analytical processes in routine and non-routine situations gathering information, and identifying and evaluating options for improvement against agreed criteria
Self-management	Takes responsibility for the practice and the demonstration of ethical practice
Teamwork	Builds rapport using 2-way communication, role modelling and collaborating with others to achieve joint outcomes and effective interaction

Unit Mapping Information

Supersedes and is not equivalent to TAEASS501 Provide advanced assessment practice.

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 TAEASS511 Lead assessment

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 TAEASS501 Provide advanced assessment practice.

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:

- provide leadership to at least 3 different assessors during an assessment process against at least 1 entire unit of competency from a nationally recognised training package or accredited course
- support the development of the assessment practice of the above 3 VET assessors.

In the course of the above:

- a total of at least 30 competency-based assessments must be assessed that include:
 - at least 1 entire unit of competency from a nationally recognised training package or accredited course
 - at least 10 different candidates
- the individual must identify and apply at least 3 changes to improve own assessment practice based on own research, feedback and professional development in competency-based assessment practice.

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 vocational education and training (VET) regulatory requirements relating to leading assessment, including:
 - principles of assessment
 - rules of evidence
 - assessor requirements, including qualifications and currency
 - use of industry experts
 - assessment supervision

- reasonable adjustment
- contextualisation
- key features and components of organisation's assessment system, including:
 - features and contents of training and assessment strategies
 - nature and scope of evidence gathered, including evidence collected from other parties
- assessment system policies and procedures, including organisational requirements for:
 - preparing for assessment
 - preparing candidates for assessment
 - making and recording reasonable adjustments
 - gathering, organising and recording assessment evidence in line with ethics, privacy and confidentiality requirements
 - applying the principles of assessment
 - applying the rules of evidence
 - making and recording assessment judgements
 - communicating assessment judgements and feedback to the candidate
 - professional development
 - code of ethics for assessment
 - conducting assessments
 - reviewing assessment practice
 - appeals mechanisms
 - maintaining client privacy and confidentiality
 - providing accurate information
 - duty of care
 - compliance with assessment system requirements
 - copyright
- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - assessment which is criterion referenced as distinct from norm-referenced assessment
 - reporting of competency-based assessment
 - reputable sources of current research on good practice competency-based assessment
- processes for analysing training products to determine the evidence needed to demonstrate competency, including to identify:
 - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
 - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide assessment practices
- strategies and techniques that promote effective leadership, including:
 - strategies for managing people and change

- communication techniques for providing performance feedback
- strategies for developing the assessment practice of others
- use of reflective practice in improving own practice
- assessment methods, including suitability for gathering evidence, suitability for nationally recognised unit of competency content, and associated assessment instruments:
 - direct observation
 - product-based methods
 - questioning
- sources of feedback on own assessment practices, including candidates, other assessors, and industry stakeholders
- applications of technology to improve and assist in quality assessment
- roles and responsibilities of lead assessors, assessors, vocational experts, workplace supervisors and support persons in the assessment process
- target group characteristics and the implications for assessment, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- practices and methods that promote safe and inclusive assessment environments, including using appropriate and inclusive language when providing candidates with information.

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
- qualified assessors
- current and validated assessment tools.

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

Links

Companion Volume Implementation Guide is found on VETNet -

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