



Australian Government

Department of Education, Employment and Workplace Relations

TAEASS502A Design and develop assessment tools

Revision Number: 1

TAEASS502A Design and develop assessment tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment.
------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Application of the Unit

Application of the unit	<p>An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment.</p> <p>This unit typically applies to assessors, learning resource or product developers, and training and assessment consultants.</p>
--------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	------------------------------------------

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
-------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine focus of the assessment tool	1.1. Identify target group of candidates, purposes of <i>assessment tool</i> , and <i>contexts</i> in which the tool will be used 1.2. Access relevant <i>benchmarks for assessment</i> and interpret them to establish evidence required to demonstrate competence 1.3. Identify, access and interpret <i>organisational, legal and ethical requirements</i> and relevant <i>contextualisation guidelines</i> 1.4. Identify other <i>related documentation</i> to inform assessment tool development
2. Design assessment tool	2.1. Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment 2.2. Enable candidates to show or support their claim for recognition of current competency through selected assessment methods 2.3. Consider different <i>assessment instruments</i> for the selected assessment methods to generate options for collection of evidence 2.4. Consider how the assessment instruments will be administered
3. Develop assessment tool	3.1. Develop specific assessment instruments that address the evidence to be collected 3.2. Define and document clear and specific <i>procedures</i> instructing assessor and candidate on the administration and use of the instruments 3.3. Consider requirements of <i>assessment system policies and procedures</i> and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process
4. Review and trial assessment tool	4.1. Check draft assessment tools against <i>evaluation criteria</i> and amend as required 4.2. Trial assessment tools to validate content and applicability 4.3. Collect and document feedback from relevant people involved in trialling 4.4. Make amendments to final tool based on analysis of feedback

ELEMENT	PERFORMANCE CRITERIA
	4.5. Appropriately format and file finalised assessment tool according to assessment system policies and procedures and organisational, legal and ethical requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to review and evaluate assessment tools
- critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments
- design skills to develop different assessment tool designs
- research and evaluation skills to evaluate assessment tools on the basis of trials and feedback

Required knowledge

- principles of assessment and how they are applied when developing assessment tools
- different types and rules of evidence
- different assessment contexts and relationship to developing assessment tools
- components of competency and dimensions of competency
- contextualisation of competency standards and contextualisation guidelines
- Assessment Guidelines of training packages as relevant to developing assessment tools
- different assessment methods, their purposes and uses
- evaluation methodologies appropriate to the trial and review of assessment tools
- principles of reasonable adjustment
- relevant workplace information, including:
 - organisational policies and procedures
 - workplace tasks and activities
 - standard operating procedures
 - procedures for use of relevant personal protective equipment

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	<p>Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • develop assessment tools that support different assessment methods and address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels • develop assessment tools that: <ul style="list-style-type: none"> • include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and the related instructions to assessor/s and candidates • show how the contextual needs of different environments are addressed • report on the trial and review of the assessment tools, including proposed changes.
<p>Context of and specific resources for assessment</p>	<p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • training products, such as training packages and accredited course documentation.
<p>Method of assessment</p>	
<p>Guidance information for assessment</p>	<p>For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Assessment tool</i> includes:</p>	<ul style="list-style-type: none"> • instruments to be used for gathering evidence, including: <ul style="list-style-type: none"> • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials • procedures, information and instructions for the assessor or candidate relating to the use of assessment instruments and the conditions for assessment.
<p><i>Contexts</i> of assessment/RPL may include:</p>	<ul style="list-style-type: none"> • environment in which the assessment/RPL will be carried out, including real or simulated workplace • opportunities for collecting evidence in a number of situations • relationships between competency standards and evidence to support RPL • who carries out the assessment/RPL • relationships between competency standards and work activities in the candidate's workplace • relationships between competency standards and learning activities.
<p><i>Benchmarks for assessment:</i></p>	<ul style="list-style-type: none"> • refer to criteria against which the candidate is assessed which may be a unit of competency, assessment criteria of course curricula, performance specifications, or product specifications • where the benchmark is one or more units of competency the standards may be contextualised to reflect the immediate operating environment.
<p><i>Organisational, legal and ethical requirements</i> may include:</p>	<ul style="list-style-type: none"> • assessment system policies and procedures • industrial relations systems and processes, awards and enterprise agreements • licensing and legal ramifications of assessing

RANGE STATEMENT	
	<p>competence</p> <ul style="list-style-type: none"> • reporting, recording and retrieval systems for assessment • requirements of training, assessment and validation, including the AQTF Standards for Registered Training Organisations • human resource policies, procedures and legal requirements, including: <ul style="list-style-type: none"> • anti-discrimination • equal employment opportunity • job role, responsibilities and conditions • relevant industry codes of practice • confidentiality and privacy requirements of information relating to completed assessments • OHS considerations, including: <ul style="list-style-type: none"> • ensuring assessment methods and tools incorporate appropriate measures to maintain the health, safety and welfare of candidates • ensuring OHS requirements and specified benchmarks are accounted for within evidence requirements and assessment materials • identifying hazards and relevant risk control procedures associated with the assessment environment.
<i>Contextualisation guidelines</i> relate to:	<ul style="list-style-type: none"> • relevant training package or accredited course contextualisation guidelines.
<i>Related documentation</i> may include:	<ul style="list-style-type: none"> • requirements set out in the Assessment Guidelines of the relevant training packages • information from the competency standards about: <ul style="list-style-type: none"> • resources required for assessment • assessment context • appropriate assessment methods • assessment activities identified in accredited modules derived from the relevant competency standards • assessment activities in support materials related to the relevant competency standards • any requirements of OHS, legislation, codes of practice, standards and guidelines • indicators and levels of competence of the Australian Core Skills Framework • organisational requirements for demonstration of work

RANGE STATEMENT	
	<ul style="list-style-type: none"> performance • product specifications.
<i>Assessment instrument</i> may be:	<ul style="list-style-type: none"> • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials.
<i>Procedures</i> may include:	<ul style="list-style-type: none"> • those that guide the application of the instruments, such as: <ul style="list-style-type: none"> • instructions for the candidates • instructions for administering the assessment tool, including resources needed to conduct assessment and the context for the use of tools • guidance for development or review of decision-making process • guidance on reasonable adjustments • specified variations or restrictions on the tools • rules for verifying assessment decisions • OHS requirements, for example, identified hazards in the assessment environment and appropriate controls and reporting mechanisms • information on access and equity considerations.
<i>Assessment system policies and procedures</i> may include:	<ul style="list-style-type: none"> • assessment records, and data and information management • recognition of current competency, RPL and credit arrangements • assessor needs, qualifications and maintenance of currency • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations systems

RANGE STATEMENT	
	<ul style="list-style-type: none"> links with overall quality management system.
<i>Evaluation criteria</i> may include:	<ul style="list-style-type: none"> effectiveness and relevance to the competency standards whether assessment tool is appropriate to selected assessment methods whether assessment tool is appropriate to target group and assessment context appropriateness of language and literacy for intended audience.

Unit Sector(s)

Unit sector	Assessment
--------------------	------------

Competency field

Competency field	
-------------------------	--

Co-requisite units

Co-requisite units		