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**TAEAS501 Provide advanced
assessment practice**

TAE Training and Education Training Package

Trainer and Assessor Guide

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Purpose of this Trainer and Assessor Guide

This guide is designed to be used as a reference resource by the trainer/assessor during training and conducting the assessment.

It contains:

- All of the information and instructions to the candidate that are in the Assessment Task Workbook for this unit.
- Benchmark solutions for all of the assessment activities, together with guidance for the assessor on how to access relevant information using Internet searching and reference to legislative materials.
- A mapping summary which shows how each of the assessment tasks relate to the unit requirements.

The Assessment Task Workbook

The Assessment Task Workbook is for the candidate. It contains:

- Instructions for the candidate about unit assessment requirements
- A verification form for the candidate to confirm that they have received and understood the assessment process and their right of appeal
- All of the assessment tasks
- Space for the assessor to give feedback to the candidate and to confirm whether the task was satisfactory
- A copy of the mapping summary in the Trainer/Assessor Guide.
- Final assessment form, for signing off by the assessor and the candidate

Assessor qualifications

Assessors must satisfy NVR/AQTF assessor requirements.

You (the assessor) should ensure that you:

- have the necessary training and assessment competencies as determined by the National Skills Standards Council or its successors; (*TAE4011 or its successors*)
- have the relevant vocational competencies at least to the level being delivered or assessed; (*hold this unit or have mapped your competencies to the unit and this has been approved by the RTO authorised officer*).
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
- continue to develop your vocational education and training (VET) knowledge and skills as well as your industry currency and trainer/assessor competence.

Assessors of this unit must hold the TAE50116 Diploma of Vocational Education and Training or the TAE50111 Diploma of Vocational Education and Training or be able to demonstrate equivalence of competencies.

Adherence to the benchmarks

In order to ensure that the assessment process and outcome meets the principles of assessment and the rules of evidence, it is **ESSENTIAL** that you adhere to the benchmarks for assessment outlined in this Guide.

The benchmark solutions and information in this Guide are current as at the date shown in the footer. Secondary authority web sites and legislation may change.

You, the trainer/assessor, will need to maintain currency.

Reasonable Adjustment

If the candidate has special needs which require reasonable adjustments, then you, the assessor, must ensure that you have:

- Reviewed the unit requirements and determined that adjustments will not compromise the outcome.
- Determined the adjustments to be made, in consultation with the candidate and, if necessary, a specialist.
- Clearly documented the adjustments made as part of the assessment record, in sufficient detail to enable another qualified assessor to make a judgement of competency.
- Ensured that you protect the candidate's right to privacy and confidentiality in relation to any personal information such as medical conditions, and where personal information needs to be recorded, gained the candidate's consent in writing.

Recognition of Prior Learning and Credit Transfer

If the candidate currently holds qualifications or has relevant experience for this unit, then they must be offered the opportunity for RPL and not be required to undertake a full learning and assessment pathway.

Gap training and assessment may be required.

If the candidate holds an equivalent unit, then they are entitled to credit transfer. Refer to the unit information on the following page.

Safety

If at any time during the assessment process you consider that any person may be at risk, you must immediately **abort** the assessment session.

Australian Qualifications Framework

The candidate should demonstrate AQF level 5 criteria when completing the assessment task

AQF level 5 criteria	
Summary	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Knowledge	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning
Skills	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none">• analyse information to complete a range of activities• provide and transmit solutions to sometimes complex problems• transmit information and skills to others
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within load but established parameters

source: Australian Qualifications Framework May 2016

TAEASS501 Provide advanced assessment practice

Publication History

Release	Comments
Release	This version first released with TAE Training and Education Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to lead assessment processes as a part of a continuous improvement strategy among a group of assessors within a Registered Training Organisation (RTO).

It applies to experienced assessors who provide leadership, or guidance to others, who conduct assessments for an RTO.

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

Unit Sector

Assessment

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS501 Provide advanced assessment practice	TAEASS501A Provide advanced assessment practice	Updated to meet Standards for Training Packages	Equivalent unit

Assessment Conditions

Evidence must be gathered through the assessment of at least two individual candidates who are enrolled vocational learners.

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

Assessors of this unit must hold the TAE50116 Diploma of Vocational Education and Training or the TAE50111 Diploma of Vocational Education and Training or be able to demonstrate equivalence of competencies.

Assessment Task 1

This task requires you to provide evidence of undertaking the assessment of 20 different candidates.

★ Read the following

The Performance Evidence for this unit of competency requires:

- undertaking the assessment of at least 20 individual candidates, against at least one unit of competency
- assessing against at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.
- accurately documenting the outcomes of all assessments undertaken

As an experienced assessor, you will have assessed many candidates. You will need to gather the records of 20 individuals you assessed recently (within the last 12 months). For these individuals, you will have assessed competency in more than one unit. Altogether, you need to submit 50 assessment records.

Note that these records should be submitted as you would for a validation meeting. Therefore, the information identifying the candidates should be blanked out to protect their privacy.

The records of assessment must be clearly documented in a way that will enable your assessor to validate your assessment judgement. The assessments may be through a learning and assessment pathway or RPL, or a combination of both.

★ Submit the evidence to your assessor

Solutions

Assessor note: The candidate must submit evidence of conducting assessments, with sufficient documentation to enable you, the assessor, to determine the validity of the assessment judgement.

Information that may identify the candidate must be blanked out to ensure privacy.

There should be a total of 50 units of competency and 20 different candidates.

The same unit of competency may be assessed up to 20 times with different candidates.

In order to meet the evidence requirements, a minimum of 3 different units will need to be assessed.

The assessments must address an entire unit of competency (or cluster) and the assessor must incorporate a range of assessment methods.

RPL or assessment in a learning and assessment pathway may be submitted.

Evidence should be recent, in order to confirm currency.

Assessment Criteria

Performance criteria

- 2.1 Investigate and implement a range of assessment methods, in order to meet the requirements of related unit or units of competency

- 2.2 Investigate and implement a range of assessment tools to meet the context requirements of different candidates
- performance evidence
 - undertaking the assessment of at least 20 individual candidates, against at least one unit of competency
 - assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.
 - accurately documenting the outcomes of all assessments undertaken

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Assessment Task 2

This task requires you to critically review the assessment processes, the approaches taken and reflect upon opportunities for improvement.

- ★ Create a word document with the filename TAEASS501 Assessment 2
- ★ Type your name in the header and the date in the footer
- ★ In a table on the first page, list all of the assessments that you submitted in Task 1, including:
 - date of assessment
 - unit of competency (or cluster of units of competency) – code and name
 - AQF level
 - pathway (RPL or learning and assessment)
- ★ On the following page, type a report in the following structure:

Assessment system

Describe your RTO's assessment system, including

- how assessment processes are planned, including assessment strategies and assessment plans
- the documentation which is accessed at each stage of the assessment process by the assessor and how it is accessed (e.g. the technology used)
- the documentation which is accessed at each stage of the assessment process by the candidate (e.g. whether handed to the candidate or provided using technology)
- the RTO's policies and procedures for assessment – with a summary of their contents
- how the assessment system is administered and reported – and the personnel involved
- the assessment records that are retained and how they are retained
- the RTO's appeals mechanism and how this is communicated to the candidate

Assessment tools

Describe the assessment tools that you used in conducting the assessments that you submitted in task 1. Include:

- the origin of the tool – whether in-house or purchased
- your role, if any, in the development of the tool
- how and when the tool was last validated and your role in the validation of the tool
- a description of each of the instruments in the tool, including the assessment methods
- a copy of the mapping summary for the tool
- an overview of how the tool ensures compliance with the Principles of Assessment
- a description of how the tool confirms all four Dimensions of Competence
- a description of how the tool confirms repeatability of performance
- a discussion of whether (or how) the tool was contextualised for the client, the reasons why the tool was not contextualised
- the work health and safety considerations in administering the tool

Recommendations for improvement

Discuss your experience of conducting assessment and identify at least one area for improvement that you identified in the past 12 months and communicated as a result of your experience. Describe how the improvement was implemented and your evaluation of its

success. Include the different roles of the personnel who were involved in implementing the improvement.

Skills

Assessor note: The candidate must demonstrate in-depth knowledge of the RTO's assessment system and processes. Their report should demonstrate that they play an active role in monitoring, evaluating and improving assessment approaches.

Response will vary considerably and a model answer cannot be provided.

The candidate must address in detail all of the bullet points under the heading.

The report should demonstrate all of the knowledge evidence listed in the assessment criteria below.

Assessment Criteria

Performance criteria

- 2.1 Investigate and implement a range of assessment methods, in order to meet the requirements of related unit or units of competency
- 2.2 Investigate and implement a range of assessment tools to meet the context requirements of different candidates
- 4.1 Systematically monitor the assessment processes and activities of the assessor group
- 4.2 Propose and implement improvements to assessment approaches

Knowledge evidence

- reporting of competency-based assessment
- the interpretation of units of competency and other related assessment information, to determine the evidence needed to demonstrate competency, including:
 - the dimensions of competency
 - all components of a national training package
- system requirements for assessment
- the organisation's assessment system policies and procedures
- different assessment methods, purposes and applications
- appeals mechanisms within the organisation
- different types of assessment tools, what tools work for what types of evidence, what the characteristics are of well-constructed assessment tools
- the principles of assessment and how they guide assessment, validation, and appeals processes
- assessment strategies, assessment plans and their components
- applications of technology to improve or assist in quality assessment
- the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies that ensure that the assessment process is transparent and credible
- providing accurate information
- duty of care under common law
- compliance with system requirements

Performance evidence

- critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes

Assessment Task 3

This task requires you to demonstrate building the skills and experience of the assessor group.

★ Read the following

You are required to demonstrate leading a team of at least 3 assessors in order to improve assessment processes and outcomes.

This will involve reading and accessing current research on assessment from sources such as ASQA and NCV5.

You will then need to develop a professional development (training) session and deliver it to the assessor team. Your assessor must directly observe this session, which may be face to face or via electronic means such as a video.

This will involve documenting:

- a Power Point presentation
- handouts for the assessor team
- a feedback form for the participants to complete

★ Create a Word document with the filename TAEASS501 Assessment 3

★ Type your name in the header and the date in the footer

★ Type the heading **Notes for PD Session.**

★ Research and document your notes in relation to the following

NOTE: Where you quote from a source, you must cite the source, which may be the web site address, title of the publication and date accessed. This document will need to be submitted to your assessor to demonstrate the research you conducted.

- The reasons why VET is a competency based system and its importance to Australia's economic viability.
- How assessors must comply with legislation, the RTO Standards and ethical practices
- The history of changes to the Cert IV Training and Assessment (including:
 - BSZ40198 Certificate IV in Workplace Training and Assessment
 - TAA40104 Certificate IV in Training and Assessment
 - TAE40110 Certificate IV in Training and Assessment
 - TAE40116 Certificate IV in Training and Assessment
- Why trainer/assessors must ensure they continuously maintain currency in the vocational area of expertise and in their trainer/assessor qualification.

★ Develop the Power Point and handouts – aiming for a 20 minute presentation and 10 minute question time.

★ Develop or source a feedback form for all the participants to complete at the end of the professional development session.

- ★ Deliver the training session to your colleagues, observed by your assessor in the manner prescribed upon.
- Your assessor will complete the observation form below as they observe the session.

Hint: If you fill out the observation form, it will indicate what you need to demonstrate.

- ★ Submit the following:
 - TAEASS501 Assessment 3 – your research notes
 - The Power Point presentation
 - The handouts to the participants
 - The completed feedback forms from the participants

Observation form for Assessor to complete

Candidate name	Date observed
<i>Tick where demonstrated satisfactorily</i>	
Leads a group of assessors (minimum 3 participants) in a PD session	<input type="checkbox"/>
Demonstrates knowledge of VET as a competency based system with the units of competency as the benchmarks	<input type="checkbox"/>
Differentiates between criterion referenced and norm referenced assessment	<input type="checkbox"/>
Explains the importance to industry and enterprise of accurate competency based assessment	<input type="checkbox"/>
Gives an overview of how assessors must comply with the RTO Standards	<input type="checkbox"/>
Gives an overview of VET legislation and other relevant legislation such as WHS and anti-discrimination	<input type="checkbox"/>
Discusses ethical practices as applied to assessors – transparency and fairness of assessment	<input type="checkbox"/>
Gives an overview of the changes in the Cert IV in Training and Assessment and explains the enhanced focus on assessment in TAE40116	<input type="checkbox"/>
Identifies the requirement in the Standards for professional development and explains the relevant qualifications of assessors (both vocational and training assessor) as stated in the Standards	<input type="checkbox"/>
Provides a persuasive argument for continuous professional development	<input type="checkbox"/>
Promotes questioning and discussion	<input type="checkbox"/>
Comments on observation	
Assessor Signature	
Assessment	Satisfactory <input type="checkbox"/> Not Yet Satisfactory <input type="checkbox"/>

Sections

Assessor note: The candidate must submit:

- TAEASS501 Assessment 3 – their research notes quoting sources
- The Power Point presentation
- The handouts to the participants
- Completed feedback forms from the participants

The candidate must demonstrate satisfactory performance of all items listed in the observation form.

This task should demonstrate the candidate's ability to lead a team of assessors and use these leadership skills to improve outcomes by facilitating professional development of the assessor team.

All items listed in the assessment criteria below should be demonstrated.

Assessment criteria

Performance criteria

- 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 this new knowledge and skill into own assessment practice
- 3.1 Influence fellow assessors through modelling high standards of ethical and compliance practices
- 3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and competence of this group

Knowledge evidence

- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - competency standards as the basis of qualifications
 - the principles of competency-based assessment
 - assessment which is criterion referenced as distinct from norm-referenced assessment
- the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies that ensure that the assessment process is transparent and credible
- legal, organisational and ethical responsibilities associated with the assessment system

Performance evidence

- leading the assessment of a group or team of assessors consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes

Assessment Task 4

This task requires you to demonstrate how you participate in moderation and reflect upon your assessment practices.

- ★ Read the following

As a lead assessor in your RTO, other assessors will take advantage of your expertise and experience. They will seek your participation to moderate assessment judgements, particularly in borderline situations.

You need to provide a report giving three examples of where you participated in moderation in the last 12 months.

You then need to describe the assessment moderation process in your RTO and reflect upon its strengths and weaknesses. Consider how you personally can improve the process so that assessment is more credible and transparent. This may relate to improving the procedure itself or to acting as a role model for the assessor group.

- ★ Create a Word document with the filename TAEASS501 Assessment 4

- ★ Type your name in the header and the date in the footer

- ★ Type the heading **Moderation Process**

- ★ Type your report in the following structure:

Participation in moderation

Describe 3 examples of situations where you participated in moderating an assessment decision at the request of another assessor.

Explain the reasons why moderation was needed.

Include the unit of competency details and an overview of the candidate (ensuring privacy)

Describe your actions during the moderations.

Describe the outcomes of each moderation and the way these were recorded.

RTO moderation process

Identify whether the RTO has a procedure for moderation (as opposed to systematic validation of assessment judgements after they have been made)

If there is a procedure, describe it.

If there is no documented procedure, survey the assessors in your group and describe their understanding of when moderation should be sought and how to undertake it.

Reflection on moderation process

Discuss the strengths and weaknesses of the current moderation process.

Reflect on how credible and transparent the current moderation process is.

Describe at least one way that you can either improve the procedure for moderation of work with your assessor colleagues to improve their understanding of the importance of moderation, how and when it should occur and how it should be recorded.

The importance of reflection

Describe why reflection is an essential part of an assessor's role.

Explain those areas that you reflect upon regularly, so as to improve the quality of your own assessment practice.

Skills

Assessor note: Response will vary and a model solution cannot be provided.

The candidate's response should demonstrate that they act in a lead assessor role, that other assessors seek their advice in situations where an assessment judgement is borderline.

Response should demonstrate knowledge of the difference between moderation (prior to making final judgement) and validation (of a random sample of assessment judgements for quality control purposes).

The report must include all items listed in the instructions to the candidate.

It is likely that the candidate's RTO does not have a documented procedure for moderation.

If this is the case, the candidate should describe when moderation should be sought (whenever an assessor is not absolutely certain of their judgement of competency) and who should be approached to moderate (a qualified assessor with the relevant vocational competency).

Moderation should involve reviewing all of the candidate's evidence and making a judgement with reference to the assessor's experience in the assessment tool.

Moderation outcomes must be recorded in the summative assessment identifying all assessors involved in the moderation and clarifying why the judgement was finally agreed upon.

The strengths and weaknesses of the moderation process may well relate to lack of a clear procedure or lack of understanding on the part of individual assessors.

The candidate must demonstrate knowledge of the importance of reflection and describe how they reflect upon their own performance, which may include seeking feedback from others.

Assessment Criteria

Performance criteria

- 1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice
- 3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group
- 4.1 Systematically monitor the assessment processes and activities of the assessor group
- 4.2 Propose and implement improvements to assessment approaches
- 4.3 Participate in and reflect upon the assessment moderation process

Knowledge evidence

- reporting of competency-based assessment
- system requirements for assessment
- the importance of reflective practice in the quality improvement of own work
- the organisation's assessment system policies and procedures
- the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process
- strategies that ensure that the assessment process is transparent and credible

Performance evidence

- leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes
- critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.

Third Party Verification

- ★ Complete the form on the next page three times.
- ★ Give the form to three of your assessor colleagues and ask them to complete it.
- ★ Submit the three forms to provide supplementary evidence of your competency in this unit.

Assessment Criteria

Performance criteria

- 3.1 Influence fellow assessors through modelling high standards of ethical and compliance practices
- 3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group
- 4.1 Systematically monitor the assessment processes and activities of the assessor group
- 4.3 Participate in and reflect on the assessment moderation process

Performance evidence

- leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes
- critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.

Third Party Verification Form

Name of Candidate		
Name of Third Party (Referee)		
Position of Third Party		
Name of RTO or other organisation		
Work relationship of Third Party to the Candidate		
Telephone		Email

<p>Please tick the checkbox where you can confirm from your own knowledge that the candidate meets the criteria.</p> <p>NOTE: It is not necessary for you to tick every box – only those you can confirm from your personal experience or working with the candidate</p>		✓
Models high standards of ethical practices		<input type="checkbox"/>
Is a role model for assessor colleagues in relation to assessment practices and compliance		<input type="checkbox"/>
Actively monitors the assessment practices within the RTO		<input type="checkbox"/>
Identifies areas for improvement in assessment practices and makes recommendations for enhancing the quality of assessment and streamlining the assessment process		<input type="checkbox"/>
Actively contributes to the professional development of the assessor group within the RTO		<input type="checkbox"/>
Demonstrates a high level of expertise in assessment and shares this expertise with colleague assessors		<input type="checkbox"/>
Plans and implements improvements in the assessment processes and systems		<input type="checkbox"/>
Leads assessment validation and moderation activities and follows up on outcomes of validation meetings		<input type="checkbox"/>
Actively participates in moderating assessment decisions in situations where the judgement is borderline		<input type="checkbox"/>

<p>Please provide a few comments on your personal evaluation of the candidate in their role as a lead assessor.</p> <p>NOTE: Comments are REQUIRED.</p>	
Signed	Date

Summary Mapping

The following table maps the assessment tasks with the unit requirements. This is indicated with a tick.

TAEASS501 Provide advanced assessment practice		Assessment Task Number				TPV
		1	2	3	4	
Elements and Performance Criteria	Foundation Skills					
1 Develop and extend assessment expertise						
1.1 Access, read and analyse current research on assessment and incorporate into own practice	Reading Get the work done			✓		
1.2 Source and access opportunities to extend assessment experience and expertise and incorporate this new knowledge and skill into own assessment practice	Learning Reading Get the work done			✓	✓	
2 Practise assessment						
2.1 Investigate and implement a range of assessment methods, in order to meet the requirements of related unit or units of competency	Oral Communication Get the work done	✓	✓			
2.2 Investigate and implement a range of assessment tools to meet the context requirements of different candidates	Get the work done	✓	✓			
3 Lead and influence other assessors						
3.1 Influence fellow assessors through modelling high standards of ethical and competence practices	Navigate the world of work Interact with others			✓		✓
3.2 Establish professional development needs of the assessor group, and implement approaches to build the skills and experience of this group	Writing Oral Communication Navigate the world of work			✓	✓	✓
4 Evaluate and improve assessment approaches						
4.1 Systematically monitor the assessment processes and activities of the assessor group	Reading Oral Communication Get the work done		✓		✓	✓
4.2 Propose and implement improvements to assessment approaches	Writing Oral Communication Get the work done		✓		✓	
4.3 Participate in and reflect upon the assessment moderation process	Oral Communication Get the work done				✓	✓

TAEASS501 Provide advanced assessment practice	Assessment Task Number				TPV
	1	2	3	4	
Knowledge Evidence The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:					
KE 1. competency-based assessment, including: <ul style="list-style-type: none"> vocational education and training as a competency-based system competency standards as the basis of qualification the principles of competency-based assessment assessment which is criterion referenced as distinct from norm-referenced assessment reporting of competency-based assessment 		✓	✓	✓	
KE 2. the interpretation of units of competency and other related assessment information, to determine the evidence needed to demonstrate competency, including: <ul style="list-style-type: none"> the dimensions of competency all components of a national training package 		✓			
KE 3. system requirements for assessment		✓		✓	
KE 4. the importance of reflective practice in the quality improvement of own work				✓	
KE 5. the organisation's assessment system policies and procedures		✓		✓	
KE 6. different assessment methods, purposes and applications		✓			
KE 7. appeals mechanisms within the organisation		✓			
KE 8. different types of assessment tools, what tools work for what types of evidence and the characteristics are of well-constructed assessment tools		✓			
KE 9. the principles of assessment and how they guide assessment, validation, and appeals processes		✓			
KE 10. assessment strategies, assessment plans and their components		✓			
KE 11. applications of technology to improve or assist in quality assessment		✓			
KE 12. the roles and responsibilities of workplace trainers, facilitators, assessors and others, such as vocational experts, workplace supervisors and support persons in the assessment process		✓	✓	✓	
KE 13. strategies that ensure that the assessment process is transparent and credible		✓	✓	✓	

TAEASS501 Provide advanced assessment practice	Assessment Task Number				TPV
	1	2	3	4	
KE 14. legal, organisational and ethical responsibilities associated with the assessment system, including: <ul style="list-style-type: none"> maintaining client privacy and confidentiality providing accurate information duty of care under common law compliance with system requirements copyright and privacy laws, as they apply to learning and assessment. 		✓	✓		
Performance Evidence The candidate must show evidence of the ability to complete the tasks outlined in the elements and performance criteria of this unit, including:					
PE 1. undertaking the assessment of at least 20 individual candidates against at least one unit of competency	✓				
PE 2. assessing against a total of at least 50 units of competency from training packages or accredited courses. This total may be made up of combinations of candidates and units that add up to 50.	✓				
PE 3. accurately documenting the outcomes of all assessments undertaken	✓				
PE 4. leading the assessment of a group or team of assessors, consisting of at least three individuals, and demonstrating how that leadership has led to improved processes and outcomes			✓	✓	✓
PE 5. critically reviewing the assessment processes, and the approaches taken in these assessments, and proposing changes to improve both processes and outcomes.		✓		✓	✓