



Australian Government
Department of Education and Training

real skills for
real careers



FACT SHEET

ASSESSMENT

Assessment is the process of collecting evidence and making judgements about whether a person has achieved competency.

QUICK FACTS

In 2017, 92.9% of employers using nationally recognised training were satisfied with the standard of assessment.

ASSESSMENT

Assessment is the process of collecting evidence and making judgements about whether a person has achieved competency, to confirm they can perform to the standard required in the workplace (as specified in a unit of competency or accredited module).

If a person is judged to be *not yet competent*, they can undertake further training and be re-assessed at a later stage.

The purpose of assessment

Assessment is used for a number of reasons in the Australian vocational education and training (VET) system, including:

- To determine if a person is competent at the end of (or during) a learning program
- To identify a person's language, literacy and numeracy needs
- To identify gaps in a person's knowledge or skills
- To issue a person with a licence
- To issue a person with a qualification or statement of attainment
- To measure a person's work performance
- To recognise a person's prior learning.

Evidence-based assessment

Evidence-based assessment is a key feature of VET. Candidates must provide evidence to support their competency, and qualified assessors help them to gather the evidence, which can include:

- Observing them undertake tasks in a workplace
- Observing them participate in a simulation
- Observing them participate in a role play
- Reading what others have said about them
- Asking them a series of questions (oral, written or computer-managed)
- Reviewing items produced by them
- Reviewing evidence of their prior learning.



The evidence gathered in an assessment depends on the requirements of the unit of competency or accredited module, and it also depends on the preferences and needs of the person being assessed. Each case is unique.

Evidence gathering can take place in work settings (on-the-job) and in non-work settings (off-the-job). However, the application of skills in the workplace is a central tenet of VET, so evidence should ideally be gathered as a person performs work tasks, either in a workplace or a simulated environment that reflects and replicates workplace conditions.

A training product's assessment requirements, including performance evidence, knowledge evidence and assessment conditions, are outlined in the relevant training package or VET accredited course.

Integrated (holistic) assessment

Individual competencies are rarely performed in isolation in the workplace. Typical job roles involve a number of related tasks, and evidence gathering should reflect this. Integrated assessment is the simultaneous assessment of two or more related units of competency, and it is an efficient and authentic evidence gathering process, because it more closely reflects the real nature of work.

Reasonable adjustments

Reasonable adjustments are made to ensure equity in the assessment process. An assessment can be adjusted to accommodate the needs of an individual learner, such as providing an oral rather than a written assessment, but the rigour of the assessment process cannot be compromised.

Recognition of prior learning

Recognition of prior learning (RPL) is an assessment process that assesses a person's formal, non-formal and informal learning to determine the extent to which they have met the requirements specified in a unit of competency or accredited module without the need to undertake a structured learning program.

One of the key elements of Australia's VET system is its flexibility, and the availability of RPL support for those who have learned skills in other settings is a good example. This level of flexibility makes it an attractive option to students and employers.

TRAINER AND ASSESSOR CREDENTIAL REQUIREMENTS

The Standards for RTOs require different credentials depending on whether a person delivers training and conducts assessment, or whether they conduct assessment only.

From 1 January 2016 to 31 March 2019, trainers and assessors must hold:

- the TAE40110 Certificate IV in Training and Assessment; OR
- the TAE40116 Certificate IV in Training and Assessment, or its successor; OR
- a diploma or higher level qualification in adult education.

From 1 April 2019, trainers and assessors must hold:

- the TAE40110 Certificate IV in Training and Assessment, plus:
 - o either TAELN411 Address adult language, literacy and numeracy skills, or its successor, or TAELN401A Address adult language, literacy and numeracy skills, and
 - o either TAEASS502 Design and Develop Assessment Tools, or its successor, or TAEASS502A Design and Develop Assessment Tools, or TAEASS502B Design and Develop Assessment Tools; OR
- the TAE40116 Certificate IV in Training and Assessment, or its successor; OR
- a diploma or higher level qualification in adult education.

From 1 January 2016 to 31 March 2019, people who conduct assessment only must hold:

- the TAESS00001 Assessor Skill Set; OR
- the TAESS00011 Assessor Skill Set, or its successor; OR
- the TAE40110 Certificate IV in Training and Assessment; OR
- the TAE40116 Certificate IV in Training and Assessment, or its successor; OR
- a diploma or higher level qualification in adult education.

From 1 April 2019, people who conduct assessment only must hold:

- the TAESS00001 Assessor Skill Set, plus one of the following units:
 - o TAEASS502 Design and Develop Assessment Tools, or its successor, OR
 - o TAEASS502A Design and Develop Assessment Tools, OR
 - o TAEASS502B Design and Develop Assessment Tools; OR
- the TAESS00011 Assessor Skill Set, or its successor; OR
- the TAE40110 Certificate IV in Training and Assessment, plus:
 - o either TAE LLN411 Address adult language, literacy and numeracy skills, or its successor, or TAE LLN401A Address adult language, literacy and numeracy skills, and
 - o either TAEASS502 Design and Develop Assessment Tools, or its successor, or TAEASS502A Design and Develop Assessment Tools, or TAEASS502B Design and Develop Assessment Tools; OR
- the TAE40116 Certificate IV in Training and Assessment, or its successor; OR
- a diploma or higher level qualification in adult education.

KEY WEBSITES

- Australian Skills Quality Authority
<https://www.asqa.gov.au/>
- VOCEdplus
<http://www.voced.edu.au/>

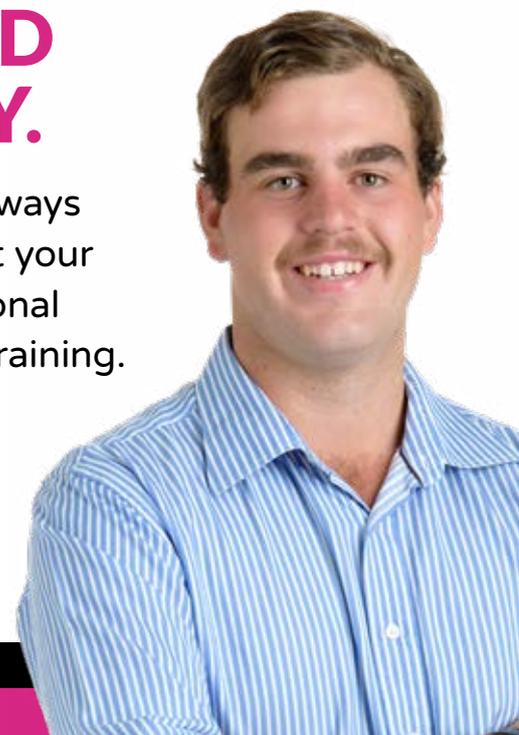
RELATED TOPICS

- Australian VET System
- Competency-Based Training
- Learning Pathways
- Registered Training Organisations
- Training Products
- VET Quality Standards
- VET Regulators

I WILL SUCCEED MY WAY.

There are many ways to succeed. Do it your way with Vocational Education and Training.

myskills.gov.au





Australian Government
Department of Education and Training

real skills for
real careers

FAQS

ASSESSMENT

WHAT IS ASSESSMENT?

Assessment is the process of collecting evidence and making judgements about whether a person has achieved competency, to confirm they can perform to the standard required in the workplace (as specified in a unit of competency or accredited module).

WHAT IS INTEGRATED ASSESSMENT?

Integrated assessment is the simultaneous assessment of two or more related units of competency, and it is an efficient and authentic evidence gathering process, because it more closely reflects the real nature of work. This is also known as holistic assessment.

WHAT IS RECOGNITION OF PRIOR LEARNING?

Recognition of prior learning (RPL) is an assessment process that assesses a person's formal, non-formal and informal learning to determine the extent to which they have met the requirements specified in a unit of competency or accredited module without the need to undertake a structured learning program.

myskills.gov.au

