



Australian Government

Department of Education, Employment and Workplace Relations

TAEASS503A Lead assessment validation processes

Release: 1

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Modification History

Version	Comments
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TAEASS503A	Released with <i>TAE10 Training and Education Training Package version 2.0</i>
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Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide leadership in assessment validation processes.

Application of the Unit

This unit typically applies to those who assess.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Monitor assessment practice	1.1 Work with colleagues to <i>systematically monitor assessment practice</i> 1.2 Actively engage with and support other assessors as they work to improve assessment practice 1.3 Analyse assessment records ensuring legal, organisational and ethical requirements are being met and appropriate advice is provided to improve record keeping
2. Coordinate assessment validation activities	2.1 Initiate validation in line with National Quality Council guidelines and organisational, legal and ethical requirements 2.2 Undertake risk assessment and analysis to determine the <i>purpose, focus and context of validation activities</i> 2.3 Consider and determine <i>approaches to validation</i> 2.4 Determine and confirm participants in validation and organise any <i>materials and resources</i> needed for validation 2.5 Provide guidance to support participants throughout the validation process 2.6 Finalise and process <i>validation documentation</i> in accordance with assessment system, legal and organisational procedures and present to relevant people, within an agreed timeframe 2.7 Identify recommendations from validation processes and forward to the appropriate authority

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

- analysis and interpretation skills to analyse the effectiveness of the organisation's assessment validation process
- communication skills to:
 - influence others
 - promote and implement quality standards
- evaluation skills to evaluate validation process and determine and implement improvements
- leadership skills to:
 - influence and motivate others
 - gain commitment to validation processes and make recommendations to improve processes
- literacy skills to prepare required documentation and information for those involved in the assessment validation process
- problem solving skills to reliably evaluate alternative solutions to validation issues
- research skills to use a range of source documents to access information for validation
- team and group skills to:
 - build relationships and networks with colleagues
 - encourage, accept and utilise feedback.

Required knowledge

- Australian Quality Training Framework (AQTF) requirements for assessment
- the organisation's assessment system policies and procedures, including validation processes
- different types of assessment tools, what are well-constructed assessment tools and why, what assessment methods and instruments work for what types of evidence
- rules of evidence and why they are important, particularly in a validation context
- assessment strategies and assessment plans and their components
- purpose and focus of carrying out validation, different approaches to assessment validation and the critical aspects of validation
- different activities and tools for validation
- legal, organisational and ethical responsibilities associated with the assessment system.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • provide support to other assessors, including modelling good assessment and validation practice • contribute positively to the work of assessors and others involved in carrying out assessments and validation • take responsibility for initiating, organising and facilitating assessment validation on at least three occasions • use outcomes of validation and appeals to improve assessment practice.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Systematically monitor assessment practice</i> may include:	• how effectively and accurately the designated competency standards are being interpreted by assessors as the benchmarks for assessment • how the principles of assessment are being applied in assessment practice • assessors' application of assessment tools • how the rules of evidence are being applied in gathering evidence • whether assessment is being conducted in accord with the policies and procedures of the organisation's assessment system • whether National Quality Council, organisational, legal and ethical requirements are being met.
<i>Purpose, focus and context of validation activities</i> may include:	• part of organisational quality assurance arrangements • addressing an identified area of risk in assessment practice and quality • demonstrating compliance with the AQTF Standards for Registered Training Organisations (RTOs) • providing evidence for external audit • providing evidence for internal audit • improving assessment practices • evaluating the quality of assessment tools • providing professional development for assessors • increasing assessor confidence • determining whether different assessors using the same tools collect the same types and levels of evidence • determining whether different assessors interpret the same evidence similarly • determining whether assessment decisions reflect the rules of evidence.

Approaches to validation may include:	• analysing and reviewing assessment tools • analysing and reviewing collected evidence • analysing and reviewing assessment decisions and records of assessment outcomes • examining assessment records • examining assessment systems • discussing the assessment process, issues and difficulties in interpretation • holding interviews with each other or with management, trainers or facilitators, candidates • analysing client feedback • observing assessment conduct • using validation tools • reviewing and interpreting Assessment Guidelines in training packages • examining assessor qualifications • analysing appeals processes • recording evidence of validation processes and outcomes.
Materials and resources may include:	• relevant documented assessment strategy • samples of assessment tools • copies of relevant units of competency, modules, Training Package Assessment Guidelines and course assessment requirements • copies of validation checklists and other tools • copies of organisational policies and procedures on validation • copies of relevant AQTF standards • copies of client or candidate feedback • technology requirements • facilities for conduct of validation.
Validation documentation may include:	• reports of validation process • recommendations from validation process • copies of resources used in validation process.

Unit Sector(s)

Learning environment

Custom Content Section

Not applicable.