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|   |
| TAEASS502 Design and develop assessment tools (Release 2) ASSESSMENT WORKBOOK |
| ✍ Student to complete this section |
| Name | Telephone |
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| Email address | Postal address |
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| 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 1.12) |
| 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: |  |

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| --- |
| 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. Written questions [ ]  S [ ]  NSTask 2. Portfolio of documents & [ ]  S [ ]  NS questionsTask 3. Portfolio of documents & [ ]  S [ ]  NS observation | [ ]  Competent [ ]  Not CompetentAssessor 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 TAEASS502 *Design and develop assessment tools.* This unit describes the skills and knowledge required to design and develop assessment tools used to guide the collection of quality evidence, including their application in formative, summative and recognition of prior learning (RPL) assessment.

## Terms used

The following terms are used in each assessment task to guide you and your 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 for a satisfactory result to be awarded.

## Completing the assessments

You must completely understand the assessment process and the 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 you satisfactorily complete 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 an assessment result, your feedback 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 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 are required to answer several short answer questions related to this unit. |
| 2 | Portfolio of documents & Questions | You are required to develop three assessment tools that each address a unit of competency and answer some questions relating to this.  |
| 3 | Portfolio of documents & Observation | You are required to review and trial the assessment tools you developed as part of Assessment Task 2 |

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

## Required resources

Each assessment task in this assessment tool outlines specific resources that you must access as part of the assessment process. You must 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, you may opt for any of these approaches without disadvantage. All other reasonable adjustments must be approved by the RTO manager.

## Assessment deadlines and submission

This assessment workbook should be submitted within your enrolment period. Refer to your Learner Portal for your exact dates. An extension may be 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.

## 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. A copy of this form is available in your learner portal.

## Assessment submissions and contact details

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

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

* Phone: 1800 786 651
* Email: assessments@plenty.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 involves you answering a series of questions related to this topic.

### 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. Each answer must be one-to-two sentences in length, unless otherwise specified.

### 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 hand-written or in soft copy.

## Questions

| **#** | **Question** | **Answer** |
| --- | --- | --- |
| 1 | Describe two more examples of the different contexts in which assessment can take place. Note: One example has been completed for you. | Context  | Description or example of what this means |
| Simulated | Candidate undertakes work in a simulated scenario |
|  |  |
|  |  |
| 2 | Explain how the assessment contexts would influence the design of assessment tools |  |
| 3 | Outline the type of evidence the following assessment methods would gather and in what context they would be useful. Note: The first has been completed for you. |
| Method | Purpose / evidence type | Example |
| A. Observation | Used to record observations of assessment tasks where a criteria is skills based | A unit requirement to apply safe manual handling techniques.  |
| B. Questioning |  |  |
| C. Portfolio of Documents |  |  |
| D. Production of an Item |  |  |
| E. Third party report |  |  |
| 4 | Describe the four principles of assessment. For each, provide an example of a non-compliance.Note: The first has been completed for you.  | Principle | Description | Example of non-compliance |
| Valid | Assessment must relate to the criteria it claims to assess. | Assessment that over assesses or under assesses the academic content of a unit of competency |
| Reliable |  |  |
| Flexible |  |  |
| Fair |  |  |
| 5 | Describe the four rules of evidence. For each, provide an example of a non-compliance.Note: The first has been completed for you. | Rule name | Description | Example of non-compliance |
| Authentic | Authentic evidence is evidence that is the candidate’s own work | Cheating or plagiarism by the assessment candidate |
| Valid |  |  |
| Sufficient |  |  |
| Current |  |  |
| 6 | What is reasonable adjustment? |  |
| 7 | Provide three examples of when reasonable adjustment might be applied |  |
|  |
|  |
| 8 | Answer the following questions that relate to training packages: |
| A. Select the four components of new-format units of competency that must be assessed when designing and developing assessment tools. | [ ]  Summary[ ]  Modification History[ ]  Application[ ]  Performance Criteria[ ]  Foundation Skills[ ]  Performance Evidence[ ]  Knowledge Evidence |
| B. Describe how Assessment Requirements (as outlined in units) impact/influence the development of assessment tools |  |
| 9 | Select both statements that correctly apply to the concept of contextualisation. | [ ]  Contextualisation could involve removing a Knowledge Evidence item from a unit[ ]  Contextualisation could involve removing a Performance Evidence item from a unit.[ ]  Contextualisation is a way of making learning and the assessment of what has been learned relevant to a person's workplace and/or experience[ ]  Contextualisation must not have a negative impact on the integrity of the assessment  |
| 10 | Explain the following methods for the trial and review assessment tools. Note: The first has been completed for you. |
| A. Self-review | Review the tool yourself as an assessment candidate |
| B. Group panel validation |  |
| C. Industry validation |  |
| D. Candidate trial |  |
| 11 | Explain the four dimensions of competency. Note: The first has been completed for you. | Dimension | Description or explanation  |
| Task skills | The ability to actually do the task. These are generally consistent with the performance criterion of a unit. |
| Task management skills |  |
| Contingency management skills |  |
| Job role/ environment skills |  |

|  |  |
| --- | --- |
| 12 | Summarise each of the following assessment system policies and procedures (as mandated under the Standards for RTOs 2015 and other related legislation). |
| A. Give a specific example of how you can keep assessment records private and secure (with respect to applicable privacy and confidentiality legislation) | Records privacy example:  |
| Records security example:  |
| B. How often must assessment tools be reviewed / validated under Clause 1.10 of the Standards? | [ ]  At least once every year [ ]  At least once every three years[ ]  At least once every five years |
| C. What percentage of training products must be reviewed / validated within the first three years of each five-year cycle under Clause 1.10 of the Standards? | [ ]  At least 10% of products [ ]  At least 30% of products[ ]  At least 50% of products |
| D. When must AQF certification be issued to a learner under Clause 3.3 of the Standards? | [ ]  Within 10 calendar days of the learner being assessed[ ]  Within 30 calendar days of the learner being assessed[ ]  Within 50 calendar days of the learner being assessed |
| E. How long must records of learner AQF certification be maintained and accessible under Clause 3.4 of the Standards? | [ ]  10 years [ ]  30 years [ ]  50 years  |
| F. How long must assessment evidence be retained according to ASQA’s User Guide to the Standards for RTOs 2015? | [ ]  Six months[ ]  One year[ ]  5 years  |
| G. What is the version control information relating to this assessment workbook? That is, list the alpha-numeric document identifier and the revision number. |  |
| 13 | Summarise the key feature or requirement from each of the following workplace health and safety (WHS) responsibilities associated with assessing competence. For each provide an example of a non-compliance. (The first one has been completed for you.) |
| Obligation | Summary | Non-compliance example |
| A. What is the key obligation of workplace supervisors (including assessors)? | Provide a safe assessment workplace | Allowing trip hazards such as electrical cords to remain in place |
| B. What is the requirement to report hazards and incidents? |  |  |
| C. List two common emergency procedures or precautions. For each give an example of failing to meet a reasonable duty of care |  |  |
|  |  |
| D. Why must procedures for the use of personal protective equipment be specified? |  |  |
| 14 | What are two sources of WHS information |  |
|  |

## Assessor’s marking checklist for assessment task 1

|  |
| --- |
| OFFICE USE ONLYInstructions 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 |
| Question 11 | [ ]  Yes [ ]  No |
| Question 12 | [ ]  Yes [ ]  No |
| Question 13 | [ ]  Yes [ ]  No |
| Question 14 | [ ]  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 – Design and develop assessment tools

## Instructions

This task requires you to develop three assessment tools. Each assessment tool must address an entire and different unit of competency.

Each tool must contain:

* An assessment plan including an assessment map (compliance map) that maps each unit requirement to your planned instruments (using the plan templates provided in sections 3.2.1, 3.3.1 and 3.4.1) and then create the assessment instruments identified in your three plans using the assessment instrument templates located after each of these plans. We recommend that you choose three simple units such as those from the FSK training package, or any other unit that does not have considerable assessable items or is excessively complex. However, you may choose to use any three current units of competence that are of interest to you.
* Alternatively, if you have already developed three assessment tools independent of this course, you may submit these along with an assessment map (which clearly identifies where each assessable item from the units of competency is assessed in your assessment instruments) and which clearly addresses the contextual needs of different environments. Additional information and authenticity evidence may be required where you are using tools created for an RTO.

### Decision-making rules

To achieve a satisfactory result, you must submit three assessment tools. Each tool must:

1. Meet the principles of assessment.

2. Gather evidence in line with the rules of evidence, considering the context of assessment.

3. Accurately and completely assess one complete unit of competency. This is accomplished using the assessment plan mapping which maps each unit requirement to the assessment instruments. Note: Your selected units of competency must not be the same as the examples provided in the Plenty Training learner’s guide or resources.

4. Use at least two different assessment methods / instruments to assess competency. Additionally, in at least one of your assessment instruments, you must provide options for the collection of the evidence. For example, you may allow the candidate to submit written answers to questions when gathering knowledge evidence OR you may allow the questions to be answered verbally; observation tasks may be undertaken live as the candidate undertakes a performance evidence task OR the candidate may submit a video recording of their performance.

5. Define and document clear and specific procedures instructing the assessor and the candidate on the administration and use of assessment instruments.

6. Assessor instructions must include, at minimum:

* A requirement to inform the candidate of their rights, including the complaints and appeals policy. (Note: The Plenty Training student guide that addresses these issues and includes these policies is located at [www.plentytraining.edu.au/student-guide](http://www.plentytraining.edu.au/student-guide).)
* Marker’s guidance that is consistent with the practical tasks being addressed, and
* Model answers for all questioning instruments.

7. Outline the target candidate group, purpose of the assessment tool, and the contexts in which the tool will be used.

8. Access and interpret any industry requirements, relevant contextualisation guidelines, and any other related documentation of relevance to assessment tool development. Examples of such ‘other’ related documentation include:

* Requirements set out in the Assessment Guidelines of the relevant training packages,
* Information from the competency standards (such as resources required for assessment, assessment context, or appropriate assessment methods),
* Assessment activities in support materials and Companion Volumes related to the relevant competency standards,
* Any requirements of WHS, legislation, codes of practice, standards and guidelines,
* Indicators and levels of competence of the Australian Core Skills Framework,
* Organisational requirements for demonstration of work performance, or
* Product specifications.

9. Enable candidates to support their claim via Recognition processes[[1]](#footnote-1) through selected assessment methods.

10. Address the contextual needs of different environments and be consistent with the unit author’s contextualisation guidelines.

11. Incorporate each of the four dimensions of competency.

### Context of assessment

This assessment can be conducted in a classroom, workplace, or independent learning environment

### Common problems with instruments

This section describes the most common problems that students make when developing assessment tools.

**1. Assessor instructions are not clearly detailed and set out for assessors to reliably follow**

The instructions for assessors relating to exactly what the candidates are expected to do and under what conditions are often not made specific and explicit.  For example, observation checklists might require specific situations to be met but there is no model scenarios or task descriptions to ensure these would occur.  These instructions – in conjunction with the candidate instructions – must be provided in sufficient detail to ensure that the tool is reliable and fair (i.e., different assessors using the tool with the same candidate would come to the same final assessment conclusion).

For example, an observation may include assessor instructions to "observe them while working" with no indication of what they should be doing, how long for, nor what conditions should be met. A SMART[[2]](#footnote-2) alternative to this would be: "Observe the candidate carry out at least two customer interactions, with one of the customers having a complaint.  Where no complaint occurs during the observation then conduct the following role play…"

Another poor example relates to the CPR unit HLTAID009, where the assessor instructions are to have them carry out CPR.  There is no outline of the industry relevant scenarios to be used that ensure the relevant observable criteria would actually be demonstrated, and assessors would apply consistent conditions and complexity of scenarios.

**2. The checklist or marking criteria for assessors is not SMART**

In addition to designing SMART task instructions, the benchmarks that the assessors will apply to the evidence must also be SMART.  Where benchmarks are left broad and vague (often only being a cut-and-paste of the exact unit wording) they are unreliable and may result in inconsistencies between assessors.

For example, observation checklists with broad benchmarks such as "use appropriate communication skills" must include detail as to what those appropriate communication skills would be.  A SMART alternative would be:

Candidate must use all of the following communication skills:

* effective open and closed questions to gain information and opinions
* variations to pitch and tone to enhance message
* appropriate non-verbal communication such as culturally relevant eye contact, open body language, respectful space and stance"

NOTE: You should also ensure that the instructions to the candidates, and information about evidence guidelines, make any standards or expectations clear.

**3. Instructions to the candidate are not sufficient, clear or specific**

This is where the candidate is not adequately and clearly informed of what they are required to do, or the manner in which they need to provide the evidence, or where a clear description is missing of what that evidence is and the benchmarks required to be met.

For example, if there were the following candidate instructions:

Use appropriate non-verbal communication including, at minimum:

* body language consistent with the spoken message
* facial expressions consistent with the spoken message
* hand gestures to emphasise important points

then the observation checklist items must correlate to the candidate instructions above. (After all, it is only fair that you tell a candidate what and how you are going to assess before the actual assessment.) For example, the observation checklist item that correlates to the above non-verbal communication instruction is:

Did the candidate use appropriate non-verbal communication including, at minimum:

 Body language consistent with the spoken message?

 Facial expressions consistent with the spoken message?

 Hand gestures to emphasise important points?

Another common example of poor candidate instruction in Observation instruments is to simply refer the candidate to “read the observation checklist items and ensure you complete each item”.

A further example of insufficient candidate instruction, is when candidates are asked to provide feedback forms, however there is no guidance as to whether the candidate is to design the feedback form; use feedback forms supplied elsewhere; who is to complete the form; how many are to be provided; whether there any restrictions as to what or where the feedback is from; whether there is a set template for the feedback, etc.

**4. Insufficient or excessive use of many-to-one mapping references in the tool**

There should be unique references to each requirement, and sub requirement, of the unit that is clearly addressed in the assessment instruments. This will assist you to avoid having too many requirements supposedly met by a broad, general checklist item or statement.

For example, for the unit HLTAID009, if the first knowledge evidence item was only listed as KE1 (and not each sub-point individually referenced) it would be easy to miss including each item being specifically addressed. This should be mapped as following:

KE1 Guidelines and procedures including:

* KE1.1 relevant ARC guidelines to managing the unconscious breathing and non-breathing casualty and provision of CPR
* KE1.2 potential incident hazards and risk minimisation processes when providing first aid
* KE1.3 infection control procedures, including use of standard precautions and resuscitation barrier devices
* KE1.4 requirements for currency of skill and knowledge
* KE1.5 first aid codes of practice
* KE1.6 appropriate workplace or site procedures relevant to the provision of first aid

We often see one question that supposedly addresses a complete series of sub points for an item, but the question fails to cover them adequately. For example, the above items from the knowledge evidence for HLTAID009 might be listed as being assessed by the question "How often are you required to re-do your CPR qualification?".  This question would not sufficiently provide evidence against all the sub points KE1.1 through KE1.6.

We also regularly find that items are missed altogether from the unit in the assessment tools.

**5. Not assessing all the required sections of the unit**

We often see an assessment map (or compliance map) that indicates how the entire unit is assessed. However, when compared to the instruments’ content, we find that not everything is covered as specified by the plan.  A typical example is where a unit explicitly lists foundation skills, which are listed in the plan, however they are not included in the unit references column to indicate where they are addressed in that assessment instrument.

Another common example is when a criteria is omitted from the assessment instruments. For example, when comparing the map to the instruments, PC3.2 may be mapped in the plan to a certain instrument, but it is missing from the instrument.

**6. Assessment plan mapping and unit references in instruments don't match**

We often see unit requirement references in the plan that are not consistent with how they are referenced in the instruments.  For example, the plan may map PC1.1, PC1.2 and PC1.3 but the instruments only refer to PC1.

A common problem is when the assessment map, in the plan, is based on how the student initially thinks they will assess the requirements.  However, when they subsequently develop the instruments, they may change their mind but fail to update the plan.  So, for example, the plan will show that PE1 is assessed in the Observation and in the Questioning instruments, but it is only assessed in the Questioning instrument.

**7. Resources and templates indicated in the unit and/or tools are not provided with the tools**

Where a unit mandates specific assessment resources – which are often specified in the assessment conditions for the unit – the plan should indicate how and where these are covered.  If a student is being assessed in the workplace, then there should be notes to address how the required resources/conditions will be present to conduct that workplace assessment. Where an assessor is required to have these for the candidates (such as mannikins for the unit HLTAID009), then that needs to be clearly indicated in the plan under resources for assessors.

Another example is where an assessment task or instrument requires a particular resource or template to conduct the assessment, but this is not provided to us as part of the tool.  For example, a production of an item instrument might indicate that the candidate must complete the session plan template, but this template is not submitted with the tool.

**8. RPL/RCC instructions in the assessment plan not compliant**

Under Clause 1.12 of the Standards for RTOs 2015, RTOs must offer recognition of prior learning (RPL) to individuals.  It is not appropriate to simply state in the plan that "No RPL suitable / available".  You should indicate how RPL would be catered for, should you have a suitable candidate.  For example, will observations still be required to be carried out to have evidence, or can third party reports be substituted?  Are they able to provide portfolio evidence from their recent past provided it is within, say, the previous 12 months?

**Need more help?**

Although this unit TAEASS502 is one of the most challenging units delivered by Plenty Training, there is a lot of support available to help get you ‘over the line’:

* All students may view pre-recorded TAEASS502 assessment workbook tutorials and recorded theory lessons. Recordings are accessed from your learner portal.
* All students may access our closed Facebook group for Plenty Training students.
* All students may upgrade to attend our live and interactive online class options. Please contact our course advisors on 1800 786 651 for details. (Note: Additional fees apply.)
* Students may register for one-on-one tutorials (fees apply) with a Trainer via Zoom. Information on how to book these is in your Learner Portal.

## Unit 1

### Unit 1 – Assessment plan

Refer to the learner’s guide and webinars for examples of completed plans (and associated instruments). Hints:

* Ensure that all unit academic content is covered by your plan.
* Restrict your use of “many-to-one” mapping requirements, as this is often an indication that insufficient detail has been provided in the associated assessment task.
* If extra space is required, you may provide additional pages to this workbook.

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| --- | --- |
| 1. Unit of competency |  |
| 2. Target group summary |  |
| 3. Purpose and context/s of the assessment |  |
| 4. ASSESSMENT MAP |
| Matrix key | QUES: Questioning (Written or Verbal) PROD: Production of an ItemPORT: Portfolio of Documents OBSV: ObservationTHRD: Third-party observation |

| Unit of competency criteria | Assessment instruments |
| --- | --- |
| Type[[3]](#footnote-3) | Ref[[4]](#footnote-4) | Criteria text  | QUES | PROD | PORT | OBS | THRD |
| PE / CAA |  |  |  |  |  |  |  |
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| FS[[5]](#footnote-5) / RS |  |  |  |  |  |  |  |
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| 5A. Assessment methods and instruments – describe how and when they will be applied  |  |
| 5B. Location | [ ]  Workplace [ ]  Classroom [ ]  Simulated work place [ ]  Other – specify:  |
| 6. Applicable industry or workplace standards or requirements |  |
| 7. Relevant assessment conditions (from unit) |  |
| 8. Reasonable adjustments |  |
| 9. Contextualisation guidelines provided by the training package author.[[6]](#footnote-6)If no specific contextualisation guidelines are provided by the training package author, review the assessment conditions and, particularly the assessment resources needed for the unit, and describe how these can be applied from a contextualisation perspective. |  |
| 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 |  |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO.  |  |
| 11. Resources for Assessor[[7]](#footnote-7) |  |
| 12. Resources for Candidates |  |
| 13. Author name |  |
| 14. Author date |  |

### Unit 1 – Observation instrument

Note: This instrument must be consistent with the assessment plan that you created in section 3.2.1. Ensure that the content of this instrument matches its plan and ensure that the candidate task instructions are sufficiently detailed. Refer to the learner’s guide and webinars for examples of completed instruments.

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| 1. Assessment name |  |
| 2. Unit of competency |  |
| 3. Assessment context |  |
| 4. Candidate name |  |
| 5. Date of assessment |  |
| 6. Instructions to assessor  |  |
| 7. Instructions to candidate |  |
| 8. Evidence required and decision-making rules |  |
| 9. Assessment observations |
| Unit references (e.g., PC1.1, KE2, etc.) | Assessment checklist task(Did the candidate…) | Observations / comments | Result (S/NS) |
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| 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 |  |

### Unit 1 – Questioning instrument

Note: The content of this instrument must be consistent with the assessment plan that you created in section 3.2.1.

|  |  |
| --- | --- |
| 1. Assessment Name |  |
| 2. Unit of Competency |  |
| 3. Assessment Context |  |
| 4. Candidate Name |  |
| 5. Date of Assessment |  |
| 6. Instructions to assessor |  |
| 7. Instructions to candidate |  |
| 8. Evidence required and decision-making rules |  |
| 9. Assessment questions |
| Unit references (e.g., PC1.1, KE2, etc.) | Question | Answer(Insert model answers / assessor guidance in this version) | Results (S/NS) |
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| 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 |  |

### Unit 1 – Generic instrument

Note: This optional instrument must be consistent with the assessment plan that you created in section 3.2.1.

|  |  |
| --- | --- |
| Instrument type | [ ]  PROD: Production of an Item [ ]  PORT: Portfolio of Documents [ ]  THRD: Third-party observation |
| 1. Assessment name |  |
| 2. Unit of competency |  |
| 3. Assessment context |  |
| 4. Candidate name |  |
| 5. Date of assessment |  |
| 6. Instructions to assessor  |  |
| 7. Instructions to candidate / third party |  |
| 8. Evidence required and decision-making rules |  |
| 9. Detailed instructions / assessment items |
| Unit references (e.g., PC1.1, KE2, etc.) | Assessment checklist task | Observations / comments | Result (S/NS) |
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| 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 |  |

## Unit 2

### Unit 2 – Assessment plan

|  |  |
| --- | --- |
| 1. Unit of competency |  |
| 2. Target group summary |  |
| 3. Purpose and context/s of the assessment |  |
| 4. ASSESSMENT MAP |
| Matrix key | QUES: Questioning (Written or Verbal) PROD: Production of an ItemPORT: Portfolio of Documents OBSV: ObservationTHRD: Third-party observation |

| Unit of competency criteria | Assessment instruments |
| --- | --- |
| Type[[8]](#footnote-8) | Ref[[9]](#footnote-9) | Criteria text  | QUES | PROD | PORT | OBSV | THRD |
| PE / CAA |  |  |  |  |  |  |  |
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| FS[[10]](#footnote-10) / RS |  |  |  |  |  |  |  |
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| 5A. Assessment methods and instruments – describe how and when they will be applied  |  |
| 5B. Location | [ ]  Workplace [ ]  Classroom [ ]  Simulated workplace [ ]  Other – specify:  |
| 6. Applicable industry or workplace standards or requirements |  |
| 7. Relevant assessment conditions (from unit) |  |
| 8. Reasonable adjustments |  |
| 9. Contextualisation guidelines provided by the training package author.[[11]](#footnote-11)If no specific contextualisation guidelines are provided by the training package author, review the assessment conditions and, in particular, the assessment resources needed for the unit, and describe how these can be applied from a contextualisation perspective. |  |
| 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 |  |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO.  |  |
| 11. Resources for Assessor[[12]](#footnote-12) |  |
| 12. Resources for Candidates |  |
| 13. Author name |  |
| 14. Author date |  |

### Unit 2 – Observation instrument

|  |  |
| --- | --- |
| 1. Assessment name |  |
| 2. Unit of competency |  |
| 3. Assessment context |  |
| 4. Candidate name |  |
| 5. Date of assessment |  |
| 6. Instructions to assessor  |  |
| 7. Instructions to candidate |  |
| 8. Evidence required and decision-making rules |  |
| 9. Assessment observations |
| Unit references (e.g., PC1.1, KE2, etc.) | Assessment checklist task(Did the candidate…) | Observations / comments | Result (S/NS) |
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| 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 |  |

### Unit 2 – Questioning instrument

|  |  |
| --- | --- |
| 1. Assessment Name |  |
| 2. Unit of Competency |  |
| 3. Assessment Context |  |
| 4. Candidate Name |  |
| 5. Date of Assessment |  |
| 6. Instructions to assessor |  |
| 7. Instructions to candidate |  |
| 8. Evidence required and decision-making rules |  |
| 9. Assessment questions |
| Unit references (e.g., PC1.1, KE2, etc.) | Question | Answer(Insert model answers / assessor guidance in this version) | Results (S/NS) |
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| 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 |  |

### Unit 2 – Generic instrument

|  |  |
| --- | --- |
| Instrument type | [ ]  PROD: Production of an Item [ ]  PORT: Portfolio of Documents [ ]  THRD: Third-party observation |
| 1. Assessment name |  |
| 2. Unit of competency |  |
| 3. Assessment context |  |
| 4. Candidate name |  |
| 5. Date of assessment |  |
| 6. Instructions to assessor  |  |
| 7. Instructions to candidate / third party |  |
| 8. Evidence required and decision-making rules |  |
| 9. Detailed instructions / assessment items |
| Unit references (e.g., PC1.1, KE2, etc.) | Assessment checklist task | Observations / comments | Result (S/NS) |
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| 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 |  |

## Unit 3

### Unit 3 – Assessment plan

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| --- | --- |
| 1. Unit of competency |  |
| 2. Target group summary |  |
| 3. Purpose and context/s of the assessment |  |
| 4. ASSESSMENT MAP |
| Matrix key | QUES: Questioning (Written or Verbal) PROD: Production of an ItemPORT: Portfolio of Documents OBSV: ObservationTHRD: Third-party observation |

| Unit of competency criteria | Assessment instruments |
| --- | --- |
| Type[[13]](#footnote-13) | Ref[[14]](#footnote-14) | Criteria text  | QUES | PROD | PORT | OBSV | THRD |
| PE / CAA |  |  |  |  |  |  |  |
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| FS[[15]](#footnote-15) / RS |  |  |  |  |  |  |  |
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| 5A. Assessment methods and instruments – describe how and when they will be applied  |  |
| 5B. Location | [ ]  Workplace [ ]  Classroom [ ]  Simulated work place [ ]  Other – specify:  |
| 6. Applicable industry or workplace standards or requirements |  |
| 7. Relevant assessment conditions (from unit) |  |
| 8. Reasonable adjustments |  |
| 9. Contextualisation guidelines provided by the training package author.[[16]](#footnote-16)If no specific contextualisation guidelines are provided by the training package author, review the assessment conditions and, in particular, the assessment resources needed for the unit, and describe how these can be applied from a contextualisation perspective. |  |
| 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 |  |
| 10B. Candidates who claim to possess all competencies within the unit of competency but have not completed this unit at another RTO.  |  |
| 11. Resources for Assessor[[17]](#footnote-17) |  |
| 12. Resources for Candidates |  |
| 13. Author name |  |
| 14. Author date |  |

### Unit 3 – Observation instrument

|  |  |
| --- | --- |
| 1. Assessment name |  |
| 2. Unit of competency |  |
| 3. Assessment context |  |
| 4. Candidate name |  |
| 5. Date of assessment |  |
| 6. Instructions to assessor  |  |
| 7. Instructions to candidate |  |
| 8. Evidence required and decision-making rules |  |
| 9. Assessment observations |
| Unit references (e.g., PC1.1, KE2, etc.) | Assessment checklist task(Did the candidate…) | Observations / comments | Result (S/NS) |
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| 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 |  |

### Unit 3 – Questioning instrument

|  |  |
| --- | --- |
| 1. Assessment Name |  |
| 2. Unit of Competency |  |
| 3. Assessment Context |  |
| 4. Candidate Name |  |
| 5. Date of Assessment |  |
| 6. Instructions to assessor |  |
| 7. Instructions to candidate |  |
| 8. Evidence required and decision-making rules |  |
| 9. Assessment questions |
| Unit references (e.g., PC1.1, KE2, etc.) | Question | Answer(Insert model answers / assessor guidance in this version) | Results (S/NS) |
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|  |  |  |  |
| 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 |  |

### Unit 3 – Generic instrument

|  |  |
| --- | --- |
| Instrument type | [ ]  PROD: Production of an Item [ ]  PORT: Portfolio of Documents [ ]  THRD: Third-party observation |
| 1. Assessment name |  |
| 2. Unit of competency |  |
| 3. Assessment context |  |
| 4. Candidate name |  |
| 5. Date of assessment |  |
| 6. Instructions to assessor  |  |
| 7. Instructions to candidate / third party |  |
| 8. Evidence required and decision-making rules |  |
| 9. Detailed instructions / assessment items |
| Unit references (e.g., PC1.1, KE2, etc.) | Assessment checklist task | Observations / comments | Result (S/NS) |
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|  |  |  |  |
| 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 |  |

## Reflection questions

The following questions must be answered **after** you have completed designing your three tools in Task 2. Each answer should be one to two sentences in length, unless otherwise indicated.

|  |  |  |
| --- | --- | --- |
| 1 | Describe how you used the contextualisation guidelines from the training package author in the development of your tools.  |  |
| 2 | Discuss how the contextual needs of different environments are addressed in your tools. |  |
| 3 | Describe how you used industry requirements in the development of your tools. |  |
| 4 | Describe how you used at least one other related document[[18]](#footnote-18) which you accessed in the development of your tools. |  |
| 5 | Give a specific example of how you applied each of the following principles of assessment when developing your assessment tools (For example: “In my tool for FSKNUM017 Use familiar and routine maps and plans for work, observation instrument, Section 3.2.2. incorporated flexibility by allowing a choice for the map and plan to be used for this task”):  |
| Fairness |  |
| Flexibility |  |
| Validity |  |
| Reliability |  |
| 6 | Give a specific example of how you incorporated the rules of evidence when developing your assessment tools (For example: “In my tool for FSKNUM017 Use familiar and routine maps and plans for work, observation instrument, Section 3.2.2. incorporated sufficiency by making it really clear both a map and a plan were required ensuring sufficient number of observations”): |
| Validity |  |
| Sufficiency |  |
| Authenticity |  |
| Currency |  |
| 7 | Give a specific example of how you incorporated each of the four dimensions of competency when developing your assessment tools (For example: “In my tool for FSKNUM017 Use familiar and routine maps and plans for work, observation instrument, Section 3.2.2. incorporated task management skills by getting them to demonstrate the actual tasks of reading a map and providing directions from this map at the same time”): |
| Task skills |  |
| Task management skills |  |
| Contingency management skills |  |
| Job role/ environment skills |  |
| 8 | In Task 2 you had to develop at least one instrument that includes an option for the collection of the evidence. (Refer to paragraph 3.1.1 #4.) Describe where you incorporated an evidence collection option[[19]](#footnote-19) by describing it and identify in which unit of competency and instrument it is located. (For example: “FSKNUM017 Use familiar and routine maps and plans for work, questioning instrument, Section 3.2.3.”) |
| Unit of competency |  |
| Assessment instrument name / identifier |  |
| Section number reference of this workbook |  |
| Describe the evidence collection option you designed  |  |

## Assessor’s marking checklist for assessment task 2

|  |
| --- |
| OFFICE USE ONLY**Instructions to assessors:** This checklist is used to record your evaluation of the candidate’s evidence provided 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 submit assessment tools which: | **Tool 1** | **Tool 2** | **Tool 3** |
| 1. Meet the principles of assessment – Fairness, Flexibility, Validity, Reliability | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 2. Gather evidence in line with the rules of evidence, taking into account the context of assessment. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 3. Accurately and completely assess the relevant competency standards. (This is accomplished using a assessment map that maps each unit requirement to the assessment tool.) | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 4. Use at least two assessment methods and instruments to assess competency which also provide options for collection of evidence. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 5. Include sufficient instructions for candidates completing the assessment tasks. (This aligns to Fairness.) | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 6. Include instructions for assessors that are: - Sufficient to administer the assessment tasks and in assessing the assessment guidance. (This aligns to reliability and fairness.)  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  - Requires the assessor to inform the candidate or their rights, including the complaints and appeals policy.  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  - Includes marker’s guidance that is consistent with the tasks being addressed. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  - Includes model answers for all questioning instruments | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 7. Access and interpret any industry requirements, relevant contextualisation guidelines, and any other related documentation. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 8. Outline the target candidate group, purpose of the assessment tool, and the contexts in which the tool will be used.  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| 9. Enable candidates to show or support their claim for recognition of current competency (RCC) through selected assessment methods. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| **Section 3.5 Reflection questions**: Candidates must answer all questions correctly |
| 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 |
| Assessment task result | Is a reassessment or resubmission required? |
| [ ]  Satisfactory [ ]  Not Satisfactory | [ ]  Yes [ ]  No |
| Resubmission notes |
| Feedback |
| Assessor name | Assessor signature | Date |

# Assessment task 3 – trial assessment tools

## Instructions

This assessment task requires you to review and trial the three assessment tools developed as part of Assessment Task 2. Specifically, you must:

1. Undertake and document a validation of the assessment tool ahead of the trials using the templates in section 4.2.

2. Trial the assessment tool and collect documented feedback on the tool from one or more people. You must initially meet with these people to describe the purpose of the trial, where and when it will be conducted and their role. One of these trial meetings must be observed by a qualified trainer or assessor. Note that the entire trial need not be recorded – just the meeting!

If you undertake this assessment task in a Plenty Training classroom environment, then your trial meeting can be undertaken with one or more colleagues in-class. During your meeting, you must communicate effectively with them, and your assessor will observe your practical interactions.

If you undertake this assessment task out of the class (e.g., in your workplace or home environment) then you may either:

* Record the video of your meeting and provide a copy of (or a link to) the video with your workbook submission. You must have access to digital recording technology to video your interaction, e.g., using a smart phone or PC webcam, and you must then submit a copy of the digital recording (or a link to it) with this workbook. Your assessor will then assess your submitted digital technology recordings.
* Alternatively, you can have your meeting observed by a Non-Plenty Training qualified assessor in your workplace. This means that the assessor must 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 the assessment checklist in section 4.3.1 and the statutory declaration in section 4.3.2.

 Record the details of the discussion in section 4.3.

 Use the templates provided in section 4.4 to record the details of the trial and feedback.

3. Adjust the assessment tools based on the validation and trial feedback and record the details of the amendments using the template provided in section 4.5.

### Decision-making rules

To achieve a satisfactory result, you must

* Review and trial the three assessment tools developed as part of Assessment Task 2.
* Submit documented evidence of having validated the tools (this can be done with others or as a self-validation).
* Hold a meeting with the people trialling one of your assessment tools. Your assessor will observe your discussion with the trial reviewers to confirm your ability to:
* Clarify the purpose and requirements of the assessment tools, and purpose and requirements of the trial of the assessment tools.
* Actively seek to clarify the perspectives and experiences of others as part of the work role – at minimum this must include using open questioning techniques.
* Seek new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change.
* Use effective oral communication skills – at minimum you must demonstrate an ability to:
* Use clear and concise language and vocabulary,
* Demonstrate active listening by asking open questions and seeking feedback from the learner,
* Tone and pitch is consistent with the learner characteristics such as age and position of authority,
* Use a non-monotone delivery, and
* Pace / speed maintains interest and effective interactions.
* Submit documented evidence of feedback obtained from a trial of the assessment tools.
* Submit documented changes to each of the three assessment tools.

### Context of assessment

This assessment can be completed in a simulated or workplace environment.

## Validation reports

These templates are used to document your validation of the three assessment tools from Task 2. Your comments and feedback must be consistent with the depth and complexity of the examples provided in the sample validation reports within your learner’s guide and the sample validation reports in your Learner Portal resources. Each validation consideration / item must have a comment and/or recommendation made against it.

### Validation report 1

| **VALIDATION REPORT # 1** |
| --- |
| 1. Unit of competency |  |
| 2. Assessment instruments |  |
| 3. Validation scope | [x]  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[[20]](#footnote-20) (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

| **VALIDATION REPORT # 2** |
| --- |
| 1. Unit of competency |  |
| 2. Assessment instruments |  |
| 3. Validation scope | [x]  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[[21]](#footnote-21) (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

| **VALIDATION REPORT # 3** |
| --- |
| 1. Unit of competency |  |
| 2. Assessment instruments |  |
| 3. Validation scope | [x]  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[[22]](#footnote-22) (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 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Meeting details

Record the details of your meeting (which must be observed by an assessor) with the person/s who will trial one of your assessment tools. Describe the purpose of the trial, where, when it will be conducted and their role.

|  |  |
| --- | --- |
| 1. Your name |  |
| 2. How will your trainer or assessor review your discussion with the person/s trialling the assessments?(Select only one) | [ ]  This discussion was witnessed by a Plenty Training trainer in a class environment. Instructions: Ask your trainer to complete and sign the assessor’s observation checklist in section 4.3.1.[ ]  This session was witnessed by a non-Plenty Training qualified assessor. Instructions: Ask your assessor to complete and sign the assessor’s marking checklist in section 4.3.1 and the statutory declaration in section 4.3.2, 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:  |
| 3. Meeting time & date |  |
| 4. Meeting location |  |
| 5. Discussion participants |  |

### Observation checklist

|  |
| --- |
| OFFICE USE ONLYInstructions to assessors: This checklist is used to record your evaluation of the candidate’s evidence provided in section 4.3. 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. Hold a meeting as detailed in section 4.3 with person/s trialling one of your assessment tools from Task 2? | [ ]  Yes [ ]  No |
| 2. Describe the purpose of the trial, where and when it will be conducted and their role? | [ ]  Yes [ ]  No |
| 3. Use effective oral communication to clarify the purpose and requirements of assessment tools, and to trial assessments – including: A. Used clear and concise language and vocabulary? B. Demonstrated active listening by asking open questions and seeking feedback from the learner? C. Tone and pitch was consistent with the learner characteristics such as age and position of authority? D. Used a non-monotone delivery? E. Pace / speed maintained interest and effective interactions? | [ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No[ ]  Yes [ ]  No |
| 4. Clarify the perspectives and experiences of others as part of the work role? | [ ]  Yes [ ]  No |
| 5. Seek new ideas and opportunities, drawing on the perspectives of others to gain insights into current practice and ideas for change? | [ ]  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.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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-TAEASS502-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 Place5 Day6 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

## Trial and feedback forms

These feedback forms are to be used during the trial of your assessment tools to collect documented feedback on each tool from one or more people. Feedback must be of one-to-two paragraphs in length.

### Feedback form 1

|  |  |
| --- | --- |
| Unit of competency code and title |  |
| Assessment tool feedback |  |
| Name of reviewer/s |  |
| Signature |  |
| Date |  |

### Feedback form 2

|  |  |
| --- | --- |
| Unit of competency code and title |  |
| Assessment tool feedback |  |
| Name of reviewer/s |  |
| Signature |  |
| Date |  |

### Feedback form 3

|  |  |
| --- | --- |
| Unit of competency code and title |  |
| Assessment tool feedback |  |
| Name of reviewer/s |  |
| Signature |  |
| Date |  |

## Amendments

|  |  |
| --- | --- |
| 1 | Describe at least one amendment or improvement required for each of the three assessment tools, based on the validation and trial feedback. |
| Assessment Tool 1 |  |
| Assessment Tool 2 |  |
| Assessment Tool 3 |  |
| 2 | Attach copies of the final amended tools, ensuring the tools are formatted correctly and contain appropriate version control. (Select one option only.) | [ ]  Additional copies of the amended instruments are attached e.g. a clearly named draft and final version.[ ]  The instruments submitted / documented within this workbook already contain these amendments. Please note these amendments must be clearly highlighted in your final version e.g., colour change or highlighter or track changes or strike-out etc. |

## Assessor’s marking checklist for assessment task 3

|  |
| --- |
| OFFICE USE ONLYInstructions 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 submit a portfolio of documents that: | **Result** |
| 1. Documents the validation of three assessment tools?  | [ ]  Yes [ ]  No |
|  Are the validation reports a fair representation of the assessment tools provided? | [ ]  Yes [ ]  No |
| 2. Documents feedback resulting from a trial of the assessment tools? | [ ]  Yes [ ]  No |
| 3. Shows adjustments and amendments to the assessment tool based on the validation and trial feedback? | [ ]  Yes [ ]  No |
| 4. Did a qualified assessor satisfactorily observe the candidate holding a meeting with the people trialling the assessment tool and record their observations in section 4.3.1? | [ ]  Yes [ ]  No |
| Assessment task result | Is a reassessment or resubmission required? |
| [ ]  Satisfactory [ ]  Not Satisfactory | [ ]  Yes [ ]  No |
| Resubmission notes |
| Feedback |
| Assessor name | Assessor signature | Date |

1. The term Recognition covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Skills Recognition. This term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred. Competencies may be attained several ways including any combination of formal or informal training and education, work experience or general life experience. To grant RPL/RCC the assessor must be confident that the candidate is currently competent against the unit of competency outcomes. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient. [↑](#footnote-ref-1)
2. SMART stands for specific, measurable, achievable, realistic and time-bound [↑](#footnote-ref-2)
3. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-3)
4. For example, *KE1, PE2,* etc. [↑](#footnote-ref-4)
5. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-5)
6. Refer to the companion volume / implementation guides linked from each unit of competency at training.gov.au. [↑](#footnote-ref-6)
7. At minimum, include all associated instruments, resources required in the Assessment Conditions for the unit, and any other assessment resources needed to administer the assessment. [↑](#footnote-ref-7)
8. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-8)
9. For example, *KE1, PE2,* etc. [↑](#footnote-ref-9)
10. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-10)
11. Refer to the companion volume / implementation guides linked from each unit of competency at training.gov.au. [↑](#footnote-ref-11)
12. At minimum, include all associated instruments, resources required in the Assessment Conditions for the unit, and any other assessment resources needed to administer the assessment. [↑](#footnote-ref-12)
13. For example, performance evidence (PE), critical aspects of assessment (CAA), performance criterion (PC), etc. [↑](#footnote-ref-13)
14. For example, *KE1, PE2,* etc. [↑](#footnote-ref-14)
15. Foundation skills (FS) must be listed and must be assessed if not already implicitly assessed by the associated performance criteria (PC). [↑](#footnote-ref-15)
16. Refer to the companion volume / implementation guides linked from each unit of competency at training.gov.au. [↑](#footnote-ref-16)
17. At minimum, include all associated instruments, resources required in the Assessment Conditions for the unit, and any other assessment resources needed to administer the assessment. [↑](#footnote-ref-17)
18. For example, recommendations or guidelines from Companion Volumes (such as resources required for assessment, assessment context, or appropriate assessment methods); support materials related to the relevant competency standards; any requirements of WHS, legislation, codes of practice, standards and guidelines; indicators and levels of competence of the Australian Core Skills Framework; organisational requirements for demonstration of work performance; or product specifications. [↑](#footnote-ref-18)
19. For example, you may allow the candidate to submit written answers to questions when gathering knowledge evidence OR you may allow the questions to be answered verbally; observation tasks may be undertaken live while the candidate undertakes a performance evidence task OR the candidate may submit a video recording of their performance. [↑](#footnote-ref-19)
20. 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-20)
21. 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-21)
22. 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-22)