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**Assessment Field**

**TAEASS401 Plan Assessment Activities and Processes**

**TAEASS Assess Competence**

**TAEASS403 Participate in Assessment Validation**

**TAEASS502 Design and develop Assessment tools.**

# Instructions for the student

The four assessor units require evidence that you can plan and organise the assessment process on five occasions, assess five candidates, one must be for Recognition of Prior Learning, develop three assessment tools and actively participate in three assessment validation exercises.

To competently complete these tasks there is a broad body of knowledge on the assessment process which we will assess through written activities and questions. Some of the assessment tasks required for these units overlap and can be integrated. In our student instructions we will indicate when this occurs; for example, in developing assessment plans you will also be developing assessment tools, so some of the assessment requirements for the two units, TAEASS401 and TAEASS502, can be integrated.

**Please note:** Before commencing these assessments, you must understand the following:

* The difference between an assessment tool and instrument.
* Concept of contextualising an assessment.
* Context of an assessment

## To complete the following questions and activities, you should have worked through the Assessment Field Learner Guides

Assessment task 1 – Answering knowledge questions on the process of planning assessments and developing assessment tools. (TAEASS401 and TAEASS502)

Assessment task 2 - Planning assessments and developing assessment tools. (TAEASS401 and TAEASS502)

Assessment task 3- Developing three assessment tools. (TAEASS502)

Assessment task 4-Conducting five assessments. (TAEASS402)

Assessment task 5- Answering knowledge questions on the process of conducting assessments.

Assessment task 6 - Participating in Assessment Validation process. (TAEASS403)

Assessment task 7- Knowledge questions on the process of Assessment Validation.

**Candidate Details**

Please complete the following activities and email to Peter Stockman. If you experience any technical difficulties uploading, email [persdev@bigpond.com](mailto:persdev@bigpond.com) and we will get back to you promptly.

**This forms part of your assessment forTAE40116 Certificate IV in Training and Assessment.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Declaration**

I declare that no part of this assessment has been copied from another person’s work except for where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person. I also understand the assessment instructions and requirements and consent to being assessed.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment task 1** – Answering knowledge questions on the process of planning assessments and developing assessment tools.

**FORMATIVE KNOWLEDGE ASSESSMENT TASKS:**

## Knowledge Questions – Some questions require detailed paragraph answers (P for paragraph usually 100 plus words) and others one or two sentences (S). Your answers to the questions must be typed into the spaces. You may increase the space as required.

## 1. What is competence?

Assessment at is about checking to see if the worker has the skills, knowledge, and attitudes to perform a job, that is, whether they or not if they are competent. This is often referred to as verification of current competence VOC Competence can be a difficult thing to assess because you cannot always “see" it. It is sometimes inferred by the candidate's behaviour in a range of ways over a period in a variety of conditions.

How could an assessor decide if someone is competent at their work? List at least three sources of evidence that the assessor could use. **(S).**

## 2.What Is Evidence?

What do you think the term evidence in assessment means? **(S).**

What evidence would you collect to determine if a worker were competent in following various WHS procedures? **(S).**

## 3.Principles of assessment

Read each of the following examples and answer the questions that relate to the principles of assessment. **(Sentence answers).**

**EXAMPLE 1**

An assessor informs all the Office Administration candidates that she will be conducting assessments at the office in two days’ time at 2pm during their normal work routine. One candidate tells the assessor that she will not be there on that day as she is required to attend a conference. The assessor tells her that she cannot make another time and she will have to wait for the next round of assessment to take place that will be at least another month away. Therefore, the candidate cannot move onto her next unit of learning in her program until her competency is confirmed in the assessment that was meant to happen on that day!

A. Which principle of assessment is missing in this example? What should the assessor have done?

**EXAMPLE 2**

Steve has just been assessed loading and unloading a small goods vehicle. This formative assessment was a fairly easy process, and he didn’t have to do anything too difficult. Three months later Steve is assessed by a different assessor. This summative assessment seemed much more difficult, and he was required to do a variety of activities not previously assessed. To his surprise Steve is found to be ‘not yet competent’.

1. What do you think is wrong with the first formative assessment? Which principle(s) of assessment have not been met?
2. What should assessors do to ensure consistency in their decision making?

## 4. Rules of evidence (S).

Read the following assessment case study and identify where the following factors are addressed.

1. Is the evidence assessing the skills involved in the Certificate IV? That is, are training and assessment skills being assessed, or are other skills being assessed? (**Validity – Symbol V**)
2. Is there enough evidence? (**Sufficiency- Symbol S**)
3. Is the evidence recent? (**Current – Symbol C**)
4. How do you know the evidence has been produced by the candidate and not someone else? (**Authentic – Symbol A**)

**CASE STUDY ANALYSIS**

Sue has been assessing a candidate for the two assessment units (Planning and Conducting Assessments) from the Certificate IV in Training and Assessment. The evidence she has gathered is summarised below*: Ring the correct symbol(s) that best describes the rules of evidence that is being met –* ***Validity*** *(V),* ***Sufficiency*** *(S)* ***Currency*** *(C) and* ***Authenticity*** *(A).*

* An observation of the candidate conducting an assessment in a workplace. Sue has an observation checklist that includes a set of oral questions. (V/ S **/C** / **A**)
* Documentation from the candidate that outlines the assessment plan and process **(V** / S **/C** / A)- is it hers?
* A set number of questions with the candidate about the principles of assessment, ethics, and other related assessment issues (V /S / **C / A**)
* The evidence that Sue collects is only third-party verification from the candidate’s supervisor who is a qualified workplace assessor (V /S / **C /A)**
* The documentation provided by the candidate is authenticated by a supervisor who states that they have seen the candidate practice assessments and put together the plan **(V** /S / **C /A)**

1. In the following table list an example of an assessment methods or approaches you could use. Consider such issues as cost limitations, safety and time required. For example, on-job observation may be the best way to assess a candidate’s skill but because of the candidate’s remote location the travel costs for the assessor are excessive, so this method would not be suitable.

|  |  |
| --- | --- |
| **Requirements of the competency** | Possible assessment methods or approaches |
| Follow WH&S policies and procedures at work |  |
| Work effectively with team members when completing set projects. |  |
| Conduct a stocktake in a Supermarket |  |
| Using new technology in the workplace |  |
| Operating a crane on a range of construction sites |  |

**5.How to adjust the assessment method. (S).**

An occasion may arise where you have chosen a suitable assessment method and for some reason you must adjust it. For example, if the candidate requires some form of support service, like an interpreter, then you may have to adjust the assessment method accordingly. The difficulty is of knowing when it is appropriate to adjust the assessment method and when it is not allowable.



**Read the following scenarios and answer the questions.**

1. Ben was recently involved in a minor car accident. He has been working as a cellarman in a pub for thirteen years and wants formal recognition of his skills. Because of the injury to his neck, his doctor has suggested he not lift anything heavy or put strain on his back and neck for a couple of weeks. He has been preparing for the assessment for some time and because of the apprenticeship that he is working through, you must sign off his assessment in the next two weeks. You had intended to observe him working in the cellar, changing kegs, and stocking the pub and so on. You decide to get a detailed report from his supervisor, ask him questions about the processes involved in the cellar, get Ben to demonstrate changing a keg without lifting anything, and discuss Ben's performance with some colleagues.

* Is this adjustment allowable? Why/why not?

1. Jill is being assessed using a word processor. The machine that she works on is one of the first models available, but she is very reluctant to move to a newer machine. The organisation requires that she be assessed on the most recently acquired word processor. You decide you can observe her just as well on the machine she works on now, but that you will question her about the new machine.

* Is this an allowable adjustment? Why/why not?

**6**.Third-party letters verifying a candidate’s work may be used as evidence. When using this form of evidence what should the RPL Assessor check? **(S).**

## 7.As an assessor evaluating evidence submitted for RPL what could some of the challenges or issues for you in deciding on a person’s competency? Consider the rules of evidence. (P)

**Summative assessment tasks** Please complete the following questions.

## 1. Assessment purpose (S).

|  |  |
| --- | --- |
| This activity is designed to help you think about the assessment purpose. Match the following.  assessment purposes with the scenarios presented below.  Assessment purposes:  ● skills recognition (RPL)  ● summative assessment  ● formative assessment  ● workplace requirements  ● licensing /regulatory /legal requirements. | |
| Scenario | What is the purpose of assessment |
| John works in a warehouse. He has been working under supervision for a month learning his job role. He will be assessed by his supervisor to determine whether he can operate the shrink-wrapping machine following the organisation’s WHS procedures. |  |
| Kali is halfway through her assessor training. She is assessed to see how she is going and to plan for her needs in future training sessions. She requires feedback on her progress to keep motivated. |  |
| Ali works in a production plant. He is assessed for his forklift licence. |  |
| Joe is studying to be a baker. At the end of the semester at TAFE, he is assessed to see if is competent in making a range of bread types. |  |
| Shri has been working in a disability support role for five years. She wants to be assessed against the Certificate III in Individual Support without having to attend training. |  |

## 2.Learner needs- Analyse the characteristics of the following learners. What might their possible needs be prior to being assessed and how could the trainer or assessor support the learner prior to the assessment and how should the assessment tool be contextulaised in each case. (S).

|  |  |  |
| --- | --- | --- |
| Scenario | Learner needs – example of possible support prior to assessment. | How could the assessment be contextualised to meet the student’s needs? |
| Anjali is a trainee at ACG Accounting.  All assessments will be conducted online.  The method of assessment for the required knowledge is by a written report. His ACSF level for writing is 2.  The practical assessment tasks must be videoed for the RTO Assessor to review. |  |  |
| Rob is a production worker who recently became a safety representative at BHP. He is undertaking training in a WHS unit on Contributing to safety in the workplace. He has reading difficulties as his ACSF level for reading is 2. It is critical that he achieves competency in this unit as it is a requirement of his job. |  |  |
| Martina is the leader of an Indigenous community in a remote location. She is studying Certificate IV in Community Support. She has indicated to the RTO management that her trainer/assessor must be a female due to her cultural beliefs and that her current clients are all indigenous. |  |  |

**3. Reasonable adjustment in assessment**

|  |
| --- |
| Read the below story about a young 16-year-old learner named Eve studying a VET in Schools program. Of these adjustments which will work well? What other adjustments would you make? |
| Eve is a learner with severe anxiety. She finds it almost impossible to speak up in class or make presentations in front of an audience. After consulting with Eve, her parents and the school, the RTO decides to make some reasonable adjustments:   * Eve films herself making her in-class presentations at home and submits this to the teacher. * Eve can carry a phone during the school day so that she can speak with her parents as needed. * The school has set up an online forum and Eve’s teachers encourage this method of discussion in   addition to in-class discussions. |

## 4.Consulting with the workplace

As you have progressed through this learning, you will have noticed that assessors are frequently involved in conducting assessments at the candidate's place of work. Sometimes the assessor will work there as well, but often a partnership will be formed between the assessor's employer and the candidate's employer. As a result, you will need to consult and negotiate with organisations in which you will conduct assessments. What sort of issues do you think you might need to negotiate before conducting an assessment in the workplace? **(P)**

Who should you approach in the organisation to conduct these negotiations? **(S)**

What could be the result if all the relevant people were not included in the negotiation process? This includes the candidate, assessor, organisation representative and possibly various departments, or union representatives. **(S)**

What are the benefits of an assessor consulting with stakeholders during the assessment planning stages? **(S)**

5. Outline the role and responsibilities of an assessor**. (P)**

## TAEASS502 Knowledge Questions relating to Designing and developing assessment tools.

1.Outline the required components or parts of assessment tools**(S)**.

2. How did you apply the principles of assessment in developing your 3 tools? **(P)**

3. How have you incorporated the rules of evidence in the tools developed? **(P)**

4.Provide one example of how the assessment context could impact on the design of assessment tools? **(S)**

5. How should the assessment of foundation skills be incorporated in the development of an assessment tool? **(s)**

6.Provide examples of how you could contextualise an assessment tool? (**P)**

7.Give an example of how the principles of reasonable adjustment could be applied in developing your assessment tools. **(P)**

8.Explain how WHS procedures will or could impact on designing assessment tools? **(S)**

9. Outline two evaluation methods for reviewing assessment tools prior to application? **(S)**

10. Outline the components of training packages relevant to the development of assessment tools. For each component explain how the component will help the assessor develop their tools **(P)**

Components in the Training Package include companion volumes (Implementation guide etc) units of competency. For example, the elements of competency define the work tasks required of a learner so the tool must assess all of these elements and align the various assessment tasks to the learners’ workplace.

**Assessment task 2. Planning five assessments**

You are required to develop five assessment plans, two of which will be RPL plans. One of these RPL plans will be used when conducting an RPL assessment, as required in the unit TAEASS402 Assess Competence.

**Step 1** **Develop three assessment plans**.

Two of these plans could form part of the two learning programs previously developed in the Design Field. Each plan must assess a unit of competency and:

* outline the purpose of the assessment, context of the assessment and how they have been contextualised to meet the needs of the candidates being assessed. The plans must document all of the fields outlined in the assessment plan template provided. The field titled **Summary of evidence required** requires you to basically summarise what the assessment tool aims to assess. You are not being asked to document or “cut and paste” the Required Knowledge and Performance Evidence but to summarise this in a short statement.
* have two assessment instruments, covering document control, recoding, and reporting requirements. To ensure that both knowledge and performance requirements of the unit being assessed are met, each plan will require a minimum of two instruments. This means for the THREE plans there will be a minimum of 6 instruments such as observation checklist, written or oral questions etc.
* have two instruments that:
* include clear instructions for the candidate on what will be required of them.
* include clear instructions assessor regarding the use of assessment instrument and context of the assessment such as the environment in which the assessment will be carried out, including real or simulated workplace.
* are mapped against the unit or course requirements.
* have version control or document control in the footer of the instrument.
* have marking guides to assist assessors in their decision making, such as example answers for knowledge questions, checklists for the evaluation of work samples, examples of required observed activities.

One or more of these plans could be used when conducting the four assessments as required in the TAEASS402 unit Assess Competence. Example assessment plan, instrument and mapping templates have been provided.

**Step 2:** **Develop TWO RPL Assessment Plans**

You are required to complete two RPL assessment plans for two different units of competency. One of these plans could be used when conducting the RPL Assessment as required in the unit TAEASS402 Assess Competence. You can select any two units for these plans. Ideally, they would relate to the assessment tasks undertaken in the Design Feld.

After analysing the requirements of the units (elements, Performance criteria, required knowledge, performance requirements and conditions of the assessment, you are required to develop:

* an RPL assessment plan- outlining the forms of evidence that the candidate can submit.
* mapping document to ensure all requirements of the unit will be covered.
* two instruments of assessment to support the plan - for example,

1. Portfolio cover sheet outlining proposed evidence to be submitted by the candidate.
2. A list of knowledge questions to be answered by the candidate. **Or**
3. Observation checklist if candidate is demonstrating skills required through a challenge test.

Ideally these plans would be developed for known candidates so that you could contextualise the evidence requirements and conduct an RPL assessment for one candidate, which is required in the TAEASS402 Assess competence unit.

**Assessment task 4 TAEASS402 Assessing Competence**

The assessment of the TAEASS402Assess Competence unit Assessing competence requires you to demonstrate that you can assess the competency of learners/students This process will require you to collect and reviewing evidence and making an informed judgement. You need to show that you have the skills and knowledge to:

* prepare for assessment using existing assessment plan(s),
* gather quality evidence using agreed assessment instruments which comply with the principles of assessment
* support the candidate according to individual needs, using appropriate communication and interpersonal skills
* make the assessment decision using professional judgement, evaluating whether it complies with the rules of evidence
* record and report the assessment decision
* review the assessment process for continuous improvement.

You must provide evidence that you have:

* assessed five candidates (at least one for RPL). These five candidates can be assessed in the same unit or five different units. Its up to you to decide on the unit(s) and candidates being assessed. You must submit documented evidence of you conducting the assessment. This includes
* You being observed conducting these assessments by a qualified assessor. Who will compelte the two observation checklists provided.
* Template 1 Observer’s Checklist- conducting four assessments.
* Template 2 Observer’s Checklist Conducting an RPL Assessment
* Two instruments used by you in conducting these assessments- e.g. student’s actual answers to written or oral questions marked, observation checklist and result recorded by you when observing the student demonstrating tasks.

**These templates should be submitted in a separate document titled Observation of conducting five Assessments under supervision.**

**Assessment task 5 Knowledge questions – conducting assessments.**

The competency standards for assessment describe the skills needed by assessors. The Code of Practice describes the ethics that are needed. Ethics deals with issues like confidentiality, support, discrimination, appeal mechanisms and objective judgements. Consider the following questions:

1. How can an assessor ensure objectivity in the assessment process? **(s)**
2. Once an assessment tis recorded by the RTO who can legally access these results? **(s)**
3. What rules and procedures must the assessor follow during the assessment process and whilst collecting evidence of competence? **(P)**
4. Respond to the following ethical dilemmas faced by assessors. What ethical issues arise?

Mary is someone you have worked with before. You know her to be competent and efficient in her work. Your boss has told you she does not like Mary and does not want her to progress higher through the company as he does not believe that she has the necessary interpersonal skills to be a supervisor. The assessment system is linked to promotion and pay rises. You have been appointed by the Interstate Manager to assess Mary. (s)

You have always found Alex to be a very friendly enthusiastic work mate. You have been assigned to conduct Alex's assessment for promotion. He does however make mistakes which often go unnoticed by management. (s)

1. There is a great deal of uncertainty in the organisation about a management decision which the union is disputing. You are about to assess John who represents the views of the organisation. You are strongly aligned with the union’s viewpoint. (s)
2. For the steps outlined in the diagram provide examples of the knowledge required of an assessor. **(P)**

Give constructive feedback

Brief the candidate

Conducting assessments

Gather evidence.

Make decision

Evaluate evidence.

Answer:

1. **Alternatives to workplace observations**

Situations sometimes arise where the skill or job being assessed can't be observed in the workplace because it involves a high‑risk for example, or the equipment is extremely precious, or it involves confidential information, or a workplace situation is not available. Read the following two scenarios and work out how you would assess in these situations.

|  |
| --- |
| Violet is assessing a college student who is undertaking training in a Diploma of Counselling. It is not possible to assess the student counselling a real client, because of the breach of confidentiality and the pressure that would be put on both client and counsellor.  She needs to be sure that the student can apply all the skills she has been practicing over the last months in a counselling situation. What can Violet do to assess the student? |

|  |
| --- |
| Jenny is a senior nurse in a large hospital, who is also the workplace assessor for her department. She needs to assess some junior nurses in many skills, one of which is the ability to insert an intravenous drip in an emergency patient under a range of conditions.  So, how can she assess the nurse's skills in using an intravenous drip in the emergency department? |

1. **Mistakes assessors could make.**

When someone is judging information, it is possible to make a judgement error. Read the case study below and answer the questions.

**CASE STUDY**

Paul is assessing a group of workers at a manufacturing firm. When he assesses them, the following incidents occur?

1. Janet is working at the computer and accidentally prints out the wrong document. Paul is recording some information from a response to a question and does not notice and Janet doesn't tell him.
2. Paul is looking forward to assessing Selena as they get on well and are good friends, and he is sure she will do well. He has trained her in the past and found her to be very competent and she understood him easily. They run through the assessment quickly and Paul is happy that she did so well.
3. To save time, Paul decides to assess three of the candidates at once on a simple task they all need to carry out. He is confident that he can record all the results at the same time as it is a simple task which he has assessed several times before.

###### In each of these scenarios it is possible that Paul has committed an assessor error. In each case what possible error could occur, such as failing to observe or record, making assumptions etc.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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4. Outline the workplace health and safety (WHS) responsibilities associated when assessing. (P)
5. Apart from WHS provide three other examples of legislation that an assessor must follow. (S)

**11.** Sometimes when conducting assessment assessors may be required to be culturally sensitive to the needs of the candidate. Provide an example of how this concept could be applied when conducting assessment with culturally diverse groups of candidates. (P)

## Assessment task 6: TAEASS403 Participate in Assessment Validation.

For the assessment of the requirements of this unit you must demonstrate that you have:

* actively participated in a minimum of three validation sessions that address the critical aspects of validation
* collated and presented documentation for each validation session in a logical manner (as per templates provided)

Instructions – For this unit we suggest you prepare for these validation exercises by.

* selecting three assessment tools to be validated
* identify other assessors or RTO personnel who will participate in the validation exercises.
* Make copies of the three tools, relevant units of competency, validation checklists as provided.
* Arrange the time and place for the validation meeting.

At the conclusion of these three validation exercises collate the following documents into a Portfolio that must include:

* copies of validation materials documentation (collated in a logical order- complete two templates provided)
* details of recommendations to improve assessment practices
* a summary report that outlines your participation in validation sessions and demonstrates that you have the required knowledge of validation.

**Assessment task 7**

**Knowledge questions TAEASS403 Participate in Assessment Validation.**

## 1 Why is validation so important?

Read the following scenarios and answer the questions following.

Several friends are having coffee and discussing their work. All of them at some time in the last few months have been assessed in the same unit of competency but by different assessors from the same RTO. They all work in the same industry but in different organisations.

Sam: “The assessor didn’t ask me anything about how the safety procedures for the machinery we use.”

Peter: “My assessor asked me so many difficult questions, it took forever, and it was very annoying. I felt fatigued by the end of it.”

Carole: “The assessment I did took about 20 minutes. All I had to do was operate one of the machines we use and he asked me a couple of questions.”

Frank: “I thought the process was very fair. She asked some very pertinent questions to our work procedures, especially safety. She observed me operating the machinery several times at different shifts.”

Suggest some possible reasons why the assessments that this group of friends undertook were so variable and different? (P)

2. Who will be involved in your validation process? Write down all the relevant people who need to be considered in the review and validation process. What methods could you use to validate your assessment before, during and after the assessment? **(P)**

3. What is the difference between reviewing an assessment and validating the process? (S)

4.What is the difference between Moderation and Validation? (S)