



Australian Government

TAEASS502 Design and develop assessment tools

Release: 2

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Modification History

Release	Comments
Release 2	This was first released with <i>TAE Training and Education Training Package Release 2.1</i> . Minor update to Assessment Conditions.
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 design and to develop assessment tools used to guide the collection of quality evidence, including their application in formative, summative and recognition of prior learning (RPL) assessment.

It applies to experienced practitioners responsible for the development and/or delivery of training and assessment products and services.

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 focus of the assessment tool	1.1 Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used 1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence 1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines 1.4 Identify other related documentation to inform assessment tool

ELEMENT	PERFORMANCE CRITERIA
	development
2. Design the 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 assessment instruments for the selected assessment methods to generate options for collection of evidence 2.4 Consider how the assessment instruments will be administered
3. Develop the assessment tool	3.1 Develop specific assessment instruments that support the collection of evidence that meets the rules of evidence 3.2 Define and document clear and specific procedures instructing assessor and candidate on the administration and use of assessment instruments 3.3 Consider the requirements of assessment system policies and procedures, and address storage and retrieval needs, and review, evaluation and version control procedures as part of this process
4. Review and trial the assessment tool	4.1 Check draft assessment tools against evaluation criteria 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 the final tool based on the analysis of feedback 4.5 Appropriately format, and file, finalised assessment tool according to assessment system policies and procedures

Foundation Skills

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

Skill	Performance	Description
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	Criteria	
Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 3.3, 4.1, 4.3	Accesses, and interprets, procedural and compliance information, and assessment documentation
Writing	3.1, 3.2, 4.1, 4.3, 4.4, 4.5	- Prepares assessment tools and documentation that incorporates language and format appropriate to the audience - Amends tools in response to feedback
Oral Communication	2.2, 4.2, 4.3	Participates in communication in order to clarify the purpose and requirements of assessment tools, and to trial assessments
Navigate the world of work	1.3, 3.3, 4.5	- Recognises, and follows, explicit and implicit protocols, policies and procedures, and meets expectations associated with own role - Identifies, confirms and takes responsibility for adherence to organisational, legal and ethical requirements
Interact with others	4.3	Actively seeks to clarify the perspectives and experiences of others as part of the work role
Get the work done	1.1-1.4, 2.1-2.4, 3.1-3.3 4.1-4.4	- Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria - Organises work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes - Seeks new ideas and opportunities, drawing on the diverse perspectives of others to gain insights into current practice and ideas for change

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEASS502 Design and develop assessment	TAEASS502B Design and develop assessment	Updated to meet Standards for Training	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
tools	tools	Packages	

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for TAEASS502 Design and develop assessment tools

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must:
- include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and related instructions to the assessor/s and candidates

show how the contextual needs of different environments are addressed reporting on the trial and review of each assessment tool, including proposed changes.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the principles of assessment and how they are applied when developing assessment tools
- the rules of evidence and how they have been incorporated in the tools developed
- different assessment contexts and their relationship to developing assessment tools
- the dimensions of competency and how they are incorporated in the development of assessment tools
- the contextualisation of units of competency and contextualisation guidelines
- the components of training packages relevant to the development of assessment tools
- different assessment methods, their purposes and uses
- evaluation methods appropriate to the trial and review of assessment tools
- the principles of reasonable adjustment

- workplace health and safety (WHS) responsibilities associated with assessing competence, including:
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for the use of relevant personal protective equipment
 - sources of WHS information.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to relevant organisational policies and procedures in relation to the assessment system.

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

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