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| --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | |
| TAEASS403 Participate in assessment validation  (Release 2) ASSESSMENT WORKBOOK | | | | | | |
| ✍ Student to complete this section | | | | | | |
| Name | | | | Telephone | | |
|  | | | |  | | |
| Email address | | | Postal address | | | |
|  | | |  | | | |
| Course type: | | Class or workshop  Webinar / distance learning  Other – describe: | | | | |
| Course location: | |  | | | | |
| Course date: | |  | | | | |
| Trainer name: | |  | | | | |
| Last submission: | | (Check this box if you believe this is the final workbook submission for the award of your qualification.) | | | | |
| Checklist: | | I have completed and signed this cover page  I have answered all questions  I have submitted the statutory declaration form PT-STATDEC (refer to section 1.11) | | | | |
| Candidate declaration  *I declare that I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time. This workplace project is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.*  *I acknowledge that all extrinsic evidence provided (such as third party reports, previously developed work, etc.) in support of my assessment submission may be verified by Plenty Training for authenticity prior to a final result being recorded. By submitting any such extrinsic evidence I authorise you to contact the relevant organisations and individuals for the purpose of authenticating this extrinsic evidence.* | | | | | | |
| Signature: |  | | | | Date: |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| OFFICE USE ONLY | | | | | | |
| Submission no. | Enrolled / paid date | Date received | | Date student provided feedback | Last workbook? | Admin initials |
|  |  |  | |  |  |  |
|  |  |  | |  |  |  |
| Executed statutory declaration form PT-STATDEC on file?  Yes  No🡪Do not assess until received | | | | | | |
| UNIT TASK RESULTS | | | RECORD OF ASSESSMENT OUTCOME | | | |
| Task 1. Questions  S  NS  Task 2. Observation  S  NS  Task 3. Portfolio of documents  S  NS  and Questions | | | Competent  Not Competent  Assessor declaration: *I declare that I have conducted a fair and valid assessment and have provided feedback to the candidate.*  Assessor name:  Assessor signature:  Date: | | | |
| Notes: | | | | | | |

|  |  |  |
| --- | --- | --- |
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# 

# Introduction

## Purpose

This document represents the main assessment instrument for the unit of competency TAEASS403 Participate in assessment validation. This unit describes the skills and knowledge required to participate in an assessment validation process. It applies to assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process.

## Terms used

The following terms are used in each assessment task to guide the candidate and assessor as to what is expected from each assessment task:

* Instructions: Provides a brief description about the assessment task and broadly indicates what the Candidate is required to do.
* Context: Outlines the conditions in which the assessment must be undertaken. In some cases, it will give options for the candidate about what to base the assessment task on.
* Decision-making rules: Advises the candidate and the assessor of the criteria that the assessment must meet in order for a satisfactory result to be awarded.

## Completing the assessments

Assessors must ensure that candidates completely understand the assessment process and various assessment tasks before undertaking the assessments. This assessment tool is structured in a way that each assessment task clearly outlines the:

* Instructions for completing the assessment task,
* Context in which the assessment must be conducted,
* Evidence that must be presented by the candidate, and
* Decision-making rules by which the evidence will be judged.

## Assessment

Each assessment task has a section for the assessor recording the assessment outcome as either ‘Satisfactory’ (S) or ‘Not Satisfactory’ (NS). Once the candidate satisfactorily completes all assessment tasks, the assessor will complete the record of assessment outcome and record either a “Competent” (C) or “Not Competent” (NC) outcome.

When awarding any assessment result, assessors must ensure that feedback for the candidate is recorded in the spaces provided after each assessment task and on the record of assessment outcome.

If an assessment result is unsatisfactory, you will be notified of the issue and afforded another opportunity to resubmit evidence for the specific task deemed not satisfactory. Your resubmission must be within the 12-month enrolment period for this course.

## Summary of assessment methods and tasks

The assessment methods that are used in this assessment tool are:

| Assessment Task # | Method of Assessment | Description |
| --- | --- | --- |
| 1 | Written questions | You must answer a series of questions relating to the content of the unit. |
| 2 | Observation | You must hold a meeting to plan three validation sessions |
| 3 | Portfolio of documents and questions | You must participate in three validation sessions and provide three written validation reports then complete some questions summarising your experiences. |

Note 1: Assessment Tasks 1 through 3 are related to one another. You should read the instructions in all three of these assessment tasks before commencing any one of them.

## Required resources

Each assessment task in this assessment tool outlines specific resources that the candidate must have access to as part of the assessment process. Assessors must ensure that candidates have appropriate access to these resources before any assessment is conducted.

## Reasonable adjustment

Some of the assessment tasks in this assessment tool can be completed in a simulated, real workplace or independent learning environment. Where indicated, candidates may opt for any of these approaches without disadvantage. All other reasonable adjustments must be approved by the RTO manager.

## Assessment deadlines

This assessment workbook should be submitted within 12 months of enrolment. An extension is possible but is subject to an additional fee. (Refer to the website for a current list of all fees.)

## No return of workbook!

We are required to retain a copy of your assessment workbook and all other evidentiary records. If you require a copy of this workbook, please be sure to copy it prior to submitting it to us for assessment.

## Getting started

You may complete this document either electronically (using Microsoft Word) or by writing your answers in the designated areas. Blank pages are also provided in this workbook should you require additional space for your answers or notes.

## Statutory declaration

You must provide an executed statutory declaration attesting to the authenticity of your submitted work. Plenty Training cannot assess any submitted work until a properly executed declaration is received. Only one statutory declaration need be submitted which will cover all of your submitted workbooks and evidence.

## Assessment submissions and contact details

You must submit this completed assessment workbook in accordance with the submission instructions located within your online learner portal.

Please feel free to contact us if you have any questions regarding the assessment process:

* Phone: 1800 786 651
* Email: [assessments@plentytraining.edu.au](mailto:assessments@plentytraining.edu.au)

## Academic assistance

Should you have any questions relating to completing the actual assessment tasks in the workbook or require any academic assistance please contact our support team by email at support@plenty.edu.au.

Should you wish to appeal an assessment decision please see the guidance located in your [Student Guide](https://www.plentytraining.edu.au/student-guide/) on our website.

# Assessment task 1 – Short-answer questions

## Instructions

This assessment task requires you to answer a series of questions related to this topic. Each of your responses should be at least one-to-two sentences in length unless otherwise indicated.

### Decision-making rules

To achieve a satisfactory result, you must answer all questions correctly, and the answers must include the number of examples stated in the question.

### Context of assessment

This assessment task may be completed in a classroom, workplace, or independent learning environment. Submissions must be made in written form unless reasonable adjustments are approved by the RTO manager. Submissions may be handwritten or in soft copy.

## Questions

| **#** | **Question** | **Answer** | |
| --- | --- | --- | --- |
| 1 | Describe the key two reasons for carrying out validations. |  | |
|  | |
| 2 | Validation can be carried out before, during and after an assessment. Describe each of the following validation approaches: | | |
| Approach | Description | |
| Compliance mapping |  | |
| Industry consultation |  | |
| Peer trial/review |  | |
| Moderation |  | |
| Reviewing completion rates |  | |
| 3A | In a paragraph or two, describe what is meant by each of the following components of a well-designed and well-developed assessment tool, as defined in ASQA’s “Guide to developing assessment tools”[[1]](#footnote-1). | | |
| A. Context and conditions of assessment |  | |
| B. Task to be administered to the candidate |  | |
| C. An outline of evidence to be gathered from the candidate |  | |
| D. Evidence criteria used to judge the quality of performance |  | |
| 3B | What is ‘evidence criteria’ also known as?  (Select one option only.) | Evidence  Assessment rules  Assessment decision-making rules  All of the above  None of the above | |
| 4 | Discuss why the critical aspects of validation include validation of assessment processes, methods, and products. |  | |
| 5 | In one or two sentences, summarise the key feature or requirement from each of the following state WHS legislation that impacts on assessment in your workplace or industry sector and, for each, provide an example of a non-compliance. | | |
| Obligation | Summary | Non-compliance example |
| WHS legislation – as it relates to the primary duty of care of an assessor |  |  |
| WHS legislation – as it relates to incident notification |  |  |
| WHS legislation – as it relates to ‘near miss’ notification |  |  |
| WHS legislation – as it relates to student / worker obligation to follow safety instructions |  |  |
| 6 | Select one of the following examples of typical WHS Codes of Practice[[2]](#footnote-2) and explain how this might impact on assessment | First Aid in the Workplace  Hazardous Manual Tasks  Managing the risks of falls in the workplace  Managing risks of hazardous chemicals in the workplace  Other – please indicate the full title of the WHS Code of Practice: | |
|  | |
| 7 | Summarise each of the following validation obligations under the Standards for RTOs 2015. | | |
| A. Under Clause 1.9, what four things must be specified in an RTO’s plan to systematically validate the assessment practices and judgements for each training product? |  | |
|  | |
|  | |
|  | |
| B. How often must training products be validated under Clause 1.10? | At least once every year  At least once every five years  At least once every ten years  None of the above | |
| C. What percentage of training products must be validated within the first three years of each five year cycle under Clause 1.10? | At least 10% of products  At least 50% of products  At least 75% of products  None of the above | |
| D. Describe the three sets of competencies, skills, knowledge and qualifications that someone must possess to undertake systematic validation of an RTO’s assessment practices and judgements, as described in Clause 1.11. |  | |
|  | |
|  | |
| E. Can someone who is directly involved in the delivery or assessment of a training product participate in a validation under clause 1.11? |  | |
| F. What skill set or qualification/s can a person possess who only conducts assessments (i.e., does not deliver training)?  (Hint: Refer to clause 1.15 of the Standards for RTOs 2015.) | TAE40116 Certificate IV in Training and Assessment or its successor.  TAE40110 Certificate IV in Training and Assessment **PLUS** TAELLN411 / TAELLN401A Address adult language, literacy and numeracy skills or its successor **PLUS** TAEASS502 / TAEASS502A / TAEASS502B Design and develop assessment tools.  A diploma or higher-level qualification in adult education.  TAESS00011 Assessor Skill Set  TAESS00001 Assessor Skill Set **PLUS** TAEASS502 / TAEASS502A / TAEASS502B Design and develop assessment tools.  Any of the above.  None of the above. | |
| 8 | Describe an obligation on assessors under applicable privacy legislation |  | |
| 9 | Describe an obligation on assessors under applicable anti-discrimination legislation |  | |
| 10 | Describe an ethical responsibility of assessors |  | |

## Assessor’s marking checklist for assessment task 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Instructions to assessors: This checklist is to be used to record your evaluation of the candidate’s evidence provided in Task 1. When completing this checklist, you must ensure that:   * Each checklist item is assessed against the criteria listed. * An assessment result of ‘Yes’ or ‘No’ is recorded on the right of the checklist. * Feedback is provided to the student. * The candidate is advised of the assessment result. | | | | |
| **Checklist item:** Candidates must answer all questions correctly: | | | | **Result** |
| Question 1 | | | | Yes  No |
| Question 2 | | | | Yes  No |
| Question 3 | | | | Yes  No |
| Question 4 | | | | Yes  No |
| Question 5 | | | | Yes  No |
| Question 6 | | | | Yes  No |
| Question 7 | | | | Yes  No |
| Question 8 | | | | Yes  No |
| Question 9 | | | | Yes  No |
| Question 10 | | | | Yes  No |
| Assessment task result | | Is a reassessment or resubmission required? | | |
| Satisfactory  Not Satisfactory | | Yes  No | | |
| Resubmission notes | | | | |
| Feedback | | | | |
| Assessor name | Assessor signature | | Date | |

# Assessment task 2 – Assessment validation meeting

## Instructions

This assessment task involves you collaborating with others to organise and participate in three validation sessions. To start you need to meet with your fellow ‘assessors’ to prepare for your first team validation. (In Task 3 you will then document a total of three validation sessions where you participated in the validation of assessment tools.)

Specifically, you must:

1. Prepare for the assessment validation by asking two or more classmates to participate with you in a team for the purpose of exchanging ideas and to select the tool/s that your validation sessions will review. These may include:

* The assessment tool provided in Appendix 1 at the rear of this workbook,
* Assessment tools created as part of your TAEASS502 assessment activities, or
* Assessment tools from your own RTO.

If you are undertaking this unit via distance learning you may connect with fellow students via our closed FaceBook page, or hold a simulated meeting with colleagues, friends, or family members.

For each validation session you must:

* Cover one assessment tool which must be based on a unit of competency.
* Be undertaken separately, and the subsequent reports on the outcomes of the validation sessions must also be documented individually (as outlined in Task 3).

**NOTE** – although you will need to plan, prepare, and participate in a total of three sessions with your validation team, this assessor-witnessed meeting (as outlined below) only needs to address the planning of **one** of your validation sessions.

2. Hold a planning meeting with your team to discuss how you will organise and prioritise work to ensure that the aims of the validation session can be met. You must:

* Discuss and confirm the purpose, context, method, and scope of the validation process within relevant assessment system policies and procedures,
* Discuss and confirm the validation approaches,
* Exchange ideas and information,
* Articulate opinions and reach agreement on the approach, and
* Communicate effectively.

This meeting must be observed by a qualified assessor. If undertaking this meeting in a class environment, then your trainer will directly witness your meeting. If you are not undertaking this meeting in a class environment, then you must either:

* Record the video of your sessions and provide a copy of (or a link to) the video with your workbook submission; or
* Have your sessions observed by another qualified assessor in your workplace who possess either:
* The TAE50111 Diploma of Vocational Education and Training; or
* The TAE50116 Diploma of Vocational Education and Training; or
* The TAE50211 Diploma of Training Design and Development; or
* The TAE50216 Diploma of Training Design and Development; or
* A higher-level qualification in adult education.

If this option is selected, you must provide a copy of the assessor’s testamur with this workbook and the assessor must complete both the assessment checklist in section 3.3 and the statutory declaration in section 3.4.

### Decision-making rules

To achieve a satisfactory result, you must hold at least one validation coordination meeting and then participate in and document three validation sessions, in accordance with the criteria outlined in the instructions above.

Additionally, your assessor will be looking to see that you can:

* Discuss and confirm the purpose, context, and scope of the validation process within relevant assessment system policies and procedures.
* Arrange materials for validation activities.
* Check all documents used in the validation process for accuracy and version control.
* Analyse units of competency and agree on the evidence needed to demonstrate competence.
* Demonstrate a solid grasp of the concepts and requirements underpinning the assessment validation activities.
* Participate as an active participant (i.e., asking questions, making observations, and communicating with others to confirm approaches).
* Exchange ideas and information, articulate opinions and reach agreement, and use suitable tone, style, and language.
* Collaborate with the team and contribute to activities requiring joint responsibility and accountability – including at least two of the following techniques:
* Look for common ground: Find shared values, consider shared personal experiences, pay attention to and give feedback, be yourself and expect the same of others, be willing to accept differences in perceptions and opinions.
* Learn about others: Consider their perspectives and needs, appeal to the highest motives, let others express themselves freely.
* Critique results, not people: Do not waste time on personal hostility, make other people feel good, and avoid criticism and put downs.
* Give and get respect: Show respect for others' opinions, be considerate and friendly, put yourself in the other person's shoes, be responsive to emotions, speak with confidence but remain tactful.
* Proceed slowly: Present one idea at a time, check for understanding and acceptance of each idea before moving on to the next. Speak in an organized and logical sequence.
* Be explicit and clear: Share your ideas and feelings, pay attention to nonverbal communication, speak clearly, make eye contact, and select words that have meaning for your listeners.
* Organise and prioritise the validation sessions with a sense of what is achievable within the timeframe.
* Use analytical processes in non-routine situations (i.e., gather information, and identify and evaluate options against agreed criteria).

### Context of assessment

This assessment task may be completed in a classroom, workplace, or independent learning environment. Submissions must be made in written form unless reasonable adjustments are approved by the RTO manager. Submissions may be handwritten or in soft copy.

## Meeting details

Record the details of the validation planning meeting you held.

|  |  |
| --- | --- |
| Your name |  |

|  |  |  |
| --- | --- | --- |
| **#** | **Item** | **Details** |
| 1 | Date and time of meeting |  |
| 2 | Location of meeting |  |
| 3 | Meeting participants / validation team |  |
| 5 | How did a qualified assessor witness your meeting?  (Select one only.) | This was witnessed by a Plenty Training trainer. Instructions: Ask your trainer to complete and sign the observation checklist in section 3.3 below.  This session was witnessed by a non-Plenty Training qualified assessor. Instructions: Ask your assessor to complete and sign the observation checklist in section 3.3 and the statutory declaration in section 3.4, ensuring they record their qualification details.  A video recording was made and:  1. I have attached the video to this workbook or am providing the following online link to  it:  2. I have attached a copy of a government-issued photo identification (such as a driver’s license or passport) which clearly shows my face or am providing the following online link to  it: |

## Assessor’s observation marking checklist for Task 2

|  |  |
| --- | --- |
| Your name |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructions to assessors:** This checklist is used to record your evaluation of the candidate’s performance while conducting the meeting in Task 2. When completing this checklist, you must ensure that:   * Each checklist item is assessed against the criteria listed. * An assessment result of ‘Yes’ or ‘No’ is recorded on the right of the checklist. * Feedback is provided to the student. * The candidate is advised of the assessment result. | | | | |
| **Checklist item:**  Did the candidate: | | | | **Result** |
| 1. Hold a planning meeting with their validation team consisting of two or more team members? | | | | Yes  No |
| 2. Discuss and confirm the purpose, context, and scope of the validation process within relevant assessment system policies and procedures? | | | | Yes  No |
| 3. Arrange materials for validation activities? | | | | Yes  No |
| 4. Check all documents used in the validation process for accuracy and version control? | | | | Yes  No |
| 5. Analyse units of competency and agreed on the evidence needed to demonstrate competence? | | | | Yes  No |
| 6. Demonstrate a solid grasp of the concepts and requirements underpinning the assessment validation activities? | | | | Yes  No |
| 7. Participate as an active participant (i.e., asking questions, making observations, and communicating with and reaching agreement with others to confirm approaches)? | | | | Yes  No |
| 8. Exchange ideas and information? | | | | Yes  No |
| 9. Articulate opinions and reached agreement? | | | | Yes  No |
| 10. Use suitable tone, style and language? | | | | Yes  No |
| 11. Collaborate with the team and contribute to activities requiring joint responsibility and accountability – including at least two of the following techniques:   * Look for common ground, * Learn about others, * Critique results, not people, * Give and get respect, or * Proceed slowly. | | | | Yes  No |
| 12. Organise and prioritise the validation sessions with a sense of what is achievable within the timeframe? | | | | Yes  No |
| 13. Use analytical processes in non-routine situations (i.e., gathered information, and identified and evaluated options against agreed criteria? | | | | Yes  No |
| Assessment task result | | Is a reassessment or resubmission required? | | |
| Satisfactory  Not Satisfactory | | Yes  No | | |
| Resubmission notes | | | | |
| Feedback | | | | |
| Assessor name | Assessor signature | | Date | |

## Statutory declaration of third-party assessor

If your meeting was witnessed and assessed by a non-Plenty Training assessor, please ask this assessor to complete and execute the following statutory declaration.

Commonwealth of Australia

**STATUTORY DECLARATION**

Statutory Declarations Act 1959

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Insert the name, address and occupation of person making the declaration | |  |  |  | | --- | --- | --- | | I,1 |  | [name of assessor] | |  |  | [address of assessor] | |  |  | [occupation of assessor] | | | | | | | | | | |
|  | make the following declaration under the Statutory Declarations Act 1959: | | | | | | | | | |
| 2. Set out matter declared to in numbered paragraphs | |  |  |  | | --- | --- | --- | | 2 1. I declare that I witnessed |  | name of student |   undertaking the meeting described in the attached assessment workbook **PT-TAEASS403-ASS** and that my recorded observations and notes represent a fair and accurate assessment of this student’s performance in the associated tasks.  2. I declare that I have maintained my professional competency via on-going and recent professional development in (1) the vocational areas assessed and (2) in my training and assessment practices, and that I fulfil all applicable assessor requirements detailed in the Standards for Registered Training Organisations (RTOs) 2015.  3. I declare that I possess the following qualifications: [check all that apply]  TAE50111 Diploma of Vocational Education and Training or  TAE50116 Diploma of Vocational Education and Training or  TAE50211 Diploma of Training Design and Development or  TAE50216 Diploma of Training Design and Development or  A higher level qualification in adult education.  and that I have attached a copy of this qualification, which contains the following:  Issuing RTO name:  Issuing RTO number:  Issue date:  Testamur number: | | | | | | | | | |
|  |  | | | | | | | | | |
|  | I understand that a person who intentionally makes a false statement in a statutory declaration is guilty of an offence under section 11 of the Statutory Declarations Act 1959, and I believe that the statements in this declaration are true in every particular. | | | | | | | | | |
| 3 Signature of person making the declaration |  | | | | | | | | |
|  |  | | | | | | | | |
| 4 Place  5 Day  6 Month and year | Declared at4 | |  | on5 |  | of6 |  | | |
|  | |  |  |  | | |  |  |
|  | Before me, | | | | | | | | |
| 7 Signature of person before whom the declaration is made (see over) | 7 |  | | | | | | | |
|  |  |  | | | | | | | |
| 8 Full name, qualification and address of person before whom the declaration is made (in printed letters) | 8 |  | | | | | | | |

**Note 1** A person who intentionally makes a false statement in a statutory declaration is guilty of an offence, the punishment for which is imprisonment for a term of 4 years — see section 11 of the Statutory Declarations Act 1959.

**Note 2** Chapter 2 of the Criminal Code applies to all offences against the Statutory Declarations Act 1959 — see section 5A of the Statutory Declarations Act 1959.

**A statutory declaration under the Statutory Declarations Act 1959 may be made before–**

(1) a person who is currently licensed or registered under a law to practise in one of the following occupations:

|  |  |  |
| --- | --- | --- |
| Chiropractor | Dentist | Legal practitioner |
| Medical practitioner | Nurse | Optometrist |
| Patent attorney | Pharmacist | Physiotherapist |
| Psychologist | Trade marks attorney | Veterinary surgeon |

(2) a person who is enrolled on the roll of the Supreme Court of a State or Territory, or the High Court of Australia, as a legal practitioner (however described); or

(3) a person who is in the following list:

Agent of the Australian Postal Corporation who is in charge of an office supplying postal services to the public

Australian Consular Officer or Australian Diplomatic Officer (within the meaning of the Consular Fees Act 1955)

Bailiff

Bank officer with 5 or more continuous years of service

Building society officer with 5 or more years of continuous service Chief executive officer of a Commonwealth court

Clerk of a court Commissioner for Affidavits

Commissioner for Declarations

Credit union officer with 5 or more years of continuous service

Employee of the Australian Trade Commission who is:

* 1. in a country or place outside Australia; and
  2. authorised under paragraph 3 (d) of the Consular Fees Act 1955; and
  3. exercising his or her function in that place

Employee of the Commonwealth who is:

1. in a country or place outside Australia; and
2. authorised under paragraph 3 (c) of the Consular Fees Act 1955; and
3. exercising his or her function in that place Fellow of the National Tax Accountants’ Association

Finance company officer with 5 or more years of continuous service

Holder of a statutory office not specified in another item in this list

Judge of a court

Justice of the Peace

Magistrate

Marriage celebrant registered under Subdivision C of Division 1 of Part IV of the Marriage Act 1961

Master of a court

Member of Chartered Secretaries Australia

Member of Engineers Australia, other than at the grade of student

Member of the Association of Taxation and Management Accountants

Member of the Australasian Institute of Mining and Metallurgy

Member of the Australian Defence Force who is:

1. an officer; or
2. a non-commissioned officer within the meaning of the Defence Force Discipline Act 1982 with 5 or more years of continuous service; or
3. a warrant officer within the meaning of that Act

Member of the Institute of Chartered Accountants in Australia, the Australian Society of Certified Practising Accountants or the National Institute of Accountants

Member of:

1. the Parliament of the Commonwealth; or
2. the Parliament of a State; or
3. a Territory legislature; or
4. a local government authority of a State or Territory

Minister of religion registered under Subdivision A of Division 1 of Part IV of the Marriage Act 1961

Notary public

Permanent employee of the Australian Postal Corporation with 5 or more years of continuous service who is employed in an office supplying postal services to the public

Permanent employee of:

1. the Commonwealth or a Commonwealth authority; or
2. a State or Territory or a State or Territory authority; or
3. a local government authority;

with 5 or more years of continuous service who is not specified in another item in this list

Person before whom a statutory declaration may be made under the law of the State or Territory in which the declaration is made

Police officer

Registrar, or Deputy Registrar, of a court Senior Executive Service employee of:

1. the Commonwealth or a Commonwealth authority; or
2. a State or Territory or a State or Territory authority Sheriff

Sheriff’s officer

Teacher employed on a full-time basis at a school or tertiary education institution

# Task 3 – Validation records

## Instructions

Following on from Task 2, you must now undertake the actual validation sessions with your team and compile your validation reports.

### Decision-making rules

To achieve a satisfactory result, you must

* Actively participate in the assessment validation process and apply the principles of assessment and rules of evidence.
* Document your validation outcomes using the report templates in sections 4.2 through 4.4:
* You must provide one report per validation session.
* Your reports must be thorough and identify potential issues and recommendations with each of the selected tools.
* You must demonstrate an ability to generate sophisticated and relevant validation comments and feedback, consistent with the example validation reports in your learner’s guide and in resources PT-TAEASS403-RES1 and PT-TAEASS403-RES2, which are provided in your student portal.
* Complete the reflection questions in section 0.
* Submit your portfolio of evidence and summary report in accordance with the specifications below. Your assessor may ask some follow-up questions about the portfolio before they make the assessment decision.

### Context of assessment

This assessment task may be completed in a classroom, workplace, or independent learning environment. Submissions must be made in written form unless reasonable adjustments are approved by the RTO manager. Submissions may be handwritten or in soft copy.

## Validation report # 1

|  |  |
| --- | --- |
| A. Attach a copy of the instruments being validated and any relevant policies and procedures | Copy / copies attached – file name or describe where located: |
| B. Attach the assessment compliance map you used to assist in determining validity of assessment instruments against the relevant unit of competency.[[3]](#footnote-3) | Map attached – file name or describe where located: |

| **VALIDATION REPORT # 1** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Unit of competency | |  | | | | | | |
| 2. Assessment instruments | |  | | | | | | |
| 3. Validation scope | | Assessment tool / instruments | | | | | | |
| 4. Validation date | |  | | | | | | |
| 5. Validator names | |  | | | | | | |
| **6. Requirements** | | | | | | | | |
| **Consideration** | | | | | **Yes / No** | **Comment** | | |
| A. Context of the assessment tool | The intended target group and purpose of the assessment is clear | | | |  |  | | |
| B. Conditions of assessment | Location, time restrictions, resources, conditions (such as must be paying clients) and qualifications of assessors required by unit’s conditions are clearly addressed | | | |  |  | | |
| C. Validity | Does the assessment tool cover all items in the unit[[4]](#footnote-4) (all PCs, FSs, PEs and KEs) | | | |  |  | | |
| Mapping document provided to clearly and correctly indicate where covered | | | |  |  | | |
| Does the assessment tool integrate knowledge and skills? | | | |  |  | | |
| Does the assessment tool provide evidence that the learner can apply their skills and knowledge in a range of similar situations or contexts? | | | |  |  | | |
| D. Reliability | Are the instructions to the assessor clear and sufficient to ensure will be applied the same by different assessors? | | | |  |  | | |
| Are the instructions to the candidate clear and sufficient that they will be interpreted consistently by different learners? | | | |  |  | | |
| Is there sufficient and appropriate marker guidance and suggested answers? | | | |  |  | | |
| E. Fairness – Are individual learner needs considered in the assessment process? | Does the assessment tool include considerations for reasonable adjustments to take into account the individual learner’s needs? | | | |  |  | | |
| Is the learner informed about the assessment process and appeals process? | | | |  |  | | |
| F. Flexibility – Is assessment flexible to the individual learner? | Will the assessment design be relevant for a range of individual learner’s needs / industry or workplace? | | | |  |  | | |
| Can RPL be incorporated? | | | |  |  | | |
| G. Sufficiency | The required pieces or numbers and any format for evidence required is clearly outlined in tool | | | |  |  | | |
| The instructions ensure the tool will gather suitable quality evidence | | | |  |  | | |
| H. Authenticity | Does the design of the assessment ensure that the evidence presented for assessment will be the learner’s own work? | | | |  |  | | |
| I. Currency | Does the design of the assessment ensure that the assessment evidence demonstrates current competency? This requires the assessment evidence to be from the present or the very recent past. | | | |  |  | | |
| J. Reporting and recording requirements | Evidence and decision will be clearly recorded (who assessed, by whom, date, outcome) | | | |  |  | | |
| Tasks /instruments clearly indicate any conditions present when evidence gathered | | | |  |  | | |
| The design of the tool will clearly capture decisions against each task or requirement | | | |  |  | | |
| 7. Other feedback / comments for instrument | | |  | | | | | |
| **8. RECOMMENDATIONS** | | | | | | | | |
| A. Recommendations to be made to assessment instruments | | |  | | | | | |
| B. Recommendations to be made to markers guides, assessors’ information | | |  | | | | | |
| C. Recommendations to procedures or practice | | |  | | | | | |
| Any other recommendations | | |  | | | | | |
| 9. Signatures | | | | | | | | |
| Validator name | | | Role | Organisation | | | Signature | Date |
|  | | |  |  | | |  |  |
|  | | |  |  | | |  |  |
|  | | |  |  | | |  |  |

## Validation report # 2

|  |  |
| --- | --- |
| A. Attach a copy of the instruments being validated and any relevant policies and procedures | Copy / copies attached – file name or describe where located: |
| B. Attach the assessment compliance map you used to assist in determining validity of assessment instruments against the relevant unit of competency.[[5]](#footnote-5) | Map attached – file name or describe where located: |

| **VALIDATION REPORT # 2** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Unit of competency | |  | | | | | |
| 2. Assessment instruments | |  | | | | | |
| 3. Validation scope | | Assessment tool / instruments | | | | | |
| 4. Validation date | |  | | | | | |
| 5. Validator names | |  | | | | | |
| **6. Requirements** | | | | | | | |
| **Consideration** | | | | **Yes / No** | **Comment** | | |
| A. Context of the assessment tool | The intended target group and purpose of the assessment is clear | | |  |  | | |
| B. Conditions of assessment | Location, time restrictions, resources, conditions (such as must be paying clients) and qualifications of assessors required by unit’s conditions are clearly addressed | | |  |  | | |
| C. Validity | Does the assessment tool cover all items in the unit[[6]](#footnote-6) (all PCs, FSs, PEs and KEs) | | |  |  | | |
| Mapping document provided to clearly and correctly indicate where covered | | |  |  | | |
| Does the assessment tool integrate knowledge and skills? | | |  |  | | |
| Does the assessment tool provide evidence that the learner can apply their skills and knowledge in a range of similar situations or contexts? | | |  |  | | |
| D. Reliability | Are the instructions to the assessor clear and sufficient to ensure will be applied the same by different assessors? | | |  |  | | |
| Are the instructions to the candidate clear and sufficient that they will be interpreted consistently by different learners? | | |  |  | | |
| Is there sufficient and appropriate marker guidance and suggested answers? | | |  |  | | |
| E. Fairness – Are individual learner needs considered in the assessment process? | Does the assessment tool include considerations for reasonable adjustments to take into account the individual learner’s needs? | | |  |  | | |
| Is the learner informed about the assessment process and appeals process? | | |  |  | | |
| F. Flexibility – Is assessment flexible to the individual learner? | Will the assessment design be relevant for a range of individual learner’s needs / industry or workplace? | | |  |  | | |
| Can RPL be incorporated? | | |  |  | | |
| G. Sufficiency | The required pieces or numbers and any format for evidence required is clearly outlined in tool | | |  |  | | |
| The instructions ensure the tool will gather suitable quality evidence | | |  |  | | |
| H. Authenticity | Does the design of the assessment ensure that the evidence presented for assessment will be the learner’s own work? | | |  |  | | |
| I. Currency | Does the design of the assessment ensure that the assessment evidence demonstrates current competency? This requires the assessment evidence to be from the present or the very recent past. | | |  |  | | |
| J. Reporting and recording requirements | Evidence and decision will be clearly recorded (who assessed, by whom, date, outcome) | | |  |  | | |
| Tasks /instruments clearly indicate any conditions present when evidence gathered | | |  |  | | |
| The design of the tool will clearly capture decisions against each task or requirement | | |  |  | | |
| 7. Other feedback / comments for instrument | |  | | | | | |
| **8. RECOMMENDATIONS** | | | | | | | |
| A. Recommendations to be made to assessment instruments | |  | | | | | |
| B. Recommendations to be made to markers guides, assessors’ information | |  | | | | | |
| C. Recommendations to procedures or practice | |  | | | | | |
| Any other recommendations | |  | | | | | |
| 9. Signatures | | | | | | | |
| Validator name | | Role | Organisation | | | Signature | Date |
|  | |  |  | | |  |  |
|  | |  |  | | |  |  |
|  | |  |  | | |  |  |

## Validation report # 3

|  |  |
| --- | --- |
| A. Attach a copy of the instruments being validated and any relevant policies and procedures | Copy / copies attached – file name or describe where located: |
| B. Attach the assessment compliance map you used to assist in determining validity of assessment instruments against the relevant unit of competency.[[7]](#footnote-7) | Map attached – file name or describe where located: |

| **VALIDATION REPORT # 3** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Unit of competency | |  | | | | | |
| 2. Assessment instruments | |  | | | | | |
| 3. Validation scope | | Assessment tool / instruments | | | | | |
| 4. Validation date | |  | | | | | |
| 5. Validator names | |  | | | | | |
| **6. Requirements** | | | | | | | |
| **Consideration** | | | | **Yes / No** | **Comment** | | |
| A. Context of the assessment tool | The intended target group and purpose of the assessment is clear | | |  |  | | |
| B. Conditions of assessment | Location, time restrictions, resources, conditions (such as must be paying clients) and qualifications of assessors required by unit’s conditions are clearly addressed | | |  |  | | |
| C. Validity | Does the assessment tool cover all items in the unit[[8]](#footnote-8) (all PCs, FSs, PEs and KEs) | | |  |  | | |
| Mapping document provided to clearly and correctly indicate where covered | | |  |  | | |
| Does the assessment tool integrate knowledge and skills? | | |  |  | | |
| Does the assessment tool provide evidence that the learner can apply their skills and knowledge in a range of similar situations or contexts? | | |  |  | | |
| D. Reliability | Are the instructions to the assessor clear and sufficient to ensure will be applied the same by different assessors? | | |  |  | | |
| Are the instructions to the candidate clear and sufficient that they will be interpreted consistently by different learners? | | |  |  | | |
| Is there sufficient and appropriate marker guidance and suggested answers? | | |  |  | | |
| E. Fairness – Are individual learner needs considered in the assessment process? | Does the assessment tool include considerations for reasonable adjustments to take into account the individual learner’s needs? | | |  |  | | |
| Is the learner informed about the assessment process and appeals process? | | |  |  | | |
| F. Flexibility – Is assessment flexible to the individual learner? | Will the assessment design be relevant for a range of individual learner’s needs / industry or workplace? | | |  |  | | |
| Can RPL be incorporated? | | |  |  | | |
| G. Sufficiency | The required pieces or numbers and any format for evidence required is clearly outlined in tool | | |  |  | | |
| The instructions ensure the tool will gather suitable quality evidence | | |  |  | | |
| H. Authenticity | Does the design of the assessment ensure that the evidence presented for assessment will be the learner’s own work? | | |  |  | | |
| I. Currency | Does the design of the assessment ensure that the assessment evidence demonstrates current competency? This requires the assessment evidence to be from the present or the very recent past. | | |  |  | | |
| J. Reporting and recording requirements | Evidence and decision will be clearly recorded (who assessed, by whom, date, outcome) | | |  |  | | |
| Tasks /instruments clearly indicate any conditions present when evidence gathered | | |  |  | | |
| The design of the tool will clearly capture decisions against each task or requirement | | |  |  | | |
| 7. Other feedback / comments for instrument | |  | | | | | |
| **8. RECOMMENDATIONS** | | | | | | | |
| A. Recommendations to be made to assessment instruments | |  | | | | | |
| B. Recommendations to be made to markers guides, assessors’ information | |  | | | | | |
| C. Recommendations to procedures or practice | |  | | | | | |
| Any other recommendations | |  | | | | | |
| 9. Signatures | | | | | | | |
| Validator name | | Role | Organisation | | | Signature | Date |
|  | |  |  | | |  |  |
|  | |  |  | | |  |  |
|  | |  |  | | |  |  |

## Reflection Questions

The following questions must be answered **after** you have completed Tasks 2 and your 3 validation sessions in Task 3. Each answer should be 50+ words in length unless otherwise indicated.

| # | Question | Report |
| --- | --- | --- |
| 1 | For each of your three validation sessions describe how your findings and recommendations would improve the quality of the assessment processes and practice. | Validation Session 1: |
| Validation Session 2: |
| Validation Session 3: |
| 2 | Reflect on your 3 validations sessions, what is one recommendation you would make or something you would do differently when next participating in a validation? (You must give at least one recommendation) |  |

## Assessor’s marking checklist for assessment task 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructions to assessors:** This checklist is used to record your evaluation of the candidate’s evidence provided in task 3. When completing this checklist, you must ensure that:   * Each checklist item is assessed against the criteria listed. * An assessment result of ‘Yes’ or ‘No’ is recorded on the right of the checklist. * Feedback is provided to the student. * The candidate is advised of the assessment result. | | | | |
| **Checklist item:**  Did the candidate: | | | | **Result** |
| 1. Actively participate in three validation sessions that addressed the critical aspects of validation – each of which covered one assessment tool (which is based on a complete unit of competency)? | | | | Yes  No |
| 2. Accurately document the validation outcomes of three validation sessions in sections 4.2 through 4.4 which are consistent with the attached assessment instruments? | | | | Yes  No |
| 3. Provide one report per validation session? | | | | Yes  No |
| 4. Make sophisticated and relevant validation comments and feedback, consistent with the example validation reports provided in the learner guide and in documents PT-TAEASS403-RES1 and PT-TAEASS403-RES2? | | | | Yes  No |
| 5. Answered the reflection questions satisfactorily? | | | | Yes  No |
| Assessment task result | | Is a reassessment or resubmission required? | | |
| Satisfactory  Not Satisfactory | | Yes  No | | |
| Resubmission notes | | | | |
| Feedback | | | | |
| Assessor name | Assessor signature | | Date | |

# **APPENDIX 1 – Assessment plan for SITHCCC017 Handle and serve cheese**

**Note:** This assessment plan has faults and areas for improvements as it has been designed for the purpose of conducting a validation. This is **not** an example of a good plan!

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Unit of competency | | | SITHCCC017 Handle and serve cheese | | | | | |
| 2. Target group summary | | | This would suit students that are working in a kitchen environment. Students enrolled into commercial cookery or kitchen operations. Students are of all ages and students with learning difficulties can undertake the units through oral and demonstration of tasks. | | | | | |
| 3. Purpose and context/s of the assessment | | | The purpose of this assessment is to ensure that learners can classify cheeses and their characteristics, origins of cheese, basic cheese making processes, handling and storage of cheese, knowledge of cheese accompaniments and garnishes.  Incorporating food safety procedures  This assessment has been designed to take place in a classroom or simulated workplace. Various workplace scenarios and activities can be used to contextualise the content to the learner’s interests and backgrounds. | | | | | |
| 4. ASSESSMENT MATRIX | | | | | | | | |
| Matrix key | | | QUES: Questioning (Written or Verbal) PROD: Production of an Item  PORT: Portfolio of Documents OBSV: Observation  THRD: Third-party observation | | | | | |
| Unit of competency criteria | | | | Assessment instruments | | | | |
| Type[[9]](#footnote-9) | Ref[[10]](#footnote-10) | Criteria text | | QUES | PROD | PORT | OBSV | THRD |
| PE / CAA | PE1 | Serve cheeses using each of the following service styles:   * buffet presentation * cheese plates * table service | | x |  |  | x |  |
| PE2 | Prepare and present cheese from each of the following cheese types with suitable garnishes and accompaniments:   * cheddar * brie or camembert * blue * washed rind * chèvre * gruyère * flavoured | | x |  |  | x |  |
| PE3 | Prepare and serve cheese for at least six different customers:   * within commercial time constraints and deadlines * reflecting required quantities to be produced * following procedures for portion control and food safety practices when handling and storing cheese * responding to customer requests and dietary requirements. | | x |  |  | x |  |
| PC | 1.1 | Confirm cheese requirements from food preparation list or work order. | | x |  |  | x |  |
| 1.2 | Identify and select cheese types and cheeses from stores according to quality, freshness and stock rotation requirements | | x |  |  | x |  |
| 1.3 | Bring cheeses to room temperature before serving. | | x |  |  | x |  |
| 1.4 | Create optimum conditions for particular cheeses and service style. | | x |  |  | x |  |
| 1.5 | Prepare appropriate garnishes and accompaniments according to organisational standards | |  |  |  | x |  |
| 1.6 | Minimise waste to maximise profitability of cheese prepared. | | x |  |  | x |  |
| 2.1 | Determine suitable portions and present cheese according to required context. | | x |  |  | x |  |
| 2.2 | Add accompaniments and garnishes. | |  |  |  | x |  |
| 2.3 | Visually evaluate dish and adjust presentation as required. | |  |  |  | x |  |
| 2.4 | Store cheeses in appropriate environmental conditions. | | x |  |  | x |  |
| 2.5 | Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives. | |  | x |  | x |  |
| KE / RK | KE1 | culinary terms related to different cheeses commonly used in the industry | | x |  |  |  |  |
| KE2.1 | knowledge of varieties of cheeses and their: classification and characteristics: | | x |  |  |  |  |
| * hard | |
| * semi-hard | | x |  |  |  |  |
| * semi-soft | | x |  |  |  |  |
| * soft | | x |  |  |  |  |
| KE2.2 | knowledge of varieties of cheeses and their: manufacturing methods, place of origin, and historical and cultural aspects | | x |  |  |  |  |
| KE2.3 | knowledge of varieties of cheeses and their: common uses | | x |  |  |  |  |
| KE2.4 | knowledge of varieties of cheeses and their: appropriate garnishes and accompaniments | | x |  |  |  |  |
| KE2.5 | knowledge of varieties of cheeses and their: optimum conditions for serving: | | x |  |  |  |  |
| * degree of ripeness | |
| * temperature | | x |  |  |  |  |
| KE3.1 | common cheese types: milk-based from cows, sheep, goats or buffalo | |  |  |  | x |  |
| KE3.2 | common cheese types: soy-based | |  |  |  | x |  |
| KE3.3 | common cheese types: specialty | |  |  |  | x |  |
| KE3.4 | common cheese types: low fat or reduced fat | |  |  |  | x |  |
| KE3.5 | common cheese types: mass produced commodity | |  |  |  | x |  |
| KE3.6 | common cheese types: farmhouse style | |  |  |  | x |  |
| KE4 | nutritional knowledge, in particular the food value and composition of cheese | | x |  |  |  |  |
| KE5.1 | contexts in which cheeses are served: as appetisers | |  |  |  | x |  |
| KE5.2 | contexts in which cheeses are served: as entrees | |  |  |  | x |  |
| KE5.3 | contexts in which cheeses are served: after main courses | |  |  |  | x |  |
| KE5.4 | contexts in which cheeses are served: as part of the dessert course | |  |  |  | x |  |
| KE5.5 | contexts in which cheeses are served: as cheese tastings | |  |  |  | x |  |
| KE5.6 | contexts in which cheeses are served: as a stand alone meal | |  |  |  | x |  |
| KE6 | food safety practices for handling and storing cheese | | x |  |  | x |  |
| KE7 | hygiene requirements relating to possible bacterial spoilage in the preparation, storage and service of cheese. | | x |  |  | x |  |
| FS[[11]](#footnote-11) / RS | FS1 | Reading skills to locate information in food preparation lists or work orders to determine preparation requirements. | |  |  |  | x |  |
| FS2 | Numeracy skills to calculate the size and number of portions. | | x |  |  | x |  |
| FS3 | Problem-solving skills to evaluate quality of cheese and cheese presentation and make adjustments. | |  |  |  | x |  |
| 5. Assessment methods and instruments – describe how they will be applied | | | Observation – Assessment is conducted in the workplace or a simulated workplace situation where the participant is observed selecting cheeses, accompaniments and garnishes. Correct portion control. Correct hygienic procedures and correct cheese storage.  Questioning – the candidate is required to answer all questions correctly and answer any verbal questions asked | | | | | |
| 6. Applicable  industry or workplace standards or requirements | | | When conducting the observation and product are the participant must apply safe work practices and safe food handling procedures | | | | | |
| 7. Relevant assessment conditions (from unit) | | | Skills must be demonstrated in an operational food and beverage outlet or commercial kitchen. This can be:   * an industry workplace * a simulated industry environment, such as a training kitchen servicing customers.   Assessment must ensure access to:   * fixtures and large equipment:   + commercial grade work benches (1.5 m/person)   + commercial refrigeration facilities:     - cool room     - fridge   + double sink   + storage facilities * small equipment:   + containers for hot and cold food   + cutting boards   + food handler gloves   + knives:     - cheese knife     - utility knife   + service-ware:     - cheese plates     - cutlery and serving utensils     - dishes     - platters   + scales * cleaning materials and equipment:   + cleaning cloths   + commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas   + dustpans and brooms   + garbage bins and bags   + hand towel dispenser and hand towels   + mops and buckets   + separate hand basin and antiseptic liquid soap dispenser for hand washing   + sponges, brushes and scourers   + tea towels * organisational specifications:   + current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock   + mise en place lists   + food safety plans   + guidelines relating to food disposal, storage and presentation requirements   + safety data sheets (SDS) for cleaning agents and chemicals * diverse and comprehensive range of cheeses, garnishes and accompaniments specified in the performance evidence * industry-realistic ratios of kitchen staff to customers; these can be:   + staff and customers in an industry workplace during the assessment process; or   + individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.   Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and   * have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and * have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency. | | | | | |
| 8. Reasonable adjustments | | | Reasonable adjustment can be made to ensure equity in assessment for people with disabilities, questions can be re-phrased for learners.  Assessor can substitute resources in observation form for one more relevant to individual learners. | | | | | |
| 9. Contextualisation guidelines provided by the training package author.[[12]](#footnote-12) | | | RTOs may contextualise units of competency to reflect local skill needs. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation must ensure the integrity of the outcome of the unit of competency is maintained. Units of competency in the FSK Foundation Skills Training Package describe foundation skills that may be applied in many industries and in a wide range of workplace environments. Users of the training package are expected to contextualise the units of competency for the specific vocational needs of the learner.  For example, the unit FSKNUM23 Estimate, accurately measure and calculate measurements for work may be used to focus on measuring length, mass, capacity, pressure, flow rate, speed, power, energy or temperature using a variety of measurement scales depending on the industry context. Industry requirements, as described in training or job specifications, should be used to contextualise the unit so that it enables learners to develop the specific skills and knowledge they need to achieve a relevant vocational outcome. | | | | | |
| 10. Recognition of prior learning (RPL): What modifications to the tools (if any) are necessary for the following recognition scenarios. Will the assessment tool be modified or adapted for RCC / RPL candidates? If so, how? | | | | | | | | |
| 10A. Candidates who claim to have already completed this unit at another RTO | | | Where candidate have already completed this unit through another RTO, authenticate the unit with the issuing RTO and credit this unit (no additional assessment will be required) | | | | | |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO. | | | For RPL, the candidate should still complete these tasks as the assessor needs to ensure they observe all steps or to suit their experiences. | | | | | |
| 11. Resources for Assessor | | | Observation checklist  Questioning instrument and marker’s guide  Records of assessment outcomes – dated and signed assessment  Kitchen facilities and appropriate equipment  Ingredients | | | | | |
| 12. Resources for Candidates | | | Resource of information containing assessment requirements.  Written questions instrument.  WHS procedures – PPE. | | | | | |
| 13. Location | | | Workplace  Classroom  Simulated workplace  Other – specify: | | | | | |
| 14. Timing – when is this assessment to occur? | | | The assessment should be given at the end of the training. The practical task typically takes 30 minutes each to complete, the written test should be completed before the practical observation to ensure they have the background knowledge and can be administered in a classroom, before the practical in the workplace or they can do independently, should take one hour. | | | | | |
| 15. Process for gaining stakeholder review, evaluation and approval | | | This plan should be reviewed annually with clients and industry representatives.  For compliance, the manger is to approve process and activities to be used to ensure their standards are also covered.  All versions must have the description and contain the word version and number. | | | | | |
| 16. Author name | | |  | | | | | |
| 17. Author date | | |  | | | | | |

# **APPENDIX 2 – Observation instrument for SITHCCC017 Handle and serve cheese**

**Note:** This assessment instrument has faults and many areas for improvements as it has been designed for the purpose of conducting a validation. This is not an example of a good assessment instrument!

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| --- | --- | --- | --- |
| 1. Assessment name | Observation – Serving cheese practical task | | |
| 2. Unit of competency | SITHCCC017 Handle and serve cheese | | |
| 3. Assessment context | Workplace or simulated workplace | | |
| 4. Candidate name |  | | |
| 5. Date of assessment |  | | |
| 6. Instructions to assessor | Ensure candidate is ready for assessment and is aware of the NC process and the rights to appeal  Carefully read the instructions detailed below and complete the task.  The observation can be completed during mise en place and service periods. Kitchen environment with appropriate equipment and service ware.  Prepare and serve cheese plate with appropriate garnishes, accompaniments, and condiments, using a variety of cheese types and classification, demonstrating to the assessor the key requirements:   * Within commercial time constraints and deadlines. * Reflecting required quantities to be produced. * Following procedures for portion control. * Identifying how you the customer would respond to customer request and dietary requirements. * Culinary terms related to different cheeses commonly used in the industry. * Food safety practices for handling and storing cheese.   Note the decision-making rules for all required tasks to be completed to the workplace standard.  Record results as S (satisfactory) or NS (not satisfactory) in the observation instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment. | | |
| 7. Instructions to candidate | You assessor will direct you to complete a number of tasks. Each task is to be completed to a satisfactory workplace standard.  The candidate has practical tasks of suppling a cheese board or plate while observed by the assessor.  Verbal questions may be asked by the assessor may include:   * The different classifications of cheese. * The most suited cheese for a cheese board or plate. * Quality indicators to look for when purchasing cheese. * Methods of minimising wastage and how to use off cuts of left over cheese. * Types of garnishes and accompaniments used on the cheese board or plate. * Selection of service ware. * Correct storage requirements for cheese.   Complete and sign a checklist provide by the assessor. | | |
| 8. Evidence required and decision-making rules | All tasks must be observed at least once. Where tasks are not completed satisfactorily, you can request the candidate to repeat the task. Each task must be completed to the standard expected in the workplace. | | |
| 9. Assessment observations | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Assessment checklist task (Did the candidate…) | Observations / comments | Result (S/NS) |
| PC 1.1 PE2 PE3 KE3 KE5 FS1 FS2 | Did the candidate confirm cheese requirements from food preparation list or work order? |  |  |
| PC1.2 PE2 PE3 KE3, KE5 KE6 KE7 FS1 FS2 FS3 | Did the candidate identify and select cheese types and cheese from the stores according to quality, freshness and stock rotation requirements? |  |  |
| PC1.3 KE6 KE7 FS3 | Did the candidate bring cheese to room temperature before serving? |  |  |
| PC1.4 KE2.5 KE3 KE5 FS3 | Did the student create optimum conditions for particular cheeses and service styles? |  |  |
| PC1.5 PE2 KE2.4 FS3 | Did the candidate prepare appropriate garnishes and accompaniments according to organisational standards? |  |  |
| PC1.6 PE3 KE7 | Did the candidate minimise waste to maximise profitability of cheese prepared? |  |  |
| PC2.1 PE3 FS2 FS3 | Did the candidate determine suitable portions and present cheese accordingly to required context? |  |  |
| PC2.2 PE2 KE2.4 | Did the candidate add accompaniments and garnishes? |  |  |
| PC2.3 PE2 FS3 | Did the candidate visually evaluate dish and adjust presentation as required? |  |  |
| PC2.4 KE6 | Did the candidate store cheese in appropriate environmental conditions? |  |  |
| PC2.5 KE7 | Did the candidate clean work area, dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives? |  |  |
| 10. Assessment result | Satisfactory  Not Satisfactory | | |
| 11. Resubmission required? | Yes  No | | |
| 12. Resubmission notes |  | | |
| 13. Feedback to candidate |  | | |
| 14. Assessor name |  | | |
| 15. Assessor signature |  | | |
| 16. Candidate signature |  | | |

# **APPENDIX 3 – Questioning instrument for SITHCCC017 Handle and serve cheese**

**Note:** This assessment instrument has faults and many areas for improvements as it has been designed for the purpose of conducting a validation. This is not an example of a good assessment instrument!

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| --- | --- | --- | --- | --- |
| Assessment Name | Knowledge test | | | |
| Unit of Competency | SITHCCC017 Handle and serve cheese | | | |
| Assessment Context | Verbal assessment conducted in the workplace while observations are being performed. | | | |
| Candidate Name |  | | | |
| Date of Assessment |  | | | |
| Instructions to assessor | Inform candidate of the not competent and complaints and appeals process.  Ensure the candidate is ready for the assessment.  Inform the candidate of the assessment process – they need to complete all the questions in writing below (this can be done electronically or by hand using a pen).  Where questions are not answered satisfactorily, the assessor can rephrase questions and request the candidate to repeat the answer and then make notes reflecting this.  Record results as S (satisfactory) or NS (not satisfactory) in the questioning instrument. Make comments when relevant and provide feedback to the candidate on the outcome of the assessment.  Check the model answers for consistency with making judgements. | | | |
| Instructions to candidate | You need to complete the following questions in writing. These questions are a series of short answer, multiply choice and long answer questions. You can complete these electronically or by hand using a pen.  Check with the assessor if you are unsure of these instructions or to clarify what the questions are asking.  You must not refer to any textbooks or other materials while completing this test.  You have 60 minutes to complete.  Once you have completed, please give to your assessor. | | | |
| Evidence required and decision-making rules | All questions must be answered correctly. | | | |
| Assessment questions | | | | |
| Unit references  (e.g., PC1.1, KE2, etc.) | Question | Answer (Insert model answers / assessor guidance in this version) | Results (S/NS) |
| KE1 | What do the following culinary/cheese terms mean?  a) aging  b) fromage  c) semi-hard  d) rind  e) garnish  f) rennet | a) Aging: The aging or ripening process can last from a few days to a year or more. During the process of aging, the cheese loses moisture and develops a fuller, stronger flavour.  b) Fromage: French word for cheese.  c) Semi-hard: Cheeses typically aged 3 months to 2 years, with a moisture content of 40-50%. Examples are aged Gouda and Emmentaler.  d) Rind: A thin crust around the cheese designed to keep the interior in a stable condition. The rind is generally edible, though many people choose not to eat the rind.  e) A garnish is an item or substance used as a decoration or embellishment accompanying a prepared food dish or drink  f) Rennet is a complex set of enzymes produced in the stomachs of ruminant mammals. Rennet can also be used to separate milk into solid curds for cheese making and liquid whey. |  |
| KE2.1 | Give an example of a semi hard cheese and a semi-soft cheese and describe the difference between the two. | Semi-hard: Cheeses typically aged 3 months to 2 years, with a moisture content of 40-50%. Some examples are aged Gouda and Emmentaler.  Semi-soft: Cheeses with a 50-75% moisture content, such as Havarti, Fontina, Morbier. |  |
| KE2.2 | What country (France, Switzerland, Italy, England or India) does each of these cheeses originate from and their manufacturing method?  Red Leicester, Brie, Parmigiano, Gruyere and Paneer | Red Leicester - England  Brie - France  Parmigiano - Italy  Gruyere - Switzerland  Paneer - India |  |
| KE2.3 | Match the cheeses to the correct classifications:  Eye; Washed Rind; White Mould; Blue; Cheddar; Hard; Fresh un-ripened; or Stretched curd  a) Stilton, Gorgonzola, Roquefort, Castello  b) Colby, Cheshire, Lancashire, Gloucester  c) Edam, Gouda, Jarlsberg, Gruyere  d) Cottage, Cream cheese, Feta, Mascarpone  e) Parmesan, Pecorino, Pepato  f) Mozzarella, Haloumi, Bocconcini  g) Pont L’Eveque, Jenson’s Red, King Island Stormy  h) Brie, Camembert, | a) Blue  b) Cheddar  c) Eye  d) Fresh Unripened  e) Hard  f) Stretched curd  g) Washed curd  h) White mould |  |
| KE2.4 | Give five examples of accompaniments, condiments or garnishes to a cheese platter | Examples could include (but not limited to):  Breads, Crackers, Apple, Pear, Figs, Herbs, Relishes, Celery sticks, carrot sticks, cherry tomatos, Salami, Prosciutto, Nuts |  |
| KE2.4 | Considerations to consider when adding accompaniments and garnishes to cheese plates? Circle the correct two responses  1. Colour  2. Only use non edible garnishes to save money  3. Heavy flavours masked the sharpness and taste of strong cheese  4. Textures | 1. and 4. |  |
| KE2.5, PC1.3 | Why does cheese need to be at room temperature for service? | To bring out the texture and individual characteristics as well as the aroma |  |
| KE4 | What food group does cheese fall under? Circle 1 response  1. Protein  2. Dairy  3. Legumes  4. Fats | 2. Dairy |  |
| KE4, FS2, FS3, PC2.1 | What is the average weight for a portion of cheese?  1. 40gm  2. 60gm  3. 80gm  4. 100gm |  |  |
| KE5 | How else can cheese be served as part of the menu? | Answers could include menu items including appetisers, entrees, main courses, dessert, cheese tasting or stand alone meal |  |
| KE6, PC1.6, PC2.4 | What are at least 3 ways you can minimise waste when preparing and serving cheese? | Examples could include (but not limited to): Buy those with the longest expiry date  Store in airtight containers  Minimise serving portions (increase garnish)  Use left over cheeses for dishes such as pizza |  |
| KE6, KE7, PC1.2, PC2.4 | What are 3 storage requirements for cheese? | Refrigerate between 2 and 4 degrees  Rotate stock  Store in original packaging  Store away from pungent or strong flavoured food items |  |
| KE7, PC1.4 | What are 2 techniques you can use to minimize spoilage or bacterial contamination when preparing cheese? | Wear gloves / wash hands  Use separate chopping boards and knives for each product  Ensure at room temperature only 20-30min before serving  Cover with a damp cloth before serving |  |
| Assessment result | Competent  Not Competent | | | |
| Resubmission required? | Yes  No | | | |
| Resubmission notes |  | | | |
| Feedback to candidate |  | | | |
| Assessor name |  | | | |
| Assessor signature |  | | | |
| Candidate signature |  | | | |

1. https://www.asqa.gov.au/resources/guides/guide-developing-assessment-tools [↑](#footnote-ref-1)
2. https://www.safeworkaustralia.gov.au/resources-publications/model-codes-of-practice [↑](#footnote-ref-2)
3. The assessment compliance map may be a formal map or simply a printout of the unit of competency with hand-written annotations of where each assessable item is addressed within the assessment instruments. [↑](#footnote-ref-3)
4. For units in the new format tools must address all Performance Criteria (PC), Performance Evidence (PE), Knowledge Evidence (KE) and Foundation Skills (FS). For units in the older style format the tool must address all Performance Criteria (PCs), Required Skills (RS), Required Knowledge (RK) and the Critical Aspects of Assessment/Evidence (CE) [↑](#footnote-ref-4)
5. The assessment compliance map may be a formal map or simply a printout of the unit of competency with hand-written annotations of where each assessable item is addressed within the assessment instruments. [↑](#footnote-ref-5)
6. For units in the new format tools must address all Performance Criteria (PC), Performance Evidence (PE), Knowledge Evidence (KE) and Foundation Skills (FS). For units in the older style format the tool must address all Performance Criteria (PCs), Required Skills (RS), Required Knowledge (RK) and the Critical Aspects of Assessment/Evidence (CE) [↑](#footnote-ref-6)
7. The assessment compliance map may be a formal map or simply a printout of the unit of competency with hand-written annotations of where each assessable item is addressed within the assessment instruments. [↑](#footnote-ref-7)
8. For units in the new format tools must address all Performance Criteria (PC), Performance Evidence (PE), Knowledge Evidence (KE) and Foundation Skills (FS). For units in the older style format the tool must address all Performance Criteria (PCs), Required Skills (RS), Required Knowledge (RK) and the Critical Aspects of Assessment/Evidence (CE) [↑](#footnote-ref-8)
9. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-9)
10. For example, *KE1, PE2,* etc. [↑](#footnote-ref-10)
11. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-11)
12. Refer to the companion volume / implementation guides linked from each unit of competency at traininhg.gov.au. [↑](#footnote-ref-12)