



Australian Government

TAEASS512 Design and develop assessment tools

Release: 1

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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

ELEMENTS	PERFORMANCE CRITERIA
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	• Uses main features and functions of digital tools and electronic applications to develop and record assessment tools
Reading	• Accesses and interprets procedural and compliance information, and analyses assessment documentation
Writing	• Prepares assessment tools and documentation that incorporate language and format appropriate to audience
Initiative and enterprise	• Actively seeks to clarify perspectives and experiences of others
Planning and organising	• Organises work according to defined requirements, taking responsibility for decisions and sequencing tasks to achieve efficient outcomes
Problem solving	• Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria
Self-management	• Recognises and follows regulatory requirements, protocols, policies and procedures, and meets expectations associated with own role • Takes responsibility for adhering to organisational, legislative and regulatory requirements

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>

Assessment Requirements for TAEASS512 Design and develop assessment tools

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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

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