



**Australian Government**

# **Assessment Requirements for TAEASS512 Design and develop assessment tools**

**Release: 1**

# Assessment Requirements for TAEASS512 Design and develop assessment tools

## Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0.  Supersedes and is not equivalent to TAEASS502 Design and develop assessment tools.

## Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design, develop and document 3 assessment tools for the assessment of nationally recognised units of competency, including:
  - at least 1 assessment tool for a unit of competency packaged in a qualification or accredited course at Australian Qualifications Framework (AQF) level 3 or above
  - at least 1 tool for recognition of prior learning (RPL) at AQF level 3 or above.

Each of the above assessment tools must:

- fully address a nationally recognised unit of competency and its assessment requirements, and accurately and validly map to that unit.

## Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements to be applied when designing and developing assessment tools, including:
  - principles of assessment and rules of evidence
  - use of industry experts
  - recognition of prior learning
  - making and recording reasonable adjustments
  - copyright
- organisational procedures and requirements for:
  - designing, developing and documenting assessment tools

- gathering, organising and recording assessment evidence and decisions in line with ethics, privacy and confidentiality requirements
- accessing subject matter experts
- recognition of prior learning
- version control
- key structure, function, features and content of assessment processes and tools for aligning them with organisational requirements and procedures, including:
  - context and conditions of assessment
  - tasks to be administered to candidate
  - nature and scope of evidence to be gathered, including evidence collected from other parties
  - evidence criteria
  - model answers
  - guidance about satisfactory responses
  - mapping against units of competency
- processes for analysing nationally recognised training products to identify requirements relevant to developing assessment tools, including to identify:
  - structure, content and application of products relevant to assessing competence, and how they are addressed in assessment tasks and processes
  - requirements of foundation skills: language, literacy, numeracy, digital literacy and employability skills
  - how current authorised Australian foundation skill frameworks can be used to analyse the foundation skill demands of training products
- processes for clustering units of competency to address a job function or role in assessment
- dimensions of competency and how they guide assessment practices
- features and components of an assessment system relevant to informing the design and development of assessment tools, including RPL tools
- assessment methods, including their:
  - suitability for gathering appropriate evidence
  - suitability for nationally recognised training product content
  - associated assessment instruments
- features and contents of training and assessment strategies relevant to informing the development of assessment tools
- types of assessment pathways, including:
  - learning and assessment
  - assessment only, including RPL
- roles and responsibilities in the assessment process, including of lead assessors, assessors, vocational experts, workplace supervisors and support persons
- target group characteristics and their implications for assessment, including:
  - foundation skill levels
  - previous learning and work experience

- advanced and other complex learning needs
- universal design principles relevant to the design and development of assessment tools.

## Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- organisational procedures relevant to developing assessment tools
- nationally recognised training products for which assessment tools can be designed and developed.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet -

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