



**Australian Government**

# **TAEASS512 Design and develop assessment tools**

**Release: 1**

## 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.

### Application

This unit describes the skills and knowledge required to design, develop and document assessment tools used for the collection of quality evidence for the competency-based assessment of nationally recognised training products, including assessment tools for recognition of prior learning.

The unit applies to experienced vocational education and training (VET) assessors and assessment resource developers who develop assessment tools that meet VET regulatory requirements.

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

### Unit Sector

Assessment

### Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to develop assessment tool	1.1 Clarify tool purpose, target group and context of assessment 1.2 Analyse target group characteristics and identify their needs relevant to assessment tool design and development 1.3 Access and analyse nationally recognised units of competency to identify what is required to demonstrate competence 1.4 Analyse available assessment instruments for their suitability for use, and identify required modifications

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
2. Plan assessment tool	2.1 Review own skills and knowledge required to develop the assessment tool and identify gaps in subject matter expertise, industry relevance and industry currency 2.2 Address identified gaps according to organisational procedures 2.3 Determine steps and estimate time needed for the design and development of assessment tool
3. Design assessment tool	3.1 Review and select assessment methods appropriate to purpose, target group, required evidence collection and assessment context 3.2 Check and confirm that combination of assessment methods meets unit of competency requirements and supports principles of assessment and rules of evidence 3.3 Identify instruments required to collect evidence using selected assessment methods and according to organisational requirements
4. Develop assessment tool	4.1 Record the context and conditions for assessment 4.2 Develop tasks to be administered to candidates 4.3 Develop outline of evidence to be gathered from candidate 4.4 Develop instruments to be used to collect evidence from candidate in line with universal design principles and according to legislative and regulatory requirements 4.5 Develop criteria to be used to make judgements about whether competence has been achieved 4.6 Develop administration, recording and reporting requirements 4.7 Develop instructions for assessor and for candidate 4.8 Map assessment tool to the nationally recognised training product 4.9 Document draft assessment tool according to organisational procedures
5. Finalise assessment tool	5.1 Undertake a systematic review of the assessment tool according to organisational procedures 5.2 Trial assessment tool to validate its content and applicability 5.3 Collect and document feedback on assessment tool and amend tool as required 5.4 Finalise and store assessment tool according to organisational procedures

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

Skill	Description
Digital literacy	<ul style="list-style-type: none"> <li>Uses main features and functions of digital tools and electronic applications to develop and record assessment tools</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Accesses and interprets procedural and compliance information, and analyses assessment documentation</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Prepares assessment tools and documentation that incorporate language and format appropriate to audience</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>Actively seeks to clarify perspectives and experiences of others</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Organises work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Recognises and follows regulatory requirements, protocols, policies and procedures, and meets expectations associated with own role</li> <li>Takes responsibility for adhering to organisational, legislative and regulatory requirements</li> </ul>

## Unit Mapping Information

Supersedes and is not equivalent to TAEASS502 Design and develop assessment tools.

## Links

Companion Volume Implementation Guide is found on VETNet -

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