



Australian Government

TAEASS513 Lead assessment moderation and validation processes

Release: 1

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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 TAEASS503 Lead assessment validation processes

Application

This unit describes the skills and knowledge required to provide leadership in assessment moderation to bring assessment judgements into alignment before finalising assessments, and in pre-validation of assessment tools, and post-validation of assessment tools, practices and judgements.

The unit applies to experienced vocational education and training (VET) assessors who lead assessment moderation and validation using training products that are nationally recognised.

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

Pre-requisite Unit

TAEASS413 Participate in assessment validation (or its previous version TAEASS403 Participate in assessment validation)

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. Prepare for assessment moderation	1.1 Determine purpose, focus and context of assessment moderation activities 1.2 Determine moderation approach to suit identified purpose,

ELEMENTS	PERFORMANCE CRITERIA
	focus and context 1.3 Determine and confirm moderation participants and organise resources needed
2. Lead assessment moderation	2.1 Facilitate assessment moderation meeting to review candidate submission and feedback to be given to candidate, and agree on assessment outcome 2.2 Support moderation participants throughout the assessment moderation process 2.3 Record assessment moderation in accordance with organisational procedures 2.4 Present moderation findings and recommendations to relevant people within timeframes required by organisational procedures
3. Prepare for assessment validation	3.1 Determine products that require post-validation of assessment tools by referring to organisational validation plan 3.2 Initiate validation in line with VET regulatory requirements and organisational procedures 3.3 Determine purpose, focus and context of assessment validation activities 3.4 Determine validation approach to suit identified purpose, focus and context 3.5 Determine and confirm validation participants and organise resources needed
4. Lead assessment validation	4.1 Facilitate assessment validation activities according to legislative and regulatory requirements 4.2 Support validation participants throughout the assessment validation process 4.3 Record assessment validation in accordance with VET regulatory requirements and organisational procedures 4.4 Present validation findings and recommendations to relevant people within timeframes required by organisational procedures
5. Review assessment moderation and validation	5.1 Seek and analyse participant feedback on moderation and validation processes and activities according to organisational procedures 5.2 Analyse own moderation and validation performance 5.3 Review feedback and outcomes of own analysis 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
Reading	• Accesses and interprets at times complex information in organisational requirements, including VET regulatory requirements • Accesses and interprets assessment moderation and validation documentation
Writing	• Produces documentation that is relevant to the moderation and validation processes and in line with requirements
Oral communication	• Engage with individuals and groups in communication to monitor, guide and validate assessment leading to improved assessment practice
Numeracy	• Interprets and calculates validation sample size
Initiative and enterprise	• Considers alignment with values and principles in decision-making processes • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into consideration • Identifies opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change
Self-management	• Identifies, confirms and takes responsibility for adherence to policies and procedures • Identifies, confirms and takes responsibility for adherence to organisational, legislative and regulatory requirements
Teamwork	• Cooperates with others as part of routine activities, and contributes to particular activities requiring joint responsibility and accountability, aimed at improved practice • Provides guidance and support by adjusting own personal communication style in recognition of the values and experiences of others in order to build rapport

Unit Mapping Information

Supersedes and is not equivalent to TAEASS503 Lead assessment validation processes

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 TAEASS513 Lead assessment moderation and validation processes

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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:

- lead at least 1 moderation activity with a group of at least 3 assessors
- lead at least 2 validation activities, each with a panel of assessors who collectively have the skills, knowledge and experience required by the Standards for RTOs 2015 (or successor), and which include at least:
 - 1 post-validation of an entire assessment tool
 - 3 assessment judgements based on that entire tool
 - the practices undertaken in the course of the above assessment judgements, and identification of at least 2 recommendations for improvement.

In the course of each of the above, the individual must:

- model compliant assessment moderation and validation practice
- provide support and contribute positively to the work of assessors and others involved in carrying out assessment moderation and validation.

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 assessment moderation and validation activities, including:
 - validation purpose
 - sampling approach to validation
 - timing of validation
 - principles of assessment and rules of evidence

- who can undertake and participate in validation activities, including requirements for industry relevance and vocational training and learning
- record requirements for assessment validation evidence collection, retention and recording
- key aspects of assessment moderation, including:
 - quality control process
 - conducted prior to finalisation of assessment results
 - brings assessment judgements into alignment
- key aspects of assessment validation, including:
 - quality review process
 - pre- and post-validation of tools
 - assessment validation contexts and purposes
 - processes for conducting assessment validation of practices and judgements
- key features of the organisation's assessment system, including:
 - organisational requirements for participating in assessment validation activities
 - nature and scope of evidence gathered, including evidence collected from other parties
- processes for analysing nationally recognised units of competency to identify evidence needed to demonstrate competence, including:
 - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
 - techniques used to identify foundation skills, including language, literacy, numeracy, digital literacy and employability skills
- dimensions of competency and how they guide assessment practices
- key structure, functions and content of assessment tools:
 - context and conditions of assessment
 - tasks to be administered to the candidate
 - mapping against units of competency
- key features of common assessment methods, including suitability for gathering evidence, suitability for the content of units, and associated assessment instruments:
 - direct observation
 - product-based methods
 - questioning.

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. Evidence of face-to-face assessment may include that collected using video collaboration tools.

This includes access to:

- assessment system

- assessment tools
- other assessors to participate in assessment validation and moderation activities
- assessment records, including evidence collected and assessment judgements.

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

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