Mapping the Assessment Tasks to the Unit

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | | **Performance Criterion** | | **Questions** | **Observation** | **Written** | **Project Step** |
| 1 | | 1.1 | |  |  |  | 1,2 |
| 1.2 | |  |  |  |
| 1.3 | |  |  |  |
| 1.4 | |  |  |  |
| 2 | | 2.1 | | 1, 3 |  |  | 3, 4 |
| 2.2 | |  |  |  |
| 2.3 | |  |  |  |
| 2.4 | |  |  |  |
| 3 | | 3.1 | |  |  |  | 4, 5, 8 |
| 3.2 | |  |  |  |
| 3.3 | |  |  |  |
| 4 | | 4.1 | |  |  |  | 6, 7 |
| 4.2 | |  |  |  |
| 4.3 | |  |  |  |
| 4.4 | |  |  |  |
| 4.5 | |  |  |  | 8 |
|  |  | | **Performance Evidence**  The candidate must show evidence of the ability to: | | | | |
| developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each | | | |  |  |  | 1-5 |
| 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 | | | |  |  |  | 1-5 |
| show how the contextual needs of different environments are addressed | | | |  |  |  | 3 |
| reporting on the trial and review of each assessment tool, including proposed changes | | | |  |  |  | 6-7 |
|  |  | | **Knowledge Evidence**  The candidate must be able to demonstrate essential knowledge of: | | | | |
| the principles of assessment and how they are applied when developing assessment tools | | | | 2 |  |  | 3 |
| the rules of evidence and how they have been incorporated in the tools developed | | | |  |  |  | 7 |
| different assessment contexts and their relationship to developing assessment tools | | | | 1 |  |  |  |
| the dimensions of competency and how they are incorporated in the development of assessment tools | | | | 2 |  |  |  |
| the contextualization of units of competency and contextualization guidelines | | | | 2 |  |  |  |
| the components of training packages relevant to the development of assessment tools | | | | 2 |  |  |  |
| different assessment methods, their purposes and uses | | | | 3,4,5 |  |  |  |
| evaluation methods appropriate to the trial and review of assessment tools | | | | 6 |  |  | 6 |
| the principles of reasonable adjustment | | | | 2 |  |  |  |
| 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. | | | | 7 |  |  | 6 |
|  |  | | **Foundation Skills:** | | | | |
| Reading | | | |  |  |  | 1-7 |
| Writing | | | |  |  |  | 5-7 |
| Oral Communication | | | |  |  |  | 1, 6-7 |
| Navigate the world of work | | | |  |  |  | 1,2,5-7 |
| Interact with others | | | |  |  |  | 6-7 |
| Get the work done | | | |  |  |  | 1-7 |

|  |  |
| --- | --- |
| **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. | 1,2,3,4,5,6,7 |