



ASSESSMENT KIT SAMPLE

TAE40116

CERTIFICATE IV IN TRAINING AND
ASSESSMENT



CLUSTER OUTLINE FOR ASSESSMENT MATERIALS

TAE40116 Certificate IV in Training and Assessment

Please refer to packaging rules below when choosing your electives:

Total number of units = 10

9 core units, 1 elective unit which may be:

- from the elective list in the qualification
- from any currently endorsed Training Package or accredited course at Certificate IV or above.

Topic	Unit	Core/Elective
Training design	TAEDES401 Design and develop learning programs	Core
	TAEDES402 Use training package and accredited courses to meet client needs	Core
Training delivery	TAEDEL401 Plan, organise and deliver group-based training	Core
	TAEDEL402 Plan, organise and facilitate learning in the workplace	Core
Plan, develop and conduct assessment	TAEASS401 Plan assessment activities and processes	Core
	TAEASS402 Assess competence	Core
	TAEASS502 Design and develop assessment tools	Core
Conduct validation	TAEASS403 Participate in assessment validation	Core
Adult LLN	TAELLN411 Address adult language, literacy and numeracy skills	Core
Contribute to assessment	TAEASS301 Contribute to assessment	Elective
Provide work skill instruction	TAEDEL301 Provide work skill instruction	Elective



STUDENT ASSESSMENT BOOKLET

TAEASS502 Design and develop assessment
tools

Student first name: _____

Student last name: _____

ASSESSMENT OVERVIEW

This Student Assessment Booklet includes all your tasks for assessment of TAEASS502 Design and develop assessment tools.

About your assessments

This unit requires that you complete four assessment tasks.

You must complete all tasks to achieve Competency for this unit.

Assessment Task	About this task
Assessment Task 1: Written questions	You must correctly answer all 16 questions to show that you understand the knowledge required of this unit.
Assessment Task 2: Case study	You will read a case study and answer a series of corresponding questions.
Assessment Task 3: Project	You will develop an assessment plan, design and develop assessment tools for three units of competency and conduct a review of the assessment tools with others.
Assessment Task 4: Portfolio	You will update your assessment tools in line with the feedback received in Assessment Task 3.

How to submit your assessments

When you have completed each assessment task you will need to submit it to your assessor.

Instructions about submission can be found at the beginning of each assessment task.

Make sure you photocopy your written activities before you submit them – your assessor will put the documents you submit into your student file. These will not be returned to you.

Assessment Task Cover Sheet

At the beginning of each task in this booklet, you will find an Assessment Task Cover Sheet. Please fill it in for each task, making sure you sign the student declaration.

Your assessor will give you feedback about how well you went in each task, and will write this on the back of the Task Cover Sheet.

Assessment appeals

You can make an appeal about an assessment decision by putting it in writing and sending it to us. Refer to your Student Handbook for more information about our appeals process.

ASSESSMENT TASK COVER SHEET – ASSESSMENT TASK 1

Students: Please fill out this cover sheet clearly and accurately. Make sure you have kept a copy of your work.

Name:			
Date of submission:			
Unit:			
<ul style="list-style-type: none"> ▪ TAEASS502 Design and develop assessment tools 			
Assessor to complete			
Assessment Task	Satisfactory/ Not Satisfactory	Date	Was this a re- submission? Y/N
Written questions			

STUDENT DECLARATION

I _____ declare that these tasks are my own work.

- None of this work has been completed by any other person.
- I have not cheated or plagiarised the work or colluded with any other student/s.
- I have correctly referenced all resources and reference texts throughout these assessment tasks.
- I understand that if I am found to be in breach of policy, disciplinary action may be taken against me.

Student signature: _____

Student name: _____

ASSESSMENT TASK 1: WRITTEN QUESTIONS

TASK SUMMARY:

You are to answer all the questions in this task.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials.
- Access to a computer and the Internet (if you prefer to type your answers).

WHEN DO I DO THIS TASK?

If you're a workplace-based student you will do this task in your own time.
If you're a classroom-based student you will do this task in the classroom or as homework – your assessor will advise.
Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO SUBMIT?

Your answers to all the questions.

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor marks any of your answers as incorrect, they will talk to you about resubmission. You will need to do one of the following:

- Answer the questions that were incorrect in writing.
- Answer the questions that were incorrect verbally.

Instructions to students:

- This is an open book test – you can use your learning materials as reference.
- You need to answer all 16 questions correctly.
- You must answer the questions by writing in the space provided.
- If you need more space, you can use extra paper. Make sure you write on each extra piece of paper your name and the question number/s you are answering.
- You may prefer to use your computer to type your answers. Your assessor will let you know if you can email your answers as a Word file, or if you must print and submit hard copies.

QUESTION 1

Explain how the following assessment tools are used.

Assessment tool	Who is this used by?	How is this used?
Observation checklist		
Case study		
Evaluation form		

Assessment tool	Who is this used by?	How is this used?
Third Party Report		

QUESTION 2

Discuss the impacts of not having an effective file naming convention for assessment material and resources.

ANSWER AREA

QUESTION 3

Access the training.gov.au site and compare any unit of competency with its previous version.

- Which unit did you compare?
- What changes were made to the unit – in particular the elements and performance criteria
- How are these changes reflected in the document? i.e. version history, date etc.

ANSWER AREA

QUESTION 9

What factors should be considered when contextualising assessments. Provide at least five.

1.
2.
3.
4.
5.

QUESTION 10

Describe how a workplace observation on assessing customer service and assistance could be used to cater for a candidate working in the following:

a) a contact centre within the telecommunications industry

--

b) a local café

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ASSESSMENT TASK 2: CASE STUDY

TASK SUMMARY:

Read over the case study scenario and answer the questions that follow. This includes designing assessment instruments to meet the requirements of the unit of competency.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Case study scenario (provided)
- Access to the training.gov.au website
- Access to a computer and the Internet.

WHEN DO I DO THIS TASK?

If you're a workplace-based student you will do this task in your own time.

If you're a classroom-based student you will do this task in the classroom or as homework – your assessor will advise.

Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO SUBMIT?

- Completed answers to each question in this case study
- Assessment instruments for the unit of competency.

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not completed all parts of this task completely and satisfactorily, the details of resubmission will be discussed with you. You will only need to redo the parts of the task that are incorrect; however you will need to resubmit the entire assessment.

INSTRUCTIONS:

For this task you will need to read the case study scenario and answer the questions which follow.

CASE STUDY

Matthew the owner of a new Registered Training Organisation 'TQI - The Qualifying Institute' is building a suite of course material. TQI employ trainers and assessors who deliver qualifications onsite where students attend classes, including offsite training at the client workplace.

TQI's most popular course offering is the TAE40110 - Certificate IV in Training and Assessment. Matthew has received notification that the units in this course have been updated. In particular, the unit TAEDEL401 - Plan, organise and deliver group-based learning. He asks you to update the assessment material for this unit, in line with the updated elements and performance criteria.

ASSESSMENT TASK 3: PROJECT

TASK SUMMARY:

There are three parts to this task:

- Part A requires you to review three units of competency at different AQF levels and complete an assessment plan.
- Part B requires you to develop the assessment tools for each unit in line with your assessment plan.
- Part C requires you to trial and review your assessment tools with others.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to a computer and the Internet
- Access to the training.gov.au website
- Assessment plan template (provided)
- Assessment instrument templates (provided)
- Feedback and evaluation form (provided)
- Access to a computer and the Internet.

WHEN AND WHERE DO I DO THIS?

If you're a workplace-based student you will do this task in your own time.

If you're a classroom-based student you will do this task in the classroom or as homework – your assessor will advise.

Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO SUBMIT?

- Part A: Three completed assessment plans
- Part B: Three complete assessment tools developed in line with three selected units of competency
- Part C: Three completed feedback and evaluation forms

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not completed all parts of this task completely and satisfactorily, the details of resubmission will be discussed with you. You will only need to redo the parts of the task that are incorrect; however you will need to resubmit the entire assessment.

INSTRUCTIONS:

- You must select three units of competencies relevant to your industry. Each unit must be a different AQF level, for example a Certificate II, III and IV or Certificate III, Certificate IV and Diploma
- Access details of the unit through the training.gov.au website and review the unit details.
- Design assessment tools by completing an assessment plan for each unit
- Develop the complete assessment tool for each unit of competency including the assessment mapping. Assessment task overviews outlining instructions, resources and objectives must be included.
- Assessment templates have been provided as a guide for you to develop your assessments, however you may create your own.
- Conduct a trial and review of the assessment tools with a small group of participants who will complete a review of your assessments.

ASSESSMENT TASK 4: PORTFOLIO

TASK SUMMARY:

You are required to modify the assessment tools based on the feedback received in Part C of Assessment Task 3.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Assessment tools developed in Part B - Assessment Task 3
- Completed feedback and evaluation forms from Part C – Assessment Task 3
- Access to a computer and the Internet (if students prefer to type their responses).

WHEN AND WHERE DO I DO THIS?

- Class-based students will do this task in the classroom or as homework – advise students as to which is required.
- Workplace-based students will do this task in their own time
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO I HAVE TO SUBMIT?

- Table of changes made to tools
- Modified assessment tools for three unit of competencies.

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not completed all parts of this task completely and satisfactorily, the details of resubmission will be discussed with you. You will only need to redo the parts of the task that are incorrect; however you will need to resubmit the entire assessment.

Instructions to students:

- For this task you will need to modify your assessment tools based on the feedback and review gathered in Part C of Assessment Task 3
- Indicate areas of change for each modified assessment tool (use the assessment tool change table provided).
- Assessment tool changes.



MARKING GUIDE

TAEASS502 Design and develop assessment tools



About this marking guide

This document is to be used as a guide to marking the assessment tasks required for this unit.

This document outlines the instructions provided to the student for each task and accompanying sample/ benchmark answers and any relevant instructions for the assessor.

Assessment tasks

This unit is assessed in the following ways:

Assessment Task	Overview
Assessment Task 1	Students must correctly answer all 16 questions to show that they understand the knowledge required of this unit.
Assessment Task 2	Case study – students will read a case study scenario and answers a set of corresponding questions including development of assessment instruments.
Assessment Task 3	Project – students are required to select three units of competency and complete 3 parts. Part A – developing an assessment plan, Part B – developing assessment tools and Part C – conducting a trial and review of the assessment tools
Assessment Task 4	Portfolio – students are required to update their assessment tools in line with the feedback and trial completed in Assessment Task 3.

Assessment plan

The Student Assessment Booklet includes an assessment plan that students are required to read and sign. Get this signed plan before students begin the assessment tasks for this unit. Students can use this plan to declare whether they need any support or adjustments.

Assessment documents

We have developed a range of comprehensive assessment documents for assessment of this unit.

Assessors will need the following documents:

- Assessment Record Tool – to be used by the assessor to record the decision-making process. Details about workplace-based tasks (if applicable) are also included in this document.
- This Marking Guide, which includes:
 - a guide to assessors on the process of assessment
 - benchmark responses to assessment tasks
 - mapping of assessment tasks to unit of competency requirements (see the end of this booklet).

Students will need to receive:

- Student Assessment Booklet for this unit/topic

Assessors must provide students with the due date for each assessment task for this unit – students should be instructed to write the dates in their Student Assessment Booklet.

ASSESSMENT TASK 1: WRITTEN QUESTIONS

TASK SUMMARY:

Students are to answer all written questions.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials.
- Access to a computer and the Internet.

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Students will do this task in the classroom or as homework – advise the students as to which is required.
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Their answers to each question.

Instructions to students:

- This is an open book test – students can use their learning materials as reference.
- Students need to answer all 16 questions correctly.
- Students must answer the questions by writing in the space provided.
- If students need more space, they can use extra paper. All additional sheets of paper must include their name and the question number/s they are answering.
- Students may prefer to use their computer to type their answers. Advise students if they can email their answers as a Word file, or if they must print and submit hard copies.

NOTE TO THE ASSESSOR

Purpose of the task

Students are to demonstrate that they understand the knowledge required of this unit.

Submission

Students need to submit answers to all of the questions in this task.

Reassessment arrangements

If students answer any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however they will need to resubmit the entire assessment.

Students can be given the opportunity to answer questions verbally if appropriate.

Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Guidance to assessing this task

Benchmark responses are provided for each question.

QUESTION 1

Explain how the following assessment tools are used.

Assessment tool	Who is this used by?	How is this used?
Observation checklist	<i>Assessor/Trainer</i>	<i>The assessor uses this checklist while the student is performing tasks either in the workplace – direct/indirect observation or role plays.</i>
Case study	<i>Students</i>	<i>The student would read a case study and answer a series of questions based on the case study scenario.</i>
Evaluation form	<i>Students/additional participants/clients</i>	<i>This might be used by students as a self-reflection activity or by other participants if they are observing the student perform a task or evaluate the student's performance/service.</i>
Third Party Report	<i>Supervisor/Qualified person</i>	<i>This is used by a qualified person in the field/industry the student is studying and someone who works with the student on a regular basis. The report contains a combination of both performance and knowledge criteria that the third party would be able to fairly assess.</i>

QUESTION 2

Discuss the impacts of not having an effective file naming convention for assessment material and resources.

Students should broadly address negative impacts of incorrect file naming.

- *Using the wrong assessment – students could be given the wrong assessment which would result in the student having to complete an assessment again if the latest changes are significantly different.*
- *Frustrated stakeholders – students, colleagues and clients.*
- *Wasted time – sending the wrong files/searching for the latest files.*
- *Duplication of work – if an assessment is already developed, without version control this might mean the assessment might be mistakenly developed again if no one is aware of the latest version/updates.*
- *Financial impacts – loss of business to an RTO or contractor if the quality of assessments and service is not to standard.*
- *Turnover of staff – staff may be frustrated with incorrect/non-existent filing processes and leave the workplace.*

QUESTION 3

<p>Access the training.gov.au website and compare any unit of competency with its previous version.</p> <ul style="list-style-type: none">▪ <i>Which unit did you compare?</i>▪ <i>What changes were made to the unit – in particular the elements and performance criteria</i>▪ <i>How are these changes reflected in the document? i.e. version history, date etc.</i>

Students should indicate the unit of competency selected, the types of changes made and the indicators of the updates on the document. Sample answer is included below.

Unit comparison:

BSBSMB403 Release 2 with BSBSMB403 Release 1

ASSESSMENT TASK 2: CASE STUDY

TASK SUMMARY:

Students are required to read over the case study scenario and answer the questions which follow. This includes designing assessment instruments to meet the requirements of the unit of competency.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Case study scenario (provided)
- Access to the training.gov.au website
- Access to a computer and the Internet.

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Class-based students will do this task in the classroom or as homework – advise students as to which is required.
- Workplace-based students will do this task in their own time
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Completed answers to each question in this case study
- Assessment instruments for the unit of competency

Instructions to students:

For this task you will need to read the case study scenario and answer the questions which follow.

NOTE TO THE ASSESSOR

Purpose of the task

- *To demonstrate their understanding of how to analyse and break down a unit of competency when designing appropriate assessments*
- *To determine the focus of each assessment – target group, context, assessment conditions, benchmark standards*
- *To define how different assessment instruments are used by candidate and assessor*
- *To prepare students for completing Assessment Task 3*
- *To demonstrate their ability to design and develop suitable assessments according to the unit of competency.*

Submission

Students need to submit answers to all of the questions in this task.

Students need to submit assessment instruments relevant to the unit of competency.

Reassessment arrangements

If students answer any questions in this task incorrectly, they will need to be given an appropriate time in which to resubmit. Students should only redo questions that are incorrect; however they will need to resubmit the entire assessment.

Students can be given the opportunity to answer questions verbally if appropriate.

Assessment instruments will need to be redone by the student if they are not satisfactory.

Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Guidance to assessing this task

ASSESSMENT TASK 3: PROJECT

TASK SUMMARY:

There are three parts to this task:

- Part A requires students to review three units of competency at different AQF levels and complete an assessment plan.
- Part B requires students to develop the assessment tools for each unit in line with their assessment plan.
- Part C requires students to trial and review their assessment tools with others.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to a computer and the Internet
- Access to the training.gov.au site
- Assessment plan template (provided)
- Assessment instrument templates (provided)
- Feedback and evaluation form (provided)
- Access to a computer and the Internet.

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Class-based students will do this task in the classroom or as homework – advise students as to which is required.
- Workplace-based students will do this task in their own time
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Part A: Three completed assessment plans
- Part B: Three sets of assessment tools developed in line with three selected units of competency
- Part C: Three completed feedback and evaluation forms.

Instructions to students:

- You must select three units of competencies relevant to your industry. Each unit must be a different AQF level, for example a Certificate II, III and IV or Certificate III, Certificate IV and Diploma.
- Access details of the unit through the training.gov.au website and review the unit details.
- Design assessment tools by completing an assessment plan for each unit.
- Develop the complete set of assessment tools for each unit of competency including the assessment mapping. Assessment task overviews outlining instructions, resources and objectives must also be included.
- Assessment templates have been provided as a guide for you to develop your assessments, however you may create your own.
- Conduct a trial and review of the assessment tools with a small group of participants who will complete a review of your assessments.

NOTE TO THE ASSESSOR

Purpose of the task

- To design assessment tools that meet the criteria in the unit of competency
- To develop assessment instruments that address evidence to be collected
- To define clear instructions to students and assessor on how the assessment tool is to be used
- To draft assessment tools for trial and review with relevant people
- To update assessment tools in line with feedback and suggested changes.

Submission

Students need to submit three completed assessment plans, three sets of assessment tools and three completed assessment reviews.

Reassessment arrangements

Students must complete all parts of this task completely and satisfactorily.

Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Guidance to assessing this task

- Students' assessment tools will vary depending on their industry, however they need to be complete and useable tools that are well thought out and meet all of the unit requirements
- Sample answers have been provided along with sample assessment tools
- Instructions to student and assessor must be included
- Students must correctly map each assessment with unit criteria
- Evidence for each assessment must be clearly define.

Use the checklist in the Assessment Record Tool to record the outcomes of this task. Extra columns have been provided if the first attempt is not successful.

PART A – COMPLETE AN ASSESSMENT PLAN

1. Select three units of competencies at different AQF levels
2. Complete an assessment plan for each unit using the template provided
The assessment plan will help you design and develop assessment tools for Part B.

Students must submit three completed assessment plans for three unit of competencies relevant to their own industry, at different AQF levels. Sample tools have been provided.

Assessment Plan

Unit details	
Unit name and code	<i>BSBCMM401 - Make a presentation</i>
Training packages that include this unit (state maximum of 3)	<i>BSB - Business Services Training Package CHC – Community Services FNS – Financial Services Training Package</i>
AQF level	<i>Certificate IV</i>
Audience/Context Provide an example position	<i>This unit is applicable for people who are required to prepare, deliver and review presentations. This unit applies across a range of purposes where presentations are required, for example a workplace trainer.</i>

ASSESSMENT TASK 4: PORTFOLIO

TASK SUMMARY:

Students are required to modify their assessment tools based on the feedback received in Part C of Assessment Task 3.

WHAT DO STUDENTS NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Assessment tools developed in Part B - Assessment Task 3
- Completed feedback and evaluation forms from Part C – Assessment Task 3
- Access to a computer and the Internet (if students prefer to type their responses).

WHEN AND WHERE DO STUDENTS NEED TO DO THIS?

- Class-based students will do this task in the classroom or as homework – advise students as to which is required.
- Workplace-based students will do this task in their own time
- Provide students with the due date for this assessment so they can write it in their Student Assessment Booklet.

WHAT DO STUDENTS HAVE TO SUBMIT?

- Table of changes made to tools
- Modified assessment tools for three unit of competencies.

Instructions to students:

- For this task you will need to modify your assessment tools based on the feedback and review gathered in Part C of Assessment Task 3
- Indicate areas of change for each modified assessment tool (use the assessment tool change table provided).

NOTE TO THE ASSESSOR

Purpose of the task

To update drafted assessment tools in Assessment 3 based upon trial and review to ensure assessment tools meet the principles of assessment and rules of evidence.

Submission

Students need to submit updated versions of their assessment tools

Reassessment arrangements

Students must complete all parts of this task completely and satisfactorily.

Discuss timeframes for resubmission with the student when you tell them the outcome for this task.

Guidance to assessing this task

Students should complete the Change Table to indicate changes to assessment tools completed in Assessment Task 3 – Part B. Updated assessment tools should be re-developed in line with feedback received in the trial and review completed in Assessment Task 3 – Part C.

UNIT MAPPING – TAEASS502 Design and develop assessment tools

Application	<p>This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment.</p> <p>An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment.</p> <p>This unit typically applies to those involved in training and assessment or in the development of learning resources or products, assessors, learning resource or product developers, and training and assessment consultants.</p>
Licensing requirements	NA
Prerequisites	NA

Element	Performance criteria	Assessment Tasks			
		AT1	AT2	AT3	AT4
1. Determine the focus of the assessment tool	1.1 Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used		Q1, Q4	A, B	
	1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence	Q6, Q12	Q2, Q3	A, B	✓
	1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines	Q9, Q10, Q11	Q3	A	
	1.4 Identify other related documentation to inform assessment tool development	Q8	Q3	A, B	✓
2. Design the assessment tool	2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place, and meeting the principles of assessment		Q5-7	A, B	✓
	2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods	Q8			
	2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence	Q1	Q5-7	A, B	
	2.4 Consider how the assessment instruments will be administered		Q5-7	A, B	✓
3. Design the assessment tool	3.1 Develop specific assessment instruments that support the collection of evidence that meets the rules of evidence		Q5-7	A, B	✓
	3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of assessment instruments		Q5-7	B	✓

Element	Performance criteria	Assessment Tasks			
		AT1	AT2	AT3	AT4
	3.3 Consider the requirements of assessment system policies and procedures, and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process	Q2, Q3			✓
4. Review and trial the assessment tool	4.1 Check draft assessment tools against evaluation criteria and amend as required			C	✓
	4.2 Trial assessment tools to validate content and applicability			C	
	4.3 Collect and document feedback from relevant people involved in trialling			C	
	4.4 Make amendments to final tool based on analysis of feedback				✓
	4.5 Appropriately format, and file, finalised assessment tool according to assessment system policies and procedures	Q2, Q3			✓

Performance Evidence	Assessment Tasks			
	AT1	AT2	AT3	AT4
The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:				
<ul style="list-style-type: none"> ▪ developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must: <ul style="list-style-type: none"> – include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and the related instructions to assessor/s and candidates – show how the contextual needs of different environments are addressed ▪ report on the trial and review of the assessment tools, including proposed changes 		Q5-7	B	✓
		Q5-7	B	✓
	Q10, Q11		A	
			C	✓

Knowledge Evidence	Assessment Tasks			
	AT1	AT2	AT3	AT4
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:				
<ul style="list-style-type: none"> ▪ the principles of assessment and how they are applied when developing assessment tools ▪ the rules of evidence and how they have been incorporated in the tools developed ▪ different assessment contexts and their relationship to developing assessment tools 	Q7	Q5-7	All	✓
	Q16		All	✓
	Q9, Q10, Q11	All	A	

Knowledge Evidence	Assessment Tasks			
	AT1	AT2	AT3	AT4
<ul style="list-style-type: none"> the dimensions of competency and how they are incorporated in the development of assessment tools 	Q15			
<ul style="list-style-type: none"> the contextualisation of units of competency and contextualisation guidelines 	Q9, Q10, Q11	Q1, Q4	A	
<ul style="list-style-type: none"> the components of training packages relevant to the development of assessment tools 	Q1, Q11	Q1-Q4	A	✓
<ul style="list-style-type: none"> different assessment methods, their purposes and uses 	Q1	Q5-7	All	✓
<ul style="list-style-type: none"> evaluation methods appropriate to the trial and review of assessment tools 	Q11		C	
<ul style="list-style-type: none"> the principles of reasonable adjustment 	Q4			
<ul style="list-style-type: none"> workplace health and safety (WHS) responsibilities associated with assessing competence, including: <ul style="list-style-type: none"> organisational policies and procedures workplace tasks and activities standard operating procedures procedures for use of relevant personal protective equipment. 	Q5	Q3		
	Q14	Q4		
	Q14			
	Q14			

Assessment conditions	Assessment Tasks			
	AT1	AT2	AT3	AT4
Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to relevant organisational policies and procedures in relation to the assessment system		✓	✓	✓
Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.	RTO to ensure			
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 RECORD TOOL

TAEASS502 Design and develop assessment
tools

Student first name: _____

Student last name: _____

ASSESSMENT TASK 2: CASE STUDY				
	Comments	Attempt 1 Yes/No Date: _____	Attempt 2 Yes/No Date: _____	Attempt 3 Yes/No Date: _____
Did the student demonstrate their understanding of how to analyse and break down a unit of competency when designing appropriate assessments?				
Did the student determine the focus of each assessment – target group, context, assessment conditions and benchmark standards?				
Did the student define how different assessment instruments are used by candidate and assessor?				
Did the student demonstrate their ability to design and develop suitable assessments according to the unit of competency?				
Did the student answer all case study questions correctly?				
Did the student develop suitable assessment instruments correctly?				
Please add any feedback to the student about this task on the Assessment Cover Sheet. Keep a copy of the completed Assessment Task Cover Sheet.				

RECORD OF ASSESSMENT OUTCOMES: TAEASS502

This section records the outcome of each task/assessment requirement so that the final assessment outcome can be determined for TAEASS502 – Design and develop assessment tools

The table below shows all the assessment requirements for this unit. Once a student has satisfactorily completed all requirements related to the unit, they can be given a Final Assessment Result of 'Competent'. A number of spaces have been provided to record multiple attempts. Final Assessment Results should only be recorded once all tasks have been attempted.

Assessment Tasks	Task Outcome		
	Satisfactory (S) Not satisfactory (NS)	Date	Assessor initials
Assessment Task 1 – Written Questions			
Assessment Task 2 – Case study			
Assessment Task 3 – Project <ul style="list-style-type: none"> ▪ Part A – Complete an assessment plan ▪ Part B – Develop assessment tools ▪ Part C – Assessment tool review 			
Assessment Task 4 – Portfolio			
Final Assessment Results	Result (C/NYC)		Date
TAEASS502 – Design and develop assessment tools			
Student name:			
Assessor name:			
Assessor signature:			Date: / /