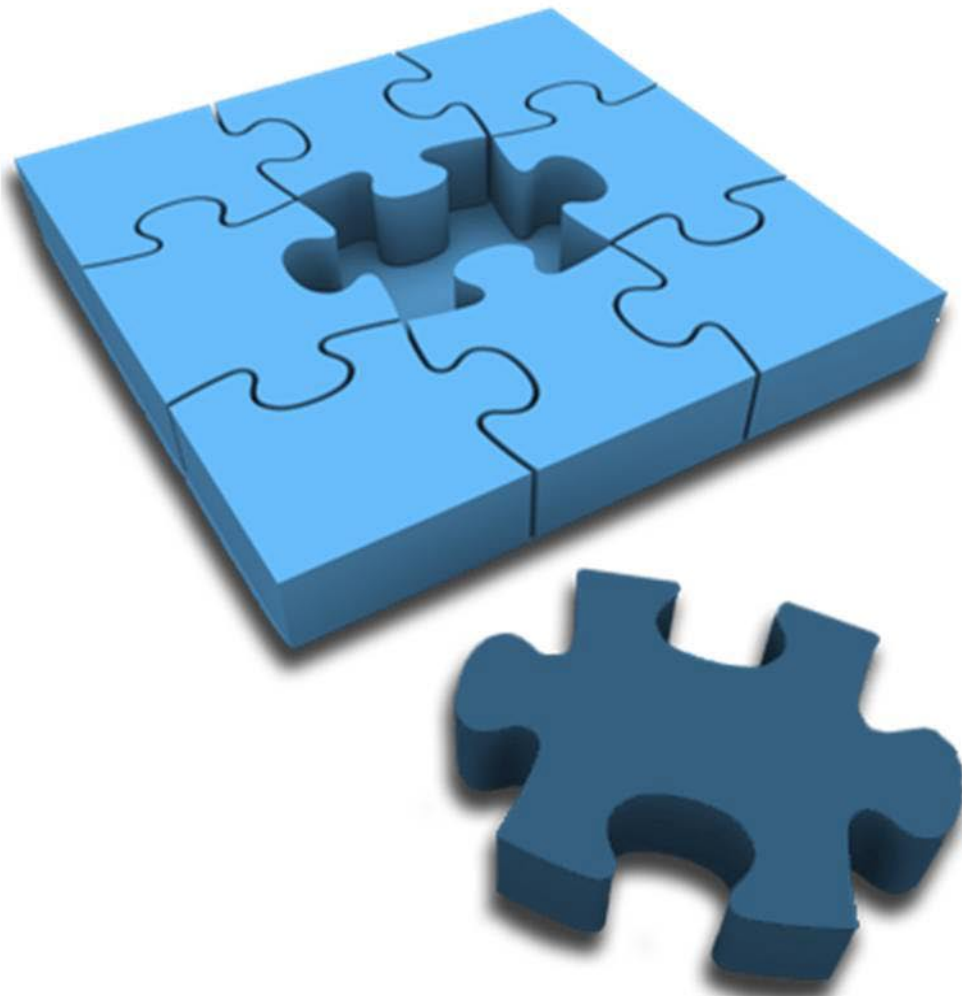




Assessment field

- TAEASS401B Plan assessment activities and processes
- TAEASS402B Assess competence
- TAEASS403B Participate in assessment validation
- TAEASS301B Contribute to assessment
- TAEASS502B Design and develop assessment tools

Assessment field



Assessor Guide

With CD

SAMPLE

Assessor Guide to support:

- TAEASS401B Plan assessment activities and processes (*core*)
- TAEASS402B Assess competence (*core*)
- TAEASS403B Participate in assessment validation (*core*)
- TAEASS301B Contribute to assessment (*elective*)
- TAEASS502B Design and develop assessment tools (*elective*)

Why has this Assessor Guide been developed?

Shea Business Consulting has developed this Assessor Guide to support three core and two elective Assessment field units from the *TAE40110 Certificate IV in Training and Assessment*. Strong aspects of this Assessor Guide are as follows:

- It has been designed to be used in conjunction with the Shea Learner Guides that support the Assessment field units
- It includes a variety of diagnostic, formative and summative tools, templates and checklists to support assessors gather evidence and make judgements of competence against the three core and two elective Assessment field units from the *TAE40110 Certificate IV in Training and Assessment*
- It is fully up-to-date and includes an Assessment Matrix for each unit of competency to assist assessors demonstrate compliance with the *Standards for NVR Registered Training Organisations (SNR)* and the *Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Registration*.

Who is this Assessor Guide for?

This Assessor Guide has been developed for assessors, lead assessors, trainers, workplace supervisors and training and assessment consultants.



You are invited to use the *Continuous Improvement Form* on page 139 to identify changes that you think would improve this Guide.

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First Published: August 2010

Stockcode: SHEA74

ISBN: 978-1-921810-13-8

Version 1.1, February 2012

Modifications

This Assessor Guide has been updated to reflect changes in Version 2.0 of the *TAE10 Training and Education Training Package* (October 2011 release), as well as other changes that have occurred within the vocational education and training (VET) sector over the past two years.

This Guide was originally quality assured and *noted* by the National Quality Council (NQC), and it therefore displays the official *noted tick* logo. The changes made to this version (1.1) are minor in nature and reflect our commitment to continuous improvement processes.

Disclaimer

No patent liability is assumed with respect to the use of the information contained herein. While every precaution has been taken in the preparation of this work, the publisher and the authors assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of the information contained herein. This work has been prepared for use as part of a structured vocational education and training course and should only be used within that context. The information contained herein was correct at the time of preparation. Documents sourced during the development of this Guide are listed on page 127.

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Acknowledgement

This resource was developed for Shea Business Consulting by Andrew Jones and Renika Muthaya of **purple infinity**.

Symbols

The following symbols are used throughout this Guide:



Important points



Compliance-friendly mapping advice

(Please note that the SNR symbol is used interchangeably throughout this resource to refer to the AQTF and SNR, as both sets of standards continue to be used within the national VET system)



Useful activities



Useful resources



Valuable checklists



CD contents

CD with tools

This Guide is accompanied by a CD containing electronic copies (Microsoft Word / Adobe PDF) of the following instruments and tools for each of the Assessment field units of competency from the *TAE40110 Certificate IV in Training and Assessment*:

- Diagnostic Tool 1: Up-front assessment checklist
- Diagnostic Tool 2: Self-assessment checklist
- Diagnostic Tool 3: Evidence portfolio
- Formative Tool 1: Assessment agreement form
- Formative Tool 2: Evidence agreement template
- Formative Tool 3: Assessment appeal form
- Formative Tool 4: RPL evidence gathering template
- Formative Tool 5: Observation checklist
- Formative Tool 6: Questions to support observation checklist
- Formative Tool 7: Third party checklist
- Formative Tool 8: Simulation checklist
- Summative Tool 1: Assessment record sheet
- Summative Tool 2: Evidence portfolio evaluation checklist
- Summative Tool 3: Assessment summary and feedback form.



To access these instruments and tools, load the CD included with this Guide and select the relevant unit of competency that you are planning to assess.



At the time of printing, national responsibility for the vocational education and training (VET) sector was in the process of transition from the Department of Education, Employment & Workplace Relations (DEEWR) to the Department of Industry, Innovation, Science, Research & Tertiary Education (DIISRTE).



1. Getting Started

Introduction

This Guide contains a series of assessment instruments and tools that have been designed to support assessors gather evidence and make judgements of competence against the following three core and two elective units from the *TAE40110 Certificate IV in Training and Assessment*.

Core units	TAEASS401B Plan assessment activities and processes TAEASS402B Assess competence TAEASS403B Participate in assessment validation
Elective units	TAEASS301B Contribute to assessment TAEASS502B Design and develop assessment tools

You will particularly need the assessment instruments and tools available in this Guide if you are:

1. An assessor, trainer or workplace supervisor with assessment planning responsibilities
2. An assessor or lead assessor providing assessment services to clients in the Vocational Education and Training (VET) sector
3. An assessment or training consultant.

Who needs the TAE10 assessment units of competency?

The following table summarises the people who typically require competence in the TAE10 assessment units of competency.

TAE10 assessment units	Required by...
TAEASS401B Plan assessment activities and processes	Assessors, workplace supervisors and trainers responsible for planning assessment, including recognition of prior learning (RPL)
TAEASS402B Assess competence	Assessors
TAEASS403B Participate in assessment validation	Assessors who participate in assessment validation
TAEASS301B Contribute to assessment	People with technical or vocational expertise who are in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to their principal work responsibilities
TAEASS502B Design and develop assessment tools	Assessors; learning resource/product developers; training and assessment consultants



TAEASS403B Participate in assessment validation does not address the skills needed to *lead* a validation process. This competence is specified in the elective unit *TAEASS505A Lead and coordinate assessment systems and services* from the *Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice*.

Equivalent competence

If candidates have demonstrated competence in previous versions of the assessment units from Version 1.0 of the *TAE10 Training and Education Training Package* (May 2010 release), they will already have met the requirements of the revised assessment units of competency from Version 2.0 of the *TAE10 Training and Education Training Package* (October 2011 release).



Use the following table as a guide when determining equivalence between the TAE10 Assessment field units from Versions 1.0 and 2.0 of the *TAE10 Training and Education Training Package*.

TAE10 assessment units (Version 2.0)	TAE10 assessment units (Version 1.0)	Equivalent
TAEASS401B Plan assessment activities and processes	TAEASS401A Plan assessment activities and processes	Yes
TAEASS402B Assess competence	TAEASS402A Assess competence	Yes
TAEASS403B Participate in assessment validation	TAEASS403A Participate in assessment validation	Yes
TAEASS301B Contribute to assessment	TAEASS301A Contribute to assessment	Yes
TAEASS502B Design and develop assessment tools	TAEASS502A Design and develop assessment tools	Yes

Source: *TAE10 Training and Education Training Package (Release 2.0) – Preliminary Information*



Please note it is a requirement of the *Standards for NVR Registered Training Organisations (SNR)* and the *Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Registration* that assessors maintain the currency of their assessor competence. The acceptance of *equivalent competencies* is contingent upon assessors having maintained their currency by regular practical application and keeping up with changes.

Resources you need

The following table summarises the resources that you will need to access in order to assess candidates against the TAE10 Assessment field units of competency.

TAE10 assessment units	Resources for assessment
TAEASS401B Plan assessment activities and processes	<ul style="list-style-type: none"> • a copy of <i>TAEASS401B Plan assessment activities and processes</i> • a copy of the TAE10 Assessment Guidelines • training products (such as Training Packages and accredited course documentation) • assessment materials, tools and instruments • suitable venues and equipment for assessment • RPL policy and procedures
TAEASS402B Assess competence	<ul style="list-style-type: none"> • a copy of <i>TAEASS402B Assess competence</i> • a copy of the TAE10 Assessment Guidelines • candidates for assessment purposes • candidate documentation/records to determine specific requirements • assessment benchmarks and other relevant assessment information • assessment materials and instruments • suitable venues and equipment for assessment • RPL policy and procedures
TAEASS403B Participate in assessment validation	<ul style="list-style-type: none"> • a copy of <i>TAEASS403B Participate in assessment validation</i> • a copy of the TAE10 Assessment Guidelines • assessment reports and records • assessment validation documentation (including units of competency and assessment instruments/tools) • suitable venues and equipment for assessment validation • a validation group
TAEASS301B Contribute to assessment	<ul style="list-style-type: none"> • a copy of <i>TAEASS301B Contribute to assessment</i> • a copy of the TAE10 Assessment Guidelines • candidates for assessment purposes (at least three) • supervisors or other people involved in the assessment process • assessment benchmarks and other relevant assessment information • assessment materials, tools and instruments
TAEASS502B Design and develop assessment tools	<ul style="list-style-type: none"> • a copy of <i>TAEASS502B Design and develop assessment tools</i> • a copy of the TAE10 Assessment Guidelines • training products (such as Training Packages and accredited course documentation) • assessors, candidates and assessment contexts for trial and review • assessment benchmarks and other relevant assessment information



Copies of the TAE10 Assessment field units and Assessment Guidelines can be accessed from the training.gov.au (TGA) website at <http://training.gov.au>

Evidence you need to gather and interpret

The following table summarises the evidence that you will need to gather and interpret in order to assess candidates as competent against the TAE10 Assessment field units of competency.

TAE10 assessment units	Evidence required to demonstrate competency
TAEASS401B Plan assessment activities and processes	Candidates must provide evidence that they have: <ul style="list-style-type: none"> • planned and organised an assessment process on at least 2 occasions • documented an assessment plan • covered a range of assessment events • catered for a number of candidates • used different competency standards or accredited curricula • conducted an RPL assessment • contextualised competency standards and selected assessment tools • incorporated reasonable adjustment strategies • developed simple assessment instruments for use in the process • incorporated organisational arrangements.
TAEASS402B Assess competence	Candidates must provide evidence that they have: <ul style="list-style-type: none"> • followed assessment plans to assess the competence of a number of candidates against different assessment benchmarks • assessed at least one candidate for recognition of prior learning (RPL) • considered reasonable adjustment and the reasons for decisions in at least one assessment • covered an entire assessment benchmark on each occasion • applied different assessment methods and instruments involving a range of assessment activities and events • used two-way communication and feedback • exercised judgement when making assessment decisions • recorded and reported assessment outcomes • completed assessment records and reports in accordance with relevant requirements • reviewed the assessment process.
TAEASS403B Participate in assessment validation	Candidates must provide evidence that they have: <ul style="list-style-type: none"> • actively participated in at least 2 validation sessions • used different validation approaches and activities • explained the purpose of validation • explained the legal and ethical responsibilities of assessors • collated validation documentation in a logical manner • communicated and liaised with people during validation sessions • provided feedback and interpreted documents during validation sessions • recorded their contribution to validation findings.
TAEASS301B Contribute to assessment	Candidates must provide evidence that they have: <ul style="list-style-type: none"> • carried out at least 3 evidence gathering activities (with different candidates for each activity) • presented documentation of the evidence in a clear and concise manner • presented documented feedback from others involved in the assessment.

TAE10 assessment units	Evidence required to demonstrate competency
TAEASS502B Design and develop assessment tools	<p>Candidates must provide evidence that they have designed, developed and trialled assessment tools that:</p> <ul style="list-style-type: none"> • support different assessment methods • address at least 3 units of competency packaged at different Australian Qualifications Framework (AQF) levels • include instruments for collecting evidence • reflect the <i>principles of assessment</i> and the <i>rules of evidence</i> • include related instructions to assessors and candidates • address the contextual needs of different environments. <p>Candidates must also provide evidence that they have prepared a report on the trial and review of their assessment tools.</p>



Whenever possible, assessment must be undertaken in a workplace. Where no workplace is available, you may use a simulated workplace, but you must ensure it is in accordance with the TAE10 Assessment Guidelines. Download the Guidelines and read the section titled *Advice on using simulation*.

When collecting evidence, you must ensure that all the *components parts of competency* are covered before a candidate can be assessed as competent. Otherwise, it will not meet the rule of sufficiency (see page 32). You can find out how to assess all component parts of a unit of competency on page 34.

Other products and processes that can be used as evidence

The following table summarises the assessment products and processes that may be used as evidence when assessing candidates against the TAE10 Assessment field units of competency.

TAE10 assessment units	Products and processes that may be used as evidence
TAEASS401B Plan assessment activities and processes	<p>Candidates may consider providing evidence of the following <i>products</i>:</p> <ul style="list-style-type: none"> • documented assessment plans • contextualised competency standards • simple assessment instruments that meet the needs of candidates • adjusted assessment instruments that allow for the specific needs of candidates • records of their consultation with candidates and other relevant people regarding the assessment purpose and context. <p>Candidates may consider providing evidence of the following <i>processes</i>:</p> <ul style="list-style-type: none"> • how they identified the purpose and context of assessment • how (and why) they interpreted competency standards • how they selected assessment methods • how they incorporated RPL into the assessment process • how they included candidates and other relevant people in the planning process.

TAE10 assessment units	Products and processes that may be used as evidence
TAEASS402B Assess competence	<p>Candidates may consider providing evidence of the following <i>products</i>:</p> <ul style="list-style-type: none"> • completed assessment instruments • documentation/records of the evidence they have gathered/interpreted • feedback they have received from candidates and colleagues • feedback they have given to candidates • completed assessment records and reports • reviews of their own assessment practice. <p>Candidates may consider providing evidence of the following <i>processes</i>:</p> <ul style="list-style-type: none"> • how (and why) they interpreted competency standards • how they scheduled assessment activities (including RPL) • how they modified assessment plans to meet the needs of candidates • how they collated and evaluated evidence against the <i>rules of evidence</i> • how they sought assistance from specialist support personnel.
TAEASS403B Participate in assessment validation	<p>Candidates may consider providing evidence of the following <i>products</i>:</p> <ul style="list-style-type: none"> • their recommendations from reviewing assessments • their evaluations of the quality of assessment instruments/tools • their evaluations of collected evidence against competency standards (and whether the evidence met the <i>rules of evidence</i>) • any suggested recommendations they have discussed for modification. <p>Candidates may consider providing evidence of the following <i>processes</i>:</p> <ul style="list-style-type: none"> • how (and why) they interpreted competency standards • how they evaluated assessment decisions • how they collated and evaluated assessment feedback • how they contributed to validation activities.
TAEASS301B Contribute to assessment	<p>Candidates may consider providing evidence of the following <i>products</i>:</p> <ul style="list-style-type: none"> • completed assessment instruments/tools • documentation/records of the evidence they have gathered • feedback from qualified assessors, candidates and supervisors. <p>Candidates may consider providing evidence of the following <i>processes</i>:</p> <ul style="list-style-type: none"> • how (and why) they confirmed the assessment purpose and context • how they scheduled evidence gathering activities • how (and why) they used the <i>rules of evidence</i> to gather/review evidence.
TAEASS502B Design and develop assessment tools	<p>Candidates may consider providing evidence of the following <i>products</i>:</p> <ul style="list-style-type: none"> • a plan for developing their assessment tools • copies of their draft assessment tools • documents demonstrating the version control of their assessment tools • reports on the trialling of the assessment tools • identified adjustments arising from trial and review outcomes • copies of their final assessment tools. <p>Candidates may consider providing evidence of the following <i>processes</i>:</p> <ul style="list-style-type: none"> • how (and why) they interpreted competency standards • how they identified target groups • why they developed certain assessment tools • how (and why) their assessment tools met the components of competency • how they reviewed their assessment tools.

Introduction

By working through this section you will discover how to use the instruments and tools (included on the CD accompanying this Guide) to undertake assessments against the TAE10 Assessment field units of competency.

Assessment instruments and tools available in this Guide

When assessing candidates against the TAE10 units of competency, you need to be aware that learning occurs in many ways. *Formal learning* involves a structured program of instruction that leads to a qualification or award, while *non-formal learning* involves a structured program of instruction but does not lead to a qualification or award. *Informal learning* involves skills that are developed through real life experiences (including work-related, social, family, hobby or leisure activities).

In competency-based assessment, there are two main approaches used to assess candidates:

- Learning and assessment pathways
- Recognition of prior learning (RPL) processes.

Learning and assessment pathways

Learning and assessment pathways involve candidates being assessed as part of their *formal* learning. If you decide on this approach, you will use three main types of assessment activities:

- Diagnostic assessment is used to determine and confirm a candidate's training gaps and needs. It establishes the performance gap between where a candidate is and where they want to be (in terms of their educational or workplace ambitions). Up-front assessment and self-assessment are very effective forms of diagnostic assessment.
- Formative assessment takes place over a period of learning and is more a process than an event. It involves gathering evidence, making judgements and providing feedback throughout the assessment cycle.
- Summative assessment is the formal decision of competence, which is often misinterpreted as a single event at the end of a period of learning. In essence, it is the sum of judgements made during formative assessment activities.



Summative assessment is used to judge whether a person can pull all of the components of competency together and actually perform the work role. With this mind, a holistic approach to summative assessment is recommended.

Recognition of prior learning (RPL) processes

Recognition of prior learning (RPL) is a process that assesses a candidate's *non-formal* and *informal learning* to determine the extent to which they have achieved the required outcomes of an assessment benchmark without the need to undertake a learning program. A number of terms are used to describe RPL in the VET sector, including:

- assessment only pathways
- skills recognition pathways
- Recognition of current competency (RCC) processes.

Some assessment contexts require an approach that combines RPL processes with learning and assessment pathways. For example, candidates may undergo an RPL process against a defined assessment benchmark that indicates gaps in their current level of competence, and a decision is made to develop these gaps through further learning and assessment.



An RPL assessment must address all of the components of an assessment benchmark. The assessment requirements for RPL must be *no less* and *no more* onerous than any other assessment process.

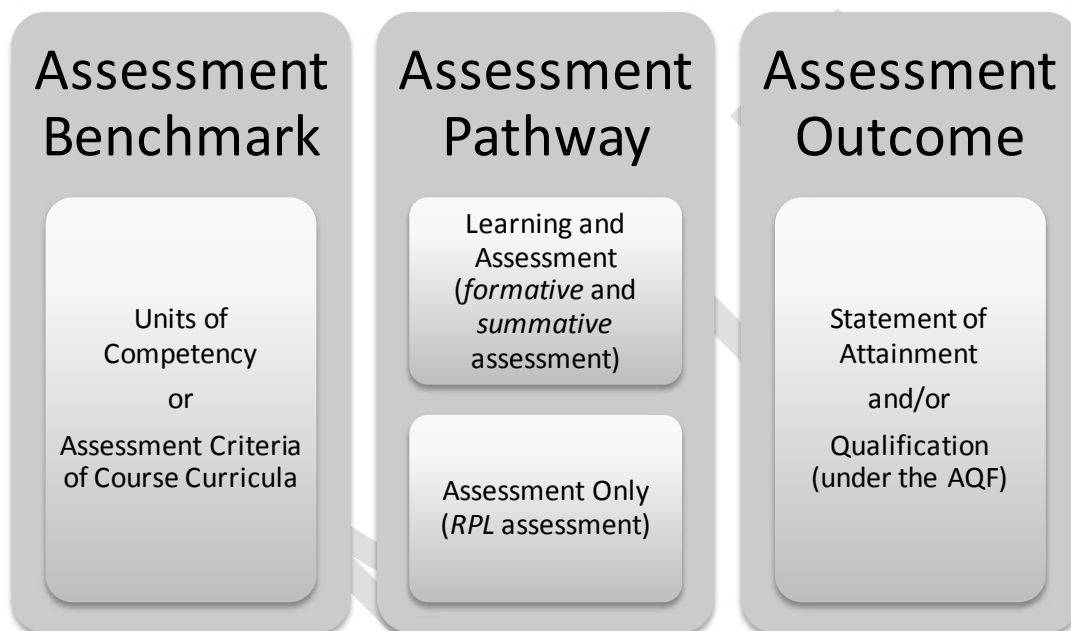


Figure 1: Assessment pathways in VET



This CD accompanying this Guide contains a variety of diagnostic, formative and summative assessment instruments for each of the TAE10 Assessment field units of competency. There is no requirement to use every one of these instruments when you are assessing candidates. You simply need to use the instruments that are relevant to your assessment approach.

RPL Evidence Gathering Template		Version 1.0 (February 2012)		
Candidate				
Assessor				
Benchmark	TAEASS403B Participate in assessment validation			
Evidence	Direct evidence	Indirect evidence	Supplementary evidence	Comments and verification
Elements <ul style="list-style-type: none"> • Prepare for validation • Contribute to validation process • Contribute to validation outcomes 	Observation (workplace or simulation) Review of assessment products and processes	Review of third party reports and testimonials	Analysis of responses to questioning (oral and written) Review of evidence portfolios	
Employability Skills <ul style="list-style-type: none"> • Communication • Teamwork • Problem solving • Initiative and Learning • Planning and Organising • Self-management • Learning • Technology 				
Required skills				
Required knowledge	Analysis of responses to knowledge tests	Analysis of responses to knowledge tests	Analysis of responses to knowledge tests	
Action/further training:				
RPL Outcome	<input type="checkbox"/> Competent		<input type="checkbox"/> Not Yet Competent	
Candidate's signature: Date:				
Assessor's signature: Date:				

Formative Tool 5: Observation checklist

Checklists are very useful instruments for structuring observations and gathering direct evidence. They act as a prompt for you (the assessor) and can also act as a guide for candidates.



Use the *Observation Checklists* included on the CD when you observe candidates undertake workplace tasks.

A sample is provided on page 69 for the unit *TAEASS403B Participate in assessment validation*.

Formative Tool 6: Questions to support observation checklist

Workplace observation should always be supported by performance-based questions designed to test a candidate's understanding of the knowledge required by the workplace task.



Use the *Questions to Support Observation Checklists* included on the CD to ensure candidates understand (and can articulate) the knowledge required to perform specific workplace tasks.

A sample is provided on page 70 for the unit *TAEASS403B Participate in assessment validation*.

Formative Tool 7: Third party checklist

There will always be situations where you are unable to observe a candidate in the workplace. In these situations, indirect evidence will need to be gathered by an observer or third party such as a superior, a colleague, a fellow worker, a subordinate, a customer or a supplier.



Provide supervisors or managers with the *Third Party Checklists* included on the CD and explain how they can gather evidence on your behalf when they observe candidates in the workplace.

A sample is provided on page 71 for the unit *TAEASS403B Participate in assessment validation*.

Formative Tool 8: Simulation checklist

Simulations provide assessors with an effective way to gather evidence, but they must be well designed and structured.

Notes

SAMPLE



4. Assessment Matrices

Assessment Guide

TAEASS401B Plan assessment activities and processes

Reference Link to Assessment Matrix	Assessment Method / Task	Description
A	Up-front Assessment or Self-assessment	Candidates undertake an up-front assessment and/or self-assessment. Supported by the <i>Up-front Assessment Checklist</i> and <i>Self-assessment Checklist</i> (both included on the Shea Series CD).
B	Learner Guide (Blended Learning)	Candidates work through the Shea Series Learner Guide and complete the identified learning activities. Includes researching and accessing online publications and materials. Supported by Shea Series Learner Guide (<i>SHEA81 Assessment Field – Core Learner Guides</i>).
C	Observation	Candidates are observed planning and organising the assessment process on two occasions. Wherever possible, evidence must be gathered in a workplace. Simulated workplaces may be used if access to suitable workplaces is unavailable. Supported by the <i>Observation Checklist</i> , <i>Third Party Checklist</i> and <i>Simulation Checklist</i> (all included on the Shea Series CD).
D	Oral Questioning	Candidates answer a series of questions at the completion of each workplace or simulated activity undertaken in Assessment Task C. Supported by the <i>Questions to Support Observation Checklist</i> (included on the Shea Series CD).
E	Evidence Portfolio	Candidates submit an evidence portfolio compiled during their Learner Guide (blended learning) activities. Supported by the <i>Evidence Portfolio</i> and <i>Evidence Portfolio Evaluation Checklist</i> (both included on the Shea Series CD).
F		[Additional assessment methods/tasks can be added as required and linked to the Assessment Matrix]
G		
H		

Assessment Matrix TAEASS401B Plan assessment activities and processes		Assessment Methods / Tasks (see Assessment Guide for description)								Comments
		A	B	C	D	E	F	G	H	
Elements / Performance Criteria										
1	Determine assessment approach									
1.1	Identify candidate and confirm <i>purposes and context of assessment/RPL</i> with relevant people according to <i>legal, organisational and ethical requirements</i>		✓	✓	✓					
1.2	Identify and access <i>benchmarks for assessment/RPL</i> and any specific assessment guidelines		✓	✓	✓					
2	Prepare the assessment plan									
2.1	Determine evidence and <i>types of evidence</i> needed to demonstrate competence, according to the <i>rules of evidence</i>		✓	✓	✓					
2.2	Select <i>assessment methods</i> which will support the collection of defined evidence, taking into account the context in which the assessment will take place		✓	✓	✓					
2.3	Document all aspects of the <i>assessment plan</i> and confirm with relevant personnel		✓	✓	✓					
3	Develop assessment instruments									
3.1	Develop <i>simple assessment instruments</i> to meet target group needs		✓	✓	✓					
3.2	Analyse <i>available assessment instruments</i> for their suitability for use and modify as required		✓	✓	✓					
3.3	<i>Map assessment instruments</i> against unit or course requirements		✓	✓	✓					
3.4	Write clear instructions for candidate about the use of the instruments		✓	✓	✓					
3.5	Trial draft assessment instruments to validate content and applicability, and record outcomes		✓	✓	✓					
Required Skills										
Cognitive interpretation skills to: <ul style="list-style-type: none"> interpret competency standards and other assessment documentation, including material relating to reasonable adjustment identify opportunities for integrated competency assessment contextualise competency standards to the operating assessment environment, including RPL consider access and equity needs of diverse candidates 		✓		✓		✓				
Technology skills to use appropriate equipment and software to communicate effectively with others		✓		✓		✓				

Appendix A: Assessment Methods and Instruments

The following table provides a list (which is in no way exhaustive) of assessment methods and instruments, including a description of each and examples of how to use them.

Method	Description	Examples of Appropriate Use	Instruments
Observation in workplace	Applicant undertakes real work activities at the workplace and demonstrates processes and/or the steps to produce products	Demonstrate job specific skills (e.g. receptionist taking telephone calls and greeting clients or a personnel officer conducting an interview) Can be used to provide RPL evidence	Instruction to candidates and assessors Observation checklist Description of competent performance
Observation in simulated work environment	As above except the workplace situation is simulated	Demonstrate job specific skills off-the-job (e.g. training kitchen, college workshop, industry training centre)	Instruction to candidates and assessors Observation checklist Description of competent performance
Fault finding	Product is given to applicant to analyse for errors or problems Can be written or practical	Identify why the engine does not work Identify the inaccuracies in meeting minutes and correct them	Assessor observation checklist Candidate checklist (with diagrams if needed)
Role-plays	Participants are assigned roles and a scenario to enact potential responses to situations Clear guidelines are required for all participants Assessor must also undertake a careful role in briefing/debriefing	Explore potential responses to situations (e.g. meeting procedures, leadership techniques, conflict resolution, client complaint, management techniques)	Instruction to candidates and assessors Scenario and outline of roles and key steps or issues to be covered
Construction of role-plays	Applicant designs own role-play to demonstrate issues and responses Requires applicant to consider potential scenarios and responses Guidelines for design of role-play needed	As above, except candidate develops roles and scenarios Could be useful at higher AQF levels	Instruction to candidates and assessors Boundaries, rules and guidance for the scenarios and roles to be constructed
Games	Quiz shows and board games (e.g. Monopoly, Scruples) can be adapted to specific areas to enable participants to explore potential options, difficulties, short cuts, etc	Solve problems and make decisions in management roles and small businesses (e.g. management techniques, running a restaurant, the travel game)	Instruction to candidates and assessors, including clear purpose for assessment (e.g. formative assessment)

Method	Description	Examples of Appropriate Use	Instruments
Game construction	As above In this case, the candidates design and construct the game themselves This further enables candidates to identify and analyse the situation being applied to the game	As above Could be used at higher AQF levels	Instruction to candidates and assessors Information on format/s to be used and purposes to be achieved through game
Verbal questioning	Assessor asks questions relevant to required underpinning knowledge and contingency skills	Useful for drawing out knowledge – especially if candidate has difficulty with literacy or where written questions are too formal Useful in formative assessment to check progress	List of set questions or bank of questions from which assessors select questions Corresponding answers (key aspects)
Verbal presentations to assessor	Candidate is given a topic and time to research and prepare The candidate then presents his/her findings or argument or evidence to the assessor The assessor may question the applicant to obtain further information	May be suitable alternative to essay for a student with a disability or writing difficulties Requires basic research and communication skills	Instruction to candidates and assessors Checklist for assessors or key areas to be covered
Verbal presentations to assessor and audience	As above In this case, the presentation occurs in an environment where others are present (e.g. formal meeting, classroom, workplace, staff development)	Useful addition to tasks Allows further elaboration and discussion	Instruction to candidates and assessors Checklist for assessors or key areas to be covered
Formal oral examinations	Verbal question and answer The candidate does not receive topics prior to the oral presentation	May be suitable where writing difficulties are evident (and are not a skill requirement) or where candidate is more comfortable with verbal questioning Suitable to higher AQF levels	Instruction to candidates and assessors List of questions Checklist for assessors on key areas to be answered
Oral examinations with panel	As above Assessment is made by a panel	As above Suitable to higher AQF levels	Instruction to candidates and assessors List of questions Checklist for assessors on key areas to be answered