



Australian Government

TAEASS401 Plan assessment activities and processes

Release: 1

TAEASS401 Plan assessment activities and processes

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

It applies to individuals with assessment planning responsibilities.

In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine the assessment approach	<p>1.1 Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal, organisational and ethical requirements</p> <p>1.2 Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements</p>
2. Prepare the assessment plan	<p>2.1 Analyse units of competency and assessment requirements to identify evidence needed to demonstrate competence, according to the rules of evidence</p> <p>2.2 Select assessment methods and instruments to support the collection of defined evidence, taking into account the context in</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>which the assessment will take place</p> <p>2.3 Develop the assessment plan and gain approval from relevant stakeholders</p>
3. Identify modification and contextualisation requirements	<p>3.1 Use information from the candidate and, where relevant, the candidate's workplace to identify contextualisation needs</p> <p>3.2 Check advice provided by the training package or course developer relevant to identified contextualisation needs</p> <p>3.3 Analyse existing assessment tools and record amendments required to address identified contextualisation needs</p> <p>3.4 Determine opportunities for integrated assessment activities and record any changes required to assessment tools</p>
4. Develop the assessment instruments	<p>4.1 Analyse available assessment instruments for their suitability for use, and identify any required modifications</p> <p>4.2 Develop assessment instruments to meet the required standard and specific workplace/candidate needs</p> <p>4.3 Map assessment instruments against the unit or course requirements</p> <p>4.4 Write clear instructions for the candidate and assessor regarding the use of assessment instruments</p> <p>4.5 Check and confirm that draft assessment instruments meet required standards and specific workplace/candidate needs and record outcomes of checks</p>

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

FOUNDATION SKILLS

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Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3	<ul style="list-style-type: none"> Identifies and confirms legal, organisational and ethical requirements Selects and analyses assessment-related documents

Writing	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5	<ul style="list-style-type: none"> Documents the assessment plan Develops assessment instruments, including instructions and mapping Records outcomes of draft assessment checks
Oral Communication	1.1, 2.3, 3.1	<ul style="list-style-type: none"> Participates in exchanges about assessment processes and the trialling of instruments appropriate to the audience
Navigate the world of work	1.1	<ul style="list-style-type: none"> Identifies, confirms and takes responsibility for adherence to policies, procedures, legal, and ethical requirements
Interact with others	1.1, 2.3, 3.1	<ul style="list-style-type: none"> Collaborates with others as part of routine activities, and to confirm understanding
Get the work done	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.5	<ul style="list-style-type: none"> Plans a range of routine processes and related tasks with logically sequenced steps, according to defined standards or parameters Uses formal decision-making processes, identifying information and evaluating several choices against a limited set of criteria Evaluates effectiveness of planning and design decisions in terms of how well they meet requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS401 Plan assessment activities and processes	TAEASS401B Plan assessment activities and processes	Updated to meet Standards for Training Packages. Addition of new element.	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>