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**Assessment Workbook 3**

**TAE40116**

**Certificate IV in Training and Assessment**



**Assessment Cluster**

**Version 3.3 Produced 30 March 2023**

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Version control & document history

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| --- | --- | --- |
| **Date** | **Summary of modifications made** | **Version** |
| 04 September 2015 | Version 1 final produced following adaptation from TAE40110 resources. | 1.0 |
| 09 September 2016 | Minor formatting updates made throughout document.  Added KA item – Part 2 #11 | 1.1 |
| 7 February 2017 | Minor formatting updates made throughout document.  Updated Questions and Practical Assessments to meet External Validation recommendations. | 1.2 |
| 13 June 2017 | Updated questions to meet External Validation recommendations.  Extracted Practicum to create Skills Workbook  Added KA items:   * Part 1 # 11 * Part 5 #2 and 3 | 2.0 |
| 24 June 2017 | Added Workplace Pathway to Project 1 | 2.1 |
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**Instructions**

The questions in this workbook are divided into two categories: Knowledge Assessment and Practical Assessment.

The questions under **Knowledge Assessments** are all in a short answer format. The longer questions requiring creative and analytical thought processes are covered in the **Practical Assessment**. **You must answer all questions using your own words**. However, you may reference your Learner Guide and other relevant resources and learning materials to complete this assessment.

Some questions cover processes you would likely encounter in a workplace. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. However, if you do not currently have access to a workplace, then answer the questions based on processes that should be implemented in a typical workplace setting.

**Accessing Intranet Pages and External Links**

There are instructions in this workbook that will refer you to intranet pages and or external links. These intranet pages and external links are formatted in Blue Underlined Text.

To access these, hold the Ctrl key for Windows users or the Command **⌘** key for Mac users while clicking on these links.

**What is Competency-Based Assessment**

**The features of a competency-based assessment system are:**

* It is focused on what learners can do and whether it meets the criteria specified by the industry as competency standards.
* Assessment should mirror the environment the learner will encounter in the workplace.
* Assessment criteria should be clearly stated to the learner at the beginning of the learning process.
* Assessment should be holistic. That is it aims to assess as many elements and/or units of competency as is feasible at one time.
* In competency assessment, a learner receives one of only two (2) outcomes; competent or not yet competent.
* The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person to perform a task to the level required in the workplace.
* The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and learner. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

Definition of Competency

Assessment in this context can be defined as:

The fair, valid, reliable and flexible gathering and recording of evidence to support the judgement on whether competency has been achieved. Skills and knowledge (developed either in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry, rather than compared with the skills and knowledge of other learners.

**The Basic Principles of Assessing Nationally-Recognised Training**

Developing and conducting assessment, in an Australian vocational education and training context, is founded on a number of basic conventions:

**The principles of assessment**

* Assessment must be valid
  + Assessment must include the full range of skills and knowledge needed to demonstrate competency.
  + Assessment must include the combination of knowledge and skills with their practical application.
  + Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
* Assessment must be reliable
* Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
* Assessors must be trained in national competency standards for assessors to ensure reliability.
* Assessment must be flexible
* Assessment, where possible, must cover both the on and off-the-job components of training within a course.
* Assessment must provide for the recognition of knowledge, skills and attitudes regardless of how they have been acquired.
* Assessment must be made accessible to learners through a variety of delivery modes so they can proceed through modularised training packages to gain competencies.
* Assessment must be mutually developed and agreed upon between assessor and the assessed.
* Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.

(*Source: Standards for RTOs 2015, Clauses 1.8 – 1.12*)

**The rules of evidence**

When collecting evidence, there are certain rules that apply to that evidence. All evidence must be valid, sufficient, authentic and current:

* **Valid** - Evidence gathered should meet the requirements of the unit of competency. This evidence should match, or at least reflect, the type of performance that is to be assessed, whether it covers knowledge, skills or attitudes.
  + **Sufficient** - This rule relates to the amount of evidence gathered. It is imperative that enough evidence is gathered to satisfy the requirements that the learner is competent in all aspects of the unit of competency.
* **Authentic** - When evidence is gathered the assessor must be satisfied that evidence is the learner’s own work.
* **Current** - This relates to the recency of the evidence and whether the evidence relates to current abilities.

*(Source: Training in Australia by M Tovey, D Lawlor)*

**The Dimensions of Competency**

The national concept of competency includes all aspects of work performance and not only narrow task skills. The four (4) dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills
4. Job or role environment skills

**Reasonable Adjustment**

*Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre*

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

**Why make a reasonable adjustment?**

We make reasonable adjustments in VET to make sure that learners with a disability have:

* The same learning opportunities as learners without a disability, and
* the same opportunity to perform and complete assessments as those without a disability.

**Reasonable adjustment applied to participation in teaching, learning and assessment activities can include:**

* Customising resources and assessment activities within the training package or accredited course
* Modifying the presentation medium
* Learner support
* Use of assistive/adaptive technologies
* Making information accessible both before enrollment and during the course
* Monitoring the adjustments to ensure learner needs continue to be met.

**Assistive/Adaptive Technologies**

Assistive/Adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, digital note takers.

**IMPORTANT NOTE**

Reasonable adjustment made for collecting candidate assessment evidence must not impact on the standard expected by the workplace, as expressed by the relevant unit(s) of competency. For example, if the assessment were gathering evidence of the candidate’s competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

**The Units of Competency**

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit(s) of competency from *TAE40116 Certificate IV in Training and Assessment:*

**TAEASS401 Plan assessment activities and processes**

1. Determine the assessment approach
2. Prepare the assessment plan
3. Identify modification and contextualisation requirements
4. Develop the assessment instruments

**TAEASS403 Participate in assessment validation**

1. Prepare for validation
2. Participate in the validation of assessment tools
3. Contribute to validation outcomes

**TAEASS502 Design and develop assessment tools**

1. Determine the focus of the assessment tool
2. Design the assessment tool
3. Develop the assessment tool
4. Review and trial the assessment tool

This subject also partially addresses the requirements of:

**TAEASS402 Assess competence**

1. Prepare for the assessment
2. Gather quality evidence
3. Support the candidate
4. Make the assessment decision
5. Record and report the assessment decision
6. Review the assessment process

**TAELLN411 Address adult language, literacy and numeracy skills**

1. Analyse LLN requirements.
2. Select and use resources and strategies to address LLN skill requirements.
3. Use specialist support where required.
4. Evaluate effectiveness of learning support and assessment strategies in addressing LLN requirements.

**For complete copies of the above units of competency:**

Download them from the TGA website:

[TAEASS401](https://training.gov.au/training/details/TAEASS401)

[TAEASS402](https://training.gov.au/training/details/TAEASS402)

[TAEASS403](https://training.gov.au/training/details/TAEASS403)

[TAEASS502](https://training.gov.au/training/details/TAEASS502)

**Context for Assessment**

To complete the assessments in this workbook, students need to have access to their learning materials and the Internet. The written questions and project may be completed wholly at the student’s home or chosen place of study.

**Assessment Requirements**

The assessment requirements specify the evidence and required conditions for assessment.

Each unit of competency can be unbundled to reveal three (3) key assessment components:

1. **Performance Evidence** - Describes the subtasks that make up the element of the unit.
2. **Knowledge Evidence** - Describes the knowledge that must be applied to understanding the tasks described in the elements.
3. **Assessment Condition** - Describes the environment and conditions that assessments must be conducted under.

The associated assessment method in this kit covers all of these components as detailed in the matrix to follow:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Units of Competency | | | | |
| **Assessment Activities** | **TAEASS401** | **TAEASS402** | **TAEASS402** | **TAEASS502** | **TAELLN411** |
| Knowledge assessment | 🗹 | 🗹 | 🗹 | 🗹 | 🗹 |
| Case studies | 🗹 | 🗹 |  | 🗹 | 🗹 |

**Assessment Methods**

There are four (4) Assessment Workbooks for the course. Three (3) of which are Theory Workbooks and one (1) is the Skills Workbook. This is **Workbook 4.**

**Theory Workbooks**

The Theory Workbooks use the following assessment methods:

1. **Knowledge Assessment** – A set of generic and workplace questions testing the student’s general knowledge and understanding of the general theory behind the unit.
2. **Project Assessment** – Detailed scenarios and instructions for simulated and workplace environments, providing all necessary information required to complete relevant tasks and activities.

The Theory Workbooks in this course are as follow:

Workbook 1 – Design Cluster

Workbook 2 – Delivery Cluster

**Workbook 3 – Assessment Cluster**

**Skills Workbook**

The Skills Workbook contains the practical assessment which covers the practical skills components of the units:

* TAEASS402 Assess Competence (that have not already been addressed in the Assessment Cluster Workbook), and
* TAELLN411 Address Adult Language, Literacy, and Numeracy Skills (partial)

These practical assessment activities will be completed during your vocational placement with an RTO.

**You should not commence with the Skills Workbook until you have completed the three (3) theory workbooks and have received feedback from your assessor.**

The assessment method used in the Skills Workbook includes:

1. **Practical Assessment –** A set of tasks or activitiescompleted according to set instructions and guidelines to meet the requirements of the relevant units. These tasks and activities require you to have access to a workplace.

The Skills Workbook in this course is:

Workbook 4 – Skills Workbook

**Resources Required for Assessment**

**Candidate will need access to:**

* Computer with Internet and email access and a working web browser
* Installed software: MS Word, Adobe Acrobat Reader
* Audio recording equipment
* Video recording equipment
* The following people:
  + If completing Project 1 through the Workplace Pathway:
    - A workplace supervisor (if completing Project 1 through the Workplace Pathway)
    - Learner/s that require assessment against three (3) different units of competency (if completing Project 1 through the Workplace Pathway)
  + If completing Project 1 through the Simulated Pathway:
    - At least four (4) volunteers to participate in the assessment:
      * Two (2) to trial the assessment tools
      * Two (2) to trial the assessment instruments, these volunteers must be different from the volunteers trialling the assessment tools
  + At least one (1) volunteer to participate in the three (3) roleplay activities in Projects 2 and 3.

**Assessment Workbook Cover Sheet**

**To the candidate:** Print this cover sheet and complete it by filling in all the required information and affixing your signature in the space provided. Your signature must be hand-signed. Scan the completed cover sheet and submit it along with your evidence submissions. Use the filename: **TAE40116 Subject 3 Cover Sheet.**

|  |  |  |  |
| --- | --- | --- | --- |
| WORKBOOK: | WORKBOOK 3 | | |
| TITLE: | Assessment Cluster | | |
| FIRST AND SURNAME: |  | | |
| PHONE: |  | | |
| EMAIL: |  | | |
|  | | | |
| **Please read the Candidate Declaration below and if you agree to the terms of the declaration sign and date in the space provided.** | | | |
| **By submitting this work, I declare that:**   * **I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time.** * **I am aware that there is a limit to the number of submissions that I can make for each assessment, and I am submitting all documents required to complete this Assessment Workbook.** * **I have organised and named the files I am submitting according to the instructions provided, and I am aware that my assessor will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.** * **This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.** * **I am aware that there is a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes.** | | | |
| **Name:** | | **Signature:** | **Date:** |

**Knowledge Assessment**

Part 1: Competency-Based Assessments

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| --- |
| 1. Briefly explain how Vocational Education and Training (VET) is considered a competency-based system. |
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| 1. Briefly explain how competency-based assessment differs from other types of assessments. |
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| 1. Briefly explain how competency standards are used as the basis of qualifications. |
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| --- | --- | --- |
| 1. Consider the following components that make up the structure of a unit of competency.   Discuss the information found in each component and explain how this information is applied in a competency-based assessment.  The first item has been completed for your reference. | | |
|  | | |
| Components of a unit of competency | Information found in this component | How this information is applied in competency-based assessment activities and processes |
| Application | *Describes the purpose of the unit relevant to how it will be applied in the workplace.* | *Information found in this section could be used as guidance in contextualising the assessment to suit relevant work roles.* |
| Elements |  |  |
| Performance Criteria |  |  |
| Foundation Skills |  |  |
| Performance Evidence |  |  |
| Knowledge Evidence |  |  |
| Assessment Conditions |  |  |

|  |
| --- |
| 1. Consider a candidate completing the requirements for TAEASS502.   What is the minimum evidence that the candidate must provide to demonstrate his/her ability to complete the tasks outlined in the elements and performance criteria of the unit? |
|  |
|  |

|  |
| --- |
| 1. How do you determine the minimum standard for assessment the student must meet to demonstrate their competency?   *Guidance: Describe when and how to access this information.* |
|  |
|  |

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| --- | --- | --- |
| 1. Access the units TAEASS402 and TAEASS502 on training.gov.au and identify the following: 2. Purpose of assessing candidates against the unit, and 3. Contexts of assessment for the units   The first item has been completed for your reference.  *Guidance: There are several ways to answer this question. However, your answer must be consistent with the competency standards of the unit.* | | |
|  | | |
| Unit | Purpose of assessment | Contexts of assessment |
| *TAEASS403* | *To assess the candidate’s skills and knowledge required to participate in an assessment validation process.* | *Assessment tasks must be relevant to work roles performed by assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process.* |
| TAEASS402 |  |  |
| TAEASS502 |  |  |

|  |  |
| --- | --- |
| 1. List the four (4) dimensions of competency and briefly describe how each is incorporated in the development of assessment tools. | |
|  | |
| Dimensions of competency | How they are incorporated in the development of assessment tools |
|  |  |
|  |  |
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| --- |
| 1. Briefly explain how units of competency are contextualised.   *Guidance: For the purpose of this assessment, your responses must align with contextualisation guidelines provided in the implementation guide for the TAE Training and Education Package.* |
|  |
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| --- | --- |
| 1. Below is a list of training package components. Briefly describe how each is applied in developing assessment tools. | |
|  | |
| Training Package Component | How each is applied in the development of assessment tools |
| Assessment Requirements |  |
| Qualifications |  |
| Units of Competency |  |

|  |
| --- |
| 1. Briefly describe the relationship between assessment context and assessment tools. |
|  |
|  |

Part 2: Assessment Tools

|  |  |
| --- | --- |
| 1. Match the following assessment methods to their correct descriptions. 2. Portfolio 3. Questioning 4. Direct observation 5. Third-party evidence | |
|  | |
| Descriptions | |
|  | 1. Candidate is assessed by the assessor in real-time at the workplace or in a simulated environment. The purpose of this method is to gather first-hand evaluative information from the candidate. |
|  | 1. Candidate collects work samples and validated pieces of evidence that demonstrate performance and completion of specific tasks. The purpose of this method is to allow the candidate to document their competency and to provide physical evidence (e.g. workplace documents completed) for assessment. |
|  | 1. Generally, most applicable to assessment of knowledge evidence. The purpose of this method is to test the underpinning knowledge of the candidate. |
|  | 1. Observation by supervisors, trainers, team members, etc. are documented and used by the assessor to assess the candidate’s competence. The purpose of this method is to provide supplementary evidence of documentation of the candidate’s competency where direct observation from an assessor is not possible. |

|  |  |
| --- | --- |
| 1. Match the following assessment methods to their correct descriptions. 2. Portfolio 3. Questioning 4. Direct observation | |
|  | |
| Scenario | |
|  | 1. Candidate is required to physically demonstrate their competency in preparing drinks using appropriate methods as part of their assessment in *SITHFAB004 – Prepare and Serve Non-Alcoholic Beverages*. |
|  | 1. Candidate is required to demonstrate their knowledge and understanding of work health and safety (WHS) legislation and regulations. |
|  | 1. Candidate submitting a research report they previously completed as part of their application for recognition of prior learning in *BSBRES401 – Analyse and Present Research Information.* |

|  |  |  |
| --- | --- | --- |
| 1. Identify the assessment methods and instruments that would best meet the following evidence-gathering opportunities.   The first item has been completed for your reference. | | |
|  | | |
| Evidence gathering opportunities | Assessment methods | Assessment instruments |
| *Demonstrating knowledge of the different principles of evidence* | *Questioning* | *Written questionnaire* |
| Developing an assessment instrument |  |  |
| Using two-way communication and feedback with the candidate |  |  |
| RPL assessment |  |  |

|  |  |
| --- | --- |
| 1. Briefly explain methods you can use to trial and review the assessment tools listed below.   *Guidance: Give one (1) method for trialling and one (1) method for reviewing assessment tools.* | |
|  | |
| Assessment tool | Example method  *Provide one (1) for each* |
| Reviewing an assessment tool |  |
| Trialling an assessment tool |  |

|  |  |
| --- | --- |
| 1. Briefly explain the purpose and context of RPL assessments. | |
|  | |
| Purpose of RPL assessments |  |
| Context of RPL assessments |  |

|  |  |
| --- | --- |
| 1. Briefly explain the two (2) guiding principles underlying the context for reasonable adjustment in assessment activities: 2. Inclusive practice 3. Universal design | |
|  | |
| Inclusive practice |  |
| Universal design |  |

|  |  |
| --- | --- |
| 1. Match the following assessment methods to their correct descriptions. | |
|  | |
| Scenario | |
|  | 1. A Spanish candidate taking the qualification *10557NAT - Certificate IV in TESOL* is having difficulty completing the written assessment in English and requests to take the assessment in Spanish. |
|  | 1. A candidate having difficulty completing the written assessment due to fractured wrists requests to take the assessment verbally. |
|  | 1. A candidate without access to qualified supervisors to observe his/her performance requests to submit a video recording of his performance to the assessor. |
|  | 1. A candidate required to demonstrate performance of a task does not have access to a qualified observer or video recorder. He requests to submit a detailed written report about the completed procedure. |

|  |  |
| --- | --- |
| 1. Match the following assessment methods to their correct descriptions. 2. Direct evidence 3. Indirect evidence 4. Supplementary evidence | |
|  | |
| Description | |
|  | 1. Evidence observed and assessed by the assessor first-hand. |
|  | 1. Evidence gathered through a third-party observer and assessed by the assessor. |
|  | 1. Other pieces of evidence that can indicate relevant performance or completion of a requirement. |

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| --- | --- |
| 1. List the five (5) components of an assessment tool. | |
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| 1. Briefly explain the difference between assessment tools and assessment instruments. |
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| 1. Consider that you are conducting an assessment for the unit BSBFIA401 in a classroom setting.   List three (3) resources needed to conduct the written assessment. Include any costs or fees that are relevant to the assessment.  *Guidance: Specify how many of each resource is required and who should provide them.*  *For example, Assessment Workbook – one (1) per student (provided by the RTO)* |
|  |
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| --- | --- |
| 1. Discuss how an assessor can demonstrate cultural sensitivity and equity considerations in assessment activities. Provide two (2) ways for each. | |
|  | |
| Cultural sensitivity |  |
| Equity consideration |  |

|  |  |  |
| --- | --- | --- |
| 1. Identify three (3) types of evidence that can be submitted for a Recognition of Prior Learning (RPL) assessment. | | |
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Part 3: Validation

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| --- | --- |
| 1. From the options listed, select two (2) reasons for carrying out assessment validation. | |
|  | |
|  | 1. To ensure that assessment strategies meet the learning needs of the students. |
|  | 1. To ensure that assessment processes, assessment resources and assessment outcomes follow the principles of assessment and the rules of evidence. |
|  | 1. To ensure that the training provider always provides access to assessment outcomes when requested. |
|  | 1. A candidate required to demonstrate performance of a task does not have access to a qualified observer or video recorder. He requests to submit a detailed written report about the completed procedure. |

|  |  |
| --- | --- |
| 1. Describe different approaches to validation in the following stages of assessment. | |
|  | |
| Stage of assessment | Approaches to validation |
| Before assessment |  |
| During assessment |  |
| After assessment |  |

|  |  |
| --- | --- |
| 1. The following are critical aspects of validation. In your words, describe each. Your response must be between 100 – 150 words. | |
|  | |
| Critical aspects of validation | Description |
| Reviewing assessment practice |  |
| Reviewing assessment judgements |  |

|  |  |
| --- | --- |
| 1. List the four (4) Principles of Assessment and explain how each of them is applied in the validation of competency-based assessments. | |
|  | |
| Principles of Assessment | Application |
|  |  |
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| 1. List the four (4) Rules of Evidence and explain how they are applied in the validation of competency-based assessments. | |
|  | |
| Rules of evidence | Application |
|  |  |
|  |  |

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| --- | --- | --- |
| 1. List two (2) obligations that assessors have when conducting or participating in validation activities.   *Guidance: Your responses must meet applicable legislation and/or standards.* | | |
|  | | |
|  |  |
|  |  |

Part 4: Standards, Policies & Procedures

|  |
| --- |
| **Compliant Training Services**  Access Compliant Training Services’ Training and Assessment Strategy (TAS) for their *TAE40116 Certificate IV in Training and Assessment*, through the link below:    [Compliant Training Services TAE40116 TAS](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/01/TAE40116-AssessmentCluster-TAS-F-v1.1.pdf)  Review the TAS and answer the questions that follow. |

|  |  |
| --- | --- |
| 1. Briefly explain the Compliant Training Services policies and procedures listed in the table below. | |
|  | |
| Compliant Training Services  Policies and Procedures | Explanation |
| Pre-requisites/Entry requirements to the course |  |

|  |  |
| --- | --- |
| Delivery and assessment staff requirements |  |
| RPL Policy |  |
| Licensing, legislative, regulatory or certification considerations |  |

|  |  |
| --- | --- |
| 1. Match the following principles of assessment to their definitions/characteristics. 2. Fairness 3. Flexibility 4. Validity 5. Reliability   The definitions below are taken and adapted from Table 1.8 | |
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|  | 1. The learner’s needs are considered in the assessment process. |
|  | 1. Assessments against the unit/s of competency and the associated assessment requirements cover the broad range of skills and knowledge that is essential to competent performance. |
|  | 1. Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment. |
|  | 1. The assessment reflects the learner’s needs |

Part 5: Workplace Health and Safety

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| 1. Complete the following information about workplace health and safety: | |
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| Notifiable incidents are: |  |
| Notifiable incidents relate to: |  |
| If a notifiable incident occurs the model WHS Act sets out that: |  |

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| 1. Consider the following:  |  | | --- | | **SCENARIO**  3 People Hanging on White High Rise Building during DaytimeYou are going to conduct an assessment for the unit CPPCLO3036 – Clean at heights using an assessment tool in your organisation where the candidate is instructed to demonstrate the safe use of a bosun chair, as shown in the photo below. |   From the options below, choose three (3) steps that will help ensure the proper maintenance and safe use of the equipment described in the scenario. | |
|  | |
|  | 1. Immediately report any signs of damage found on the equipment and remove it from service. |
|  | 1. Regularly inspect the bosun chair and its rigging before and after use, and record the results of the inspection. |
|  | 1. Report signs of damage to the equipment, but do not remove it from service. |
|  | 1. Conduct the assessment with the candidate without inspecting the bosun chair or its accompanying straps. |
|  | 1. Before conducting the assessment, consult the instructions for use by the manufacturer to ensure that maintenance and use of the equipment are correct. |

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| 1. Consider the following:  |  | | --- | | **SCENARIO**  You are going to conduct an assessment of the unit CPPCLO3036 – Clean at heights using an assessment tool in your organisation where the candidate is instructed to demonstrate the safe use of a bosun chair.  There are no further instructions available to you or the candidate, so you decide to read the instructions for use by the manufacturer before conducting the assessment. It states that:   * The unit must be withdrawn from use 7 years after the manufacture date.   After inspecting the labels on the unit, you discover that although the bosun chair does not show any visible signs of wear, it is already meant to be withdrawn from service. You determine that this assessment activity is too hazardous for the candidate to complete. |   In no more than 200 words, discuss the procedures you must follow to report this hazard.  *Guidance: Your responses must be based on the procedures for reporting hazards in your organisation OR in an organisation you are familiar with.* |
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| 1. Answer the following questions about WHS responsibilities relevant to emergency procedures. | |
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| Who holds the duty prepare an emergency plan for the workplace? |  |
| What must be included in the emergency procedures?  *Guidance: You must list at least two (2).* |  |

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| 1. From the options below, choose three (3) activities involved in the maintenance of relevant equipment as identified in the ‘How to Manage Work Health and Safety Risks’ Code of Practice. | |
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|  | 1. Inspection of equipment |
|  | 1. Not assessing the control measures set in place |
|  | 1. Repair and replacement of damaged equipment |
|  | 1. Identifying damage found on the equipment without notifying the relevant personnel |
|  | 1. Setting up control measures that are suitable for the work environment |

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| 1. Answer the following questions about WHS responsibilities relevant to Personal Protective Equipment (PPE): | |
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| What is PPE? |  |
| When can PPE be used? |  |
| When should PPE be provided? |  |
| What is the role of the assessor in facilitating the use of PPE in a training environment? |  |
| What are the maintenance requirements for PPE? |  |

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| 1. Complete the following table about sources of WHS information: | |
|  | |
|  | Leads the development of national policy to improve work health and safety and workers’ compensation arrangements across Australia. |
|  | Forms the basis of the WHS Acts being enacted across Australia to harmonise work health and safety law. |
|  | Set out more detailed requirements to support the duties of the Model Work Health and Safety (WHS) Act. |
|  | Are practical guides to achieving the standards of health, safety and welfare required under the Work Health and Safety (WHS) Act and the WHS Regulations in a jurisdiction. |

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| 1. Review the Hazard Reporting Procedure below and answer the questions that follow: |

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|  | True or False.  Only WHS officers are authorised to take steps towards resolving hazards identified. |
|  | What must an assessor do first if a hazard is identified in the assessment venue? |
|  | What must an assessor do if the hazard identified has not been resolved after taking action to resolve it? |

**Practical Assessment**

Instructions

These case studies are hypothetical situations which will not require you to have access to a workplace, although, your past and present workplace experiences may help with the responses you provide. You will be expected to encounter similar situations to these in the future as you work in training and assessment.

In real life, trainers and assessors are required to plan, design and develop assessment tools and instruments. They are also required to participate in validation sessions in the workplace. This assessment will help you demonstrate skill requirements in such situations.

**Project Assessment**

Project 1: Develop Three Assessment Tools

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| **Project Overview**  This project requires you to develop three (3) assessment tools, each covering at least one (1) different unit of competency.  The development of each assessment tool is divided into three (3) parts:  **Part 1:** Plan development of assessment tool  **Part 2:** Develop the assessment tool  **Part 3:** Review and trial the assessment tool  This project can be completed through a real workplace or simulated scenario. Instructions for both pathways are provided below, choose the pathway that best suits your needs. If you have any concerns or queries, please direct them to your assessor.   |  | | --- | | Before proceeding, select the pathway you will be completing this project through:  Workplace  Simulated  Note: You must only select one (1). | |

Workplace Pathway

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| administration, analytics, business**Project Requirements**  To complete this project, you will need access to the following resources:   * Access to client/s who will be assessed against three (3) different units of competency, where one (1) must require assessment through the recognition of prior learning (RPL) pathway. * Consent forms completed by the learner/s and your workplace supervisor.   *Guidance: You must submit these to your assessor before proceeding with the project. Follow the prompts provided to you in the instructions.*   * Assessment tool development documentation.   *Guidance: You can submit documentation from your organisation as long as they contain the requirements for the assessment. The information you require to complete the project will be outlined for you in the candidate instructions.*  *Where the information required is not included in your workplace documentation, please fill in the necessary templates provided to you in this workbook.* |

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| Instruction to Candidate  Before you begin, remember to provide your supervisor with:   * A copy of your instructions for this project * The supervisor’s copy of the Consent Form for them to complete, hand-sign, and return to you for submission * A copy of the supervisor’s Declaration Form for them to complete, hand-sign, and return to you for submission   Instruction to Supervisor  Dear supervisor,  Thank you for allowing the candidate to complete this project in your workplace. This project requires the candidate to develop three (3) assessment tools for at least one (1) unit of competency each.  Please read the candidate instructions that follow. You will be asked to sign and date the following:   * Consent Form   The Consent Form documents that you have given the candidate permission to conduct the tasks outlined in the project, in your workplace. It also states that candidates must be given access to and permission to submit organisational documents relevant to the project.   * Declaration Form   There is also a Declaration Form for you to complete at the end of the project. |

Step 1: Plan the assessment tools

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| **Steps to take**   1. Have your learner/s and workplace supervisor hand sign and date the appropriate Consent Forms. You can download copies of the forms here:   [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Once completed, save and submit the Consent Forms to your assessor as shown below:  Learner    *Project1\_ConsentForm1*  Note: If you have more than one (1) learner, you must assign a number to each one. You will use this number to label submissions for each learner. For example,  Learner 1: Max Helpman  Submission: Project1\_ConsentForm1  Project1\_BSBWRK411\_ATDP1  Learner 2: Ben Baudin  Submission: Project1\_ConsentForm2  Project1\_BSBRSK401\_ATDP2  Supervisor    *Project1\_ConsentForm(Supervisor)* |

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| 1. Access and review your clients’ profile, assessment plan or training needs analysis documentation and the relevant unit requirements from [*training.gov.au*](https://training.gov.au/)   Note: At least one (1) of your clients must require assessment through RPL.   1. Access your organisation’s Assessment Tool Development Planning template OR the Assessment Tool Development Planning template, provided to you.   You must also access the following:   * Your learners’ profiles * Their Assessment Plan/s * Contextualisation guidelines relevant to the assessment * Training Needs Analysis completed for them * Other relevant documentation   You must submit one (1) Assessment Tool Development Planning template for each unit of competency. Completing the Assessment Tool Development Planning template will help you determine the focus of the assessment tool.  If you choose to submit your organisation’s Assessment Tool Development Planning template, please ensure that it includes the following information:   * The unit of competencies to be covered by each assessment tool * The target group of candidates * The purpose of the assessment tool * The assessment pathway the candidate will take * Context in which the assessment tool will be used * Industry contacts * Industry requirements * Contextualisation guidelines * Other related documentation to inform assessment tool development * Methods, instruments, and context of the assessments   If your organisation’s Assessment Tool Development Planning template does not include all of the information outlined above, please complete and submit the Assessment Tool Development Planning template provided in this workbook.  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)* |
| If you choose to complete the Assessment Tool Development Planning template provided in this workbook, note that you are not required to complete parts 3 and 4 of this form. You may leave parts 3 and 4 blank for submission.  When determining the most suitable method/s of assessment for the learner/s, consider the following questions:   * Who is your learner cohort? * Who will collect the evidence? * Where and how will the assessment be conducted? * How will the assessment outcomes be recorded and distributed to the candidates?   Note that you must consider the following as you complete this step:   * Protocols, policies and procedures, relevant to assessment, within your organisation. * Organisational, legal and ethical requirements relevant to your role as an assessor. |

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| 1. Review and analyse your determined assessment methods against the requirements of the unit.   You must complete this step under the supervision of your workplace supervisor.  Discuss and confirm with your supervisor:   * The accuracy of the contents of your Assessment Tool Development Planning template, or workplace equivalent. * Any conflicts you find between the learner’s requirements and the unit requirements. * The purpose and requirements of the assessment tool/s you will develop later on.   Use your supervisor’s comments to revise the Assessment Tool Development Planning template, or workplace equivalent, where necessary.  Once complete, have your supervisor hand-sign and date the Declaration Form at the end of this project. You must also save and submit the completed Assessment Tool Development Planning templates, or workplace equivalents, as shown below.    *Project1\_ATDP\_UnitCode Project1\_ATDP\_UnitCode*    *Project1\_ATDP\_UnitCode* |

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| 1. Discuss and confirm the following details with your learner/s:  * The unit/s of competency they will be assessed against, and * their assessment pathway of choice.   You must complete this step under the supervision of your workplace supervisor.  Note that at least one (1) learner must undergo RPL assessment and that you must take note of the evidence they can submit. This information can help you as you develop the assessment tools and instruments in Step 2.  You will also be assessed for your oral communication skills. You must be able to demonstrate the following in your discussion with your learner:   * Active listening * Comprehension of client requirements * Appropriate use of grammar, vocabulary, and pronunciation   After completing the task, have your supervisor hand-sign and complete the Declaration Form at the end of this project. |

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| 1. Access your organisation’s Competency Mapping template OR the Competency Mapping templateprovided to you below.   You must submit one (1) Competency Mapping template for each unit of competency.  If you choose to submit your organisation’s Competency Mapping template, please ensure that it includes the following information:   * Elements * Performance criteria * Performance evidence * Knowledge evidence * Assessment conditions * Assessment items and methods, you planned, that are mapped to performance criteria, performance evidence, knowledge evidence, and assessment conditions   If your organisation’s Competency Mapping template does not include the information outlined above, please complete the Competency Mapping template which can be accessed through this link:  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Use the information provided in the unit of competency and assessment requirements to complete the Competency Mapping template or workplace equivalent. Create a separate document for each unit of competency, you must submit three (3) different Competency Mapping templates at the end of this step.  Look at the assessment methods and instruments you plotted in the Assessment Tool Development Planning template and map them against the relevant performance criteria, performance evidence, knowledge evidence, and assessment conditions. Ensure that the assessment methods and instruments meet the requirements of the unit if necessary revise the assessment methods and instruments you plotted earlier.  You must also determine opportunities for integrated assessment activities by analysing the different unit requirements.  Remember that the assessment methods you choose must meet the principles of assessment, while the assessment instruments must support the collection of evidence that meets the rules of evidence. |

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| Once complete, save and submit the completed Competency Mapping templates, or workplace equivalents, as shown below.    *Project1\_CMT\_UnitCode Project1\_CMT\_UnitCode*  *Project1\_CMT\_UnitCode* |

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| 1. Consider the LLN requirements of your learners.   Determine at least two (2) assessment strategies that are appropriate for their needs. You must incorporate as you develop your assessment instruments, as you will include these in your trial in Step 3.  Review the unit requirements and the information provided to you about your learners and determine whether they require any specialist LLN support.  Document your assessment strategies and determine whether your learners require specialist LLN support in the spaces provided for you below. |

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| **ASSESSMENT STRATEGIES** |
| Determine two (2) assessment strategies that are appropriate for your learners’ needs. |
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| Will the learners require any specialist LLN support, yes or no? Briefly explain your response. |
|  |

Step 2: Develop the assessment tools

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| **Steps to take**   1. Access and review the Assessment Instrument templates available to you in your workplace.   When reviewing the Assessment Instrument templates, consider the assessment pathway the learner/s want to take. For instance, if the learner/s want to be assessed through the RPL pathway, you can create assessment instruments that will allow them to present evidence of their current competency. Note that at least one (1) learner must be assessed through the RPL pathway, the assessment instruments and methods developed for this learner must support their ability to collect evidence.   1. Develop the assessment instruments   Remember to use the relevant assessment mapping tool you completed for each unit of competency and the Assessment Instrument template you reviewed, as guidance.  To complete this task and prepare for Step 3, you are required to create two (2) versions of each Assessment Instrument templates. One is for the assessor (you) to use, and the other is for your learner/s. The table on the page that follows outlines what must be included in the assessor and learner versions of the Assessment Instrument templates. |

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| **ASSESSOR VERSION** | **LEARNER VERSION** |
| Clear and specific instructions on how the assessment will be administered. | Clear and specific instructions on how the assessment will be administered. |
| How the instrument will be marked, including guides and benchmark answers. | Clear and specific instructions on how to complete the assessment. |
| Outline of what knowledge and/or skills the assessment instrument covers. | How the instrument will be submitted for assessment. |
| Where necessary:  Further guidance to ensure that the assessment tools reflect the principles of assessment and rules of evidence. | Appropriate language and formatting for the target learner/s. |
| Optional:  You can also include mapping guides in the assessment instrument as your guide to ensure that all performance criteria, performance evidence, foundation skills, knowledge evidence, and assessment conditions are met. | Outline of what knowledge and/or skills the assessment instrument covers. |
|  | Where necessary:  Further guidance to ensure that the assessment tools reflect the principles of assessment and rules of evidence. |

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| *Guidance: You can begin by creating and finalising the assessor version of your assessment instruments, and then save and create duplicate copies of your documents. These duplicate copies will be your learner version, delete all mapping, and instructions that are meant for the assessor.*  You must also consider the following when developing your assessment instruments:   * Assessment system policies and procedures * Storage and retrieval needs, and * The learner/s needs  1. Review the Competency Maps you completed in Step 1 and compare your completed assessment instrument against the initial mapping. Where necessary, revise the Competency Map to meet any adjustments or changes you may have made during the development process. 2. Once complete, have your workplace supervisor hand-sign the Declaration Form at the end of this project.   You must also save and submit your completed assessment instruments, as shown below.    *Project1\_AI(Assessor) \_UnitCode Project1\_ AI(Assessor) \_UnitCode*    *Project1\_ AI(Assessor) \_UnitCode Project1\_AI(Learner)\_UnitCode*    *Project1\_ AI(Learner)\_UnitCode Project1\_ AI(Learner)\_UnitCode* |

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| **CHANGES MADE TO ASSESSMENT TOOLS** | |
| Guidance: You must identify the changes you made to the assessment tools to meet the needs of your learners. | |
| **ASSESSMENT TOOL** | **CHANGES MADE** |
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Step 3: Review and trial assessment tools

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| **Steps to take**   1. Find two (2) volunteers to participate in the review of your assessment tools. Ideally, your volunteers must be:  * Relevant industry experts * Other trainers and assessors   You must facilitate the review of the assessment tools. This can be done through video conference or face-to-face session, etc. with the volunteers as long as you are able to demonstrate the following during the session:   * Active listening * Comprehension of assessment requirements * Appropriate use of grammar, vocabulary, and pronunciation  1. Provide your volunteers with copies of the following:  * Three (3) assessor tools, the assessor’s versions will do * Relevant assessment mapping tools * Three (3) copies of the Assessment Tool Review form for your volunteers to complete, one (1) for each unit of competency. You can download copies of the document here:   [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Remember to have your volunteers hand-sign the Declaration section at the end of the form.  Once complete save and submit the completed Assessment Tool Review forms, as shown below:  *Project1\_ATRF1 Project1\_ ATRF2* |

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| 1. Amend the assessment tool/s, where necessary.   Base your rectifications on the recommendations made by your volunteers. In the spaces below, outline the changes you made for each assessment tool.   |  |  |  | | --- | --- | --- | | **UNIT CODE** | **ASSESSMENT INSTRUMENT** | **AMENDMENTS** | | *Guidance: Write the filenames of the assessment instruments here.* | *Guidance: Outline the changes you made to the document.* | |  |  |  | |  |  |  | |  |  |  |   *Guidance: If your volunteers do not require you to make changes you can leave the ‘Amendments’ column blank.*  Once complete, save and submit your amended assessment instrument/s as shown below.    *Project1\_AI(Assessor) \_UnitCode.v2 Project1\_ AI(Assessor) \_UnitCode.v2*    *Project1\_ AI(Assessor) \_UnitCode.v2 Project1\_AI(Learner)\_UnitCode.v2*    *Project1\_ AI(Learner)\_UnitCode.v2 Project1\_ AI(Learner)\_UnitCode.v2* |

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| 1. Find two (2) new volunteers to participate in the review of your assessment instruments. Ideally, these volunteers must have characteristics, and levels of ability similar to your target learner group.   Note: Remember to consider and implement the two (2) assessment strategies you identified in Step 1.  You must facilitate the review of the assessment tools. This can be done through video conference or face-to-face session, etc. with the volunteers, as long as you are able to demonstrate the following during the session:   * Active listening * Comprehension of assessment requirements * Appropriate use of grammar, vocabulary, and pronunciation  1. Provide your volunteers with copies of the following:  * Three (3) assessor tools, the learner’s versions will do * Three (3) copies of the Assessment Trial Participant Feedback forms for your volunteers to complete, one (1) for each unit of competency. You can download copies of the document here:   [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Remember to have your volunteers hand-sign the Declaration section at the end of the form.  Once complete save and submit the completed Assessment Trial Participant Feedback forms, as shown below:  *Project1\_ATPFF1 Project1\_ ATPFF2* |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Amend the assessment tool/s, where necessary.   Base your rectifications on the recommendations made by your volunteers. In the spaces below, outline the changes you made for each assessment tool.   |  |  |  | | --- | --- | --- | | **UNIT CODE** | **ASSESSMENT INSTRUMENT** | **AMENDMENTS** | | *Guidance: Write the filenames of the assessment instruments here.* | *Guidance: Outline the changes you made to the document.* | |  |  |  | |  |  |  | |  |  |  |   *Guidance: If your volunteers do not require you to make changes you can leave the ‘Amendments’ column blank.*  You must also save, format, and store the completed assessment tools following your organisation’s policies and procedures. Once complete, have your supervisor hand-sign and date the Declaration Form at the end of this project. You must also save and submit the six (6) amended assessment instrument/s, three (3) assessor versions, and three (3) learner versions, as shown below.  *Project1\_AI(Assessor) \_UnitCode.final Project1\_AI(Learner)\_UnitCode.final* |

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| 1. Determine areas for improvement.   In the spaces provided below, consider what you can do to improve how you supported the LLN needs and requirements of your learners. |

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| **REVIEW** |
| Consider the feedback you received during the trial. Identify at least two (2) things you can do improve how you support your learners’ LLN needs in the future?  Guidance: Include in your discussion any specialist LLN support your candidates required and how you incorporated these into the assessment instruments you developed. |
|  |
| Were the two (2) assessment strategies you used effective or not? Briefly explain why or why not. |
|  |

Simulated Pathway

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| **Project Requirements**  For the simulated pathway, the relevant forms and templates will be provided to you to document your performance, note that these may not meet the standard documentation used in your workplace.  You will be required to complete the tasks in this project through the details provided in the case study. Specific information about the task will also be provided through the roleplaying activity. |

Case Study 1: ABC Training Services

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Scenario**  Abigail is working as an assessor for ABC Training Services. Danah Roberts, your training manager, has asked you to create three (3) assessment tools, one (1) for each of the following units:   * BSBITU101 - Operate a Personal Computer * BSBITU102 - Develop Keyboard Skills * BSBITU201 - Produce Simple Word-Processed Documents   These units will be used in ABC’s Certificate I in business course.  Danah Roberts is the training manager of ABC Training Services. She is the contact person for this project. Below is her email outlining the specifications of the project.   |  |  | | --- | --- | | From | danah.r@yourdomain.com.au | | To | abigail.c@yourdomain.com.au | | Subject | Design Specifications | | Hi Abigail,  As we agreed, we will need you to develop one (1) assessment tool for each of these units:   * BSBITU101 – Operate a Personal Computer * BSBITU102 – Develop Keyboard Skills * BSBITU201 – Produce Simple Word-Processed Documents   Looking forward to seeing the finished resources!  Cheers,  Danah Roberts  Training Manager | |   . |

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| To complete this project, you will be playing the role of Abigail. Your task is to develop three (3) assessment tools to the specifications of the client, and in compliance with ABC Training Services’ relevant standards, policies, procedures, and quality guidelines.  The development of each assessment tool must follow the steps outlined below:  Step 1: Plan the assessment tool  Step 2: Develop the assessment tool  Step 3: Review and trial assessment tool  Follow the instructions and prompts provided to you below, and complete the templates accordingly.  For the purpose of this assessment, your assessor will play the role of Danah Roberts, the training manager of ABC Training Services. Should you have any questions or concerns about the task, you may direct them to your assessor.  Note, that during this activity, you will also be assessed on your oral communication skills. To complete this assessment, you must book a call with your client (assessor) to confirm the requirements required to complete your “Development Planning” template. During this conversation you must satisfactorily demonstrate the following skills:   * Active listening, * Comprehension of client requirements * Appropriate use of grammar, vocabulary, and pronunciation |

Step 1: Plan the assessment tools

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| **Steps to take**   1. Access and prepare three (3) copies of the Assessment Tool Development Planning template.You can download copies of the forms here:   [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*   1. Access the following:  * Contextualisation guidelines relevant to assessment * Relevant unit requirements from [*training.gov.au*](https://training.gov.au/)  1. Find a volunteer who will play the role of your training manager, Danah Roberts. You must submit an audio recording, of no more than seven (7) minutes, of your roleplay with Danah (your volunteer) for assessment.   Provide your volunteer with a copy of the character brief before commencing the assessment. You can download a copy of the brief here:  [Character Brief](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-AssessmentCluster-P1CB-F-v1.0-2.docx)  *(Username: newusername Password: newpassword)*  You must speak to Danah (your volunteer) and discuss with them the requirements of the assessment and any conflicts with the requirements against the requirements of the unit. The information they give you during the roleplaying activity will help you complete Part 1 of your Assessment Tool Development Planning template.  Once complete, save and submit the audio recording as shown below:    *Project1-Meeting* |

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| **Roleplay Activity – Assessor’s Checklist**  *(The candidate is to leave this blank. This is for the assessor’s use only.)* | | | |
| In the video submission, the candidate… | YES | NO | Assessor’s Comments |
| 1. Confirmed that at least one candidate requires assessment through the RPL pathway. |  |  |  |
| 1. Demonstrated the following:  * Active listening * Adequate comprehension * Appropriate use of grammar, vocabulary, and pronunciation |  |  |  |

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| 1. Complete one (1) Assessment Tool Development Planning templatefor each unit of competency.   This form will help you determine the focus of the assessment tool. Note that you are not required to complete Parts 3 and 4 of the Assessment Tool Development Planning template.  Once completed, save and submit the completed Assessment Tool Development Planning templates as shown below:  *Project1\_ATDP\_BSBITU101 Project1\_ATDP\_BSBITU102*    *Project1\_ATDP\_BSBITU201* |

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Access the Competency Mapping templatewhich can be accessed through this link:   [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Use the information provided in the unit of competency and assessment requirements to complete the Competency Mapping template or workplace equivalent. Create a separate document for each unit of competency, you must submit three (3) different Competency Mapping documents at the end of this step.   |  |  | | --- | --- | | BSBITU101 | Operate a personal computer | | BSBITU102 | Develop keyboard skills | | BSBITU201 | Produce simple word processed documents |   Look at the assessment methods and instruments you plotted in the Assessment Tool Development Planning template, and map them against the relevant performance criteria, performance evidence, knowledge evidence, and assessment conditions. Ensure that the assessment methods and instruments meet the requirements of the unit if necessary revise the assessment methods and instruments you plotted earlier.  You must also determine opportunities for integrated assessment activities by analysing the different unit requirements.  Remember that the assessment methods you choose must meet the principles of assessment, while the assessment instruments must support the collection of evidence that meets the rules of evidence.  When determining the most suitable methods for assessment consider the following questions:   1. Who is your learner cohort? 2. Who will collect the evidence? 3. Where and how will the assessment be conducted? 4. How will the assessment outcomes be recorded and distributed to the candidates? |

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| Once complete, save and submit the completed Competency Mapping templates, or workplace equivalents, as shown below.    *Project1\_CMT\_BSBITU101 Project1\_CMT\_BSBITU102*  *Project1\_CMT\_BSBITU201* |

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| 1. Consider the LLN requirements of your learners.   Determine at least two (2) assessment strategies that are appropriate for their needs. You must incorporate these as you develop your assessment instruments, as you will include these in your trial in Step 3.  Review the unit requirements and the information provided to you about your learners and determine whether they require any specialist LLN support.  Document your assessment strategies and determine whether your learners require specialist LLN support in the spaces provided for you below. |

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| **ASSESSMENT STRATEGIES** |
| Determine two (2) assessment strategies that are appropriate for your learners’ needs. |
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| Will the learners require any specialist LLN support, yes or no? Briefly explain your response. |
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Step 2: Develop the assessment tools

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| **Steps to take**   1. Access and review the Assessment Instrument templates available to you. These can be accessed through the link below:   [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  When reviewing the Assessment Instrument templates, remember to consider that the assessment instruments you develop must allow the learners to present evidence of their current competency. You must also note that one (1) learner wants to be assessed through the RPL pathway.   1. Develop the assessment instruments   Edit the templates as needed to address the requirements of the units:   * Performance criteria * Performance evidence * Knowledge evidence * Assessment conditions * Foundation skills   Remember to use the relevant assessment mapping tool you completed for each unit of competency and the Assessment Instrument template you reviewed, as guidance.  To complete this task and prepare for Step 3, you are required to create two (2) versions of each Assessment Instrument template. One is for the assessor (you) to use, and the other is for your learner/s. The table on the page that follows outlines what must be included in the assessor and learner versions of the assessment instruments. |

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| **ASSESSOR VERSION** | **LEARNER VERSION** |
| Clear and specific instructions on how the assessment will be administered. | Clear and specific instructions on how the assessment will be administered. |
| How the instrument will be marked, including guides and benchmark answers. | Clear and specific instructions on how to complete the assessment. |
| Outline of what knowledge and/or skills the assessment instrument covers. | How the instrument will be submitted for assessment. |
| Where necessary:  Further guidance to ensure that the assessment tools reflect the principles of assessment and rules of evidence. | Appropriate language and formatting for the target learner/s. |
| Optional:  You can also include mapping guides in the assessment instrument as your guide to ensure that all performance criteria, performance evidence, foundation skills, knowledge evidence, and assessment conditions are met. | Outline of what knowledge and/or skills the assessment instrument covers. |
|  | Where necessary:  Further guidance to ensure that the assessment tools reflect the principles of assessment and rules of evidence. |

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| *Guidance: You can begin by creating and finalising the assessor version of your assessment instruments, and then save and create duplicate copies of your documents. These duplicate copies will be your learner version, delete all mapping, and instructions that are meant for the assessor.*  As you develop the assessment tasks, you must also consider the relevant:   * Assessment system policies and procedures, this can be accessed through the link below:   [ABC Training Services Assessment Policies and Procedures](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-ABCTrainingAPP-F-v1.0.docx)  [ABC Training Services RPL Assessment Policies and Procedures](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-ABCTrainingAPPRPL-F-v1.0.docx)  *(Username: newusername Password: newpassword)*   * Storage and retrieval needs |

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| 1. Review the Competency Maps you completed in Step 1 and compare your completed assessment instrument against the initial mapping. Where necessary, revise the Competency Map to meet any adjustments or changes you may have made during the development process.   You must also save and submit your completed assessment instruments, as shown below.    *Project1\_AI(Assessor) \_BSBITU101 Project1\_ AI(Assessor) \_BSBITU102*    *Project1\_ AI(Assessor) \_BSBITU201 Project1\_AI(Learner)\_BSBITU101*    *Project1\_ AI(Learner)\_BSBITU102 Project1\_ AI(Learner)\_BSBITU201* |

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| **CHANGES MADE TO ASSESSMENT TOOLS** | |
| Guidance: You must identify the changes you made to the assessment tools to meet the needs of your learners. | |
| **ASSESSMENT TOOL** | **CHANGES MADE** |
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Step 3: Review and trial assessment tools

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| Mapping: TAEASS502 PE4.0  **Steps to take**   1. Find two (2) volunteers to participate in the review of your assessment tools. Ideally, your volunteers must be:  * Relevant industry experts * Other trainers and assessors   You must facilitate the review of the assessment tools. This can be done through video conference or face-to-face session, etc. with the volunteers as long as you are able to demonstrate the following during the session:   * Active listening * Comprehension of assessment requirements * Appropriate use of grammar, vocabulary, and pronunciation  1. Provide your volunteers with copies of the following:  * Three (3) assessor tools, the assessor’s versions will do * Relevant assessment mapping tools * Three (3) copies of the Assessment Tool Review forms for your volunteers to complete, one (1) for each unit of competency. You can download copies of the document here:   [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Remember to have your volunteers hand-sign the Declaration section at the end of the form.  Once complete save and submit the completed Assessment Tool Review forms, as shown below:  *Project1\_ATRF1 Project1\_ ATRF2* |

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| 1. Amend the assessment tool/s, where necessary.   Base your rectifications on the recommendations made by your volunteers. In the spaces below, outline the changes you made for each assessment tool.   |  |  |  | | --- | --- | --- | | **UNIT CODE** | **ASSESSMENT INSTRUMENT** | **AMENDMENTS** | | *Guidance: Write the filenames of the assessment instruments here.* | *Guidance: Outline the changes you made to the document.* | |  |  |  | |  |  |  | |  |  |  |   *Guidance: If your volunteers do not require you to make changes you can leave the ‘Amendments’ column blank.*  Once complete, save and submit your amended assessment instrument/s as shown below.    *Project1\_AI(Assessor) \_BSBITU101.v2 Project1\_ AI(Assessor) \_BSBITU102.v2*    *Project1\_ AI(Assessor) \_BSBITU201.v2 Project1\_AI(Learner)\_BSBITU101.v2*    *Project1\_ AI(Learner)\_BSBITU102.v2 Project1\_ AI(Learner)\_BSBITU201.v2* |

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| 1. Find two (2) new volunteers to participate in the review of your assessment instruments. Ideally, these volunteers must have characteristics, and levels of ability similar to your target learner group.   Note: Remember to consider and implement the two (2) assessment strategies you identified in Step 1.  You must facilitate the review of the assessment tools. This can be done through video conference or face-to-face session, etc. with the volunteers, as long as you are able to demonstrate the following during the session:   * Active listening * Comprehension of assessment requirements * Appropriate use of grammar, vocabulary, and pronunciation  1. Provide your volunteers with copies of the following:  * Three (3) assessor tools, the learner’s versions will do * Three (3) copies of the Assessment Trial Participant Feedback forms for your volunteers to complete, one (1) for each unit of competency. You can download copies of the document here:   [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Remember to have your volunteers hand-sign the Declaration section at the end of the form.  Once complete, save and submit the completed Assessment Trial Participant Feedback forms, as shown below:  *Project1\_ATPFF1 Project1\_ ATPFF2* |

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| 1. Amend the assessment tool/s, where necessary.   Base your rectifications on the recommendations made by your volunteers. In the spaces below, outline the changes you made for each assessment tool.   |  |  |  | | --- | --- | --- | | **UNIT CODE** | **ASSESSMENT INSTRUMENT** | **AMENDMENTS** | | *Guidance: Write the filenames of the assessment instruments here.* | *Guidance: Outline the changes you made to the document.* | |  |  |  | |  |  |  | |  |  |  |   *Guidance: If your volunteers do not require you to make changes you can leave the ‘Amendments’ column blank.*  You must also save, format, and store the completed assessment tools following your organisation’s policies and procedures. Once complete, have your supervisor hand-sign and date the Declaration form at the end of this project. You must also save and submit the six (6) amended assessment instrument/s, three (3) assessor versions, and three (3) learner versions, as shown below.  *Project1\_AI(Assessor) \_UnitCode.final Project1\_AI(Learner)\_UnitCode.final* |

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| 1. Determine areas for improvement.   In the spaces provided below, consider what you can do to improve how you supported the LLN needs and requirements of your learners. |

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| **REVIEW** |
| Consider the feedback you received during the trial. Identify at least two (2) things you can do improve how you support your learners’ LLN needs in the future?  Guidance: Include in your discussion any specialist LLN support your candidates required and how you incorporated these into the assessment instruments you developed. |
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| Were the two (2) assessment strategies you used effective or not? Briefly explain why or why not. |
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Project 2: Plan and Organise Assessments

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| **Project Overview**  This project is divided into two (2) parts:  **Part 1:** Training and Assessment Pathway  Plan and organise assessments via the training and assessment pathway  **Part 2:** RPL Assessment Pathway  Plan and organise assessments via the RPL assessment pathway  You are provided with a Case Study to perform all the tasks included in this project. The Case Study will include all the instructions and information you need to complete this project.  You will also need access to video recording equipment (mobile phone, camera, etc.), to complete this project. |

Case Study 2: Makoto Miyagi

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| **Scenario**  Makoto Miyagi was an Automotive Technology Teacher in Tokyo for seven (7) years. He moved to Australia with his family two (2) years ago. In the last two years, he focused on developing his English communication skills and completing his qualification for *AUR40616 Certificate IV in Automotive Electrical Technology*. He aims to work as an automotive electrical technology trainer in Australia.  He is now working on his *TAE40116 Certificate IV in Training and Assessment* course.  Makoto had just completed the lectures and workshops for the Design Cluster which covers the following units:   * TAEDES401 Design and develop learning programs * TAEDES402 Use training packages and accredited courses to meet client needs * TAELLN411 Address adult language, literacy and numeracy skills   Makoto is ready to take the assessment tasks for these units and has requested to take the assessments on the following dates:   * 7 July 20xx\* - TAEDES401 * 14 July 20xx\* - TAEDES402 * 21 July 20xx\* - TAELLN411   20xx is the current year. |

Part 1: Training and Assessment Pathway

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| **Steps to take**   1. Complete the Assessment Plan templates.   Using the information provided in Makoto’s Student Profile and in the relevant units of competency.  Check the following implementation guides for any advice relevant to contextualisation needs you identified for Makoto:  [TAE Implementation Guide](https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3)  [BSB Implementation Guide](https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10)  *(Username: newusername Password: newpassword)*  A copy of Makoto’s Student Profile is provided for you on the page that follows.  You will need to review the Assessment Instruments available to you to identify what changes need to be made to ensure that the instruments have been contextualised to meet Makoto’s needs.  To complete this part of the project, you must prepare three (3) copies of the Assessment Plan template. You can download a copy of the form here  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Remember that you must also consider ABC Training Services’ organisational policies and procedures relevant to your role as an assessor.  [ABC Training Services Assessment Policies and Procedures](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-ABCTrainingAPP-F-v1.0.docx)  [ABC Training Services RPL Assessment Policies and Procedures](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-ABCTrainingAPPRPL-F-v1.0.docx)  *(Username: newusername Password: newpassword)*  You must complete one (1) Assessment Plan Template for each unit of competency. Once complete, save and submit the files as shown below:  *AssessmentPlan\_TAEDES401 AssessmentPlan\_TAEDES402*  *AssessmentPlan\_TAELLN411* |

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| **Name** | | | Makoto Miagi | | | | | | **Start Date** |  |
| **Qualification Code** | | | TAE40116 | | | | | | **End Date** |  |
| **Course Title** | | | Certificate IV in Training and Assessment | | | | | | **Status** | Active |
| Course Packaging | | | | | | | | | | |
| **Cluster** | **Unit Code** | | | **Unit Name** | | | | | | **Status** |
| Design Cluster | TAEDES401 | | | Design and develop learning programs | | | | | |  |
| TAEDES402 | | | Use training packages and accredited courses to meet client needs | | | | | |  |
| TAELLN411 | | | Address adult language, literacy and numeracy skills | | | | | |  |
| Delivery Cluster | TAEDEL401 | | | Plan, organise and deliver group-based learning | | | | | |  |
| TAEDEL402 | | | Plan, organise and facilitate learning in the workplace | | | | | |  |
| BSBCMM401 | | | Make a presentation | | | | | |  |
| Assessment Cluster | TAEASS401 | | | Plan assessment activities and processes | | | | | |  |
| TAEASS402 | | | Assess competence | | | | | |  |
| TAEASS403 | | | Participate in assessment validation | | | | | |  |
| TAEASS502 | | | Design and develop assessment tools | | | | | |  |
| Student Profile | | | | | | | | | | |
| **Core Skills** | | **Summary of ACSF alignment of learner’s skills** | | | | | | **Comments** | | |
| **Level 1** | | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Learning | |  | |  |  | ✓ |  | Identifies personal strengths and weaknesses in different contexts and seeks to develop skills and knowledge in areas of need. | | |
| Reading | |  | | ✓ |  |  |  | Makes content predictions on the basis of prior knowledge of the subject and emerging understanding of text structures. | | |
| Writing | |  | | ✓ |  |  |  | Refers to dictionary to check spelling or vocabulary choice.  Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance. | | |
| Oral Communication | |  | |  | ✓ |  |  | Begins to provide key information relevant to an exchange.  Uses simple questions and instructions in order to exchange or obtain goods or services, or gather and provide information. | | |

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| Numeracy |  |  | ✓ |  |  | Interprets and comprehends a range of everyday mathematical information that is embedded in familiar and routine texts. |
| **NOTES** | Makoto is an expert in his field, auto mechanics. He’s been an automotive instructor in Japan for seven (7) years and has been running his own shop for three (3) years. He moved to Australia two (2) years ago and is seeking to get employment facilitating relevant workshops in a local RTO in Brisbane. Although technically very qualified in training and his field of expertise, Makoto has some language and communication challenges. He was able to complete most of his requirements for his *AUR40616 Certificate IV in Automotive Electrical Technology* qualification via RPL assessment. | | | | | |

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| 1. Find a volunteer to play the role of, Shiela Marcobson, your supervisor at ABC Training Services. You must confirm:  * The purpose and context of Makoto’s assessment with Shiela (your volunteer). * The organisational policies and procedures you accessed for Makoto’s assessment are correct.   They (your volunteer) must also agree with the Assessment Plan templates but must recommend that you submit these for approval.  Provide your volunteer with a copy of the Character Brief before commencing the assessment. You can download a copy of the brief here:  [Character](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-AssessmentCluster-P2CB-F-v1.0.docx) Brief  *(Username: newusername Password: newpassword)*  You must submit a video recording, of no more than five (5) minutes in length, of your meeting with Shiela (your volunteer). Once complete, save and submit your video recording as shown below:    *Project2\_Meeting*  Wait for your assessor to mark your Assessment Plan template, wait for approval or revise the document if necessary. |

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| **Roleplay Activity – Assessor’s Checklist**  *(The candidate is to leave this blank. This is for the assessor’s use only.)* | | | |
| In the video submission, the candidate… | YES | NO | Assessor’s Comments |
| 1. Identified Makoto Miyagi as the candidate undertaking assessment. |  |  |  |
| 1. Confirmed the purpose and context of the assessment with their supervisor (volunteer) and gained their approval about the assessment plan. |  |  |  |
| 1. Complied with the legal, organisational, and ethical requirements relevant to their role as an assessor. |  |  |  |
| 1. Demonstrated the following:  * Active listening * Adequate comprehension * Appropriate use of grammar, vocabulary, and pronunciation |  |  |  |

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| 1. Find a volunteer to play the role, Gemma Hurley, Makoto’s workplace supervisor.   In your roleplay, you must briefly run through Makoto’s Assessment Plan and confirm that Gemma (your volunteer) understands how Makoto will be assessed. You must also gather information from Gemma (your volunteer) about their workplace to help you determine any contextualisation needs that might need to be considered for the assessment.  Provide your volunteer with a copy of the Character Brief before commencing the assessment. You can download a copy of the brief here:  [Character](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-AssessmentCluster-P2CB2-F-v1.0.docx) Brief  *(Username: newusername Password: newpassword)*  You must submit a video recording, of no more than five (5) minutes in length, of your meeting with Gemma (your volunteer). Once complete, save and submit your video recording as shown below:    *Project2\_Meeting2* |

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| **Roleplay Activity – Assessor’s Checklist**  *(The candidate is to leave this blank. This is for the assessor’s use only.)* | | | |
| In the video submission, the candidate… | YES | NO | Assessor’s Comments |
| 1. Obtained information from the learner’s workplace to identify contextualisation needs. |  |  |  |
| 1. Gained approval from Gemma about the assessment plan for the learner. |  |  |  |
| 1. Demonstrated the following:  * Active listening * Adequate comprehension * Appropriate use of grammar, vocabulary, and pronunciation |  |  |  |
| 1. Confirmed Gemma’s (volunteer’s) understanding of the assessment. |  |  |  |

Part 2: RPL Assessment Pathway

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| **Scenario**  The next cluster after the Design Cluster is the Delivery Cluster. After reviewing the requirements for the units included in the Delivery Cluster, Makoto believes he can complete the following units via the RPL pathway:   * TAEDEL401 Plan, organise and deliver group-based learning * BSBCMM401 Make a presentation   Makoto has requested to take the assessments on the following dates:   * 3 August 20xx \*– TAEDEL401 * 10 August 20xx \*– BSBCMM401   20xx is the current year. |

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| Part 2 is divided into two (2) tasks.  **Task 1:** Complete (2) two RPL Assessment Plans for Makoto  **Task 2:** Contextualise the RPL Assessment Instruments for Makoto |

**Task 1**

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| **Steps to take**   1. Complete two (2) RPL Assessment Plan templates for Makoto.   Using the information provided in Makoto’s Student Profile (this is provided for you in Part 1) and in the relevant units of competency. Access the TAE Implementation Guide to confirm if there are other assessment requirements that must be met by the assessment plans.  You will need to review the RPL Assessment Instruments available to you to identify what changes need to be made to ensure that the instruments have been contextualised to meet Makoto’s needs.  To complete this part of the project, you must prepare two (2) copies of the RPL Assessment Plan template. You can download a copy of the form here  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Remember that you must also consider ABC Training Services’ organisational policies and procedures relevant to your role as an assessor.  [ABC Training Services Assessment Policies and Procedures](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-ABCTrainingAPP-F-v1.0.docx)  [ABC Training Services RPL Assessment Policies and Procedures](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-ABCTrainingAPPRPL-F-v1.0.docx)  *(Username: newusername Password: newpassword)*  Edit the plan, as needed to address the assessment requirements for the units:   * TAEDEL401 Plan, organise and deliver group-based learning * BSBCMM401 Make a presentation   Once complete, save and submit the RPL Assessment Plan templates as shown below:  *AssessmentPlan\_TAEDEL401 AssessmentPlan\_BSBCMM401*  Wait for your assessor to mark your RPL Assessment Plan template, wait for approval or revise the document if necessary. |

#### **Task 2**

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| **Overview**  This task requires you to contextualise the RPL Assessment Instruments for Makoto. You will need to consider Makoto’s previous work and learning experiences, and review them against the unit requirements. |

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| **Steps to take**   1. Complete an RPL Assessment Mapping template for each of the following units of competency:  * TAEDEL401 Plan, organise and deliver group-based learning * BSBCMM401 Make a presentation   To complete this part of the project, you must prepare two (2) copies of the RPL Assessment Mapping template. You can download a copy of the form here  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Review the unit requirements and start planning the evidence documents that Makoto could submit to demonstrate his competence for each unit criteria.  On your assessment map, make sure you map each requirement (performance criteria, performance evidence, knowledge evidence, foundation skills and assessment conditions) to an evidence document. Write the corresponding documents on the column headings, and then tick the boxes that match the evidence documents to the unit requirements that they address. |

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| Remember that each unit requirement must have a corresponding evidence document to demonstrate the learner’s competence, as shown below.    **RPL Assessment Mapping Template**  Once complete, save and submit the RPL Assessment Mapping templates as shown below:    *Project2\_AMT\_TAEDEL401 Project2\_AMT\_BSBCMM401* |

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| 1. Create the RPL Assessment Instruments.   To complete this part of the project, you must prepare two (2) copies of the RPL Assessment Instrument templates. You can download a copy of the form here  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  Complete one (1) RPL Assessment Instrument template for each unit of competency the learner will be assessed against.  Fill in the “Evidence Required” section of the form and describe the different workplace evidence that Makoto could submit for his RPL assessment. Make sure to consider Makoto’s previous work and learning experience.  Check the following implementation guides for any advice relevant to contextualisation needs you identified for Makoto:  [TAE Implementation Guide](https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3)  [BSB Implementation Guide](https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10)  *(Username: newusername Password: newpassword)*  You must contextualise the RPL Assessment Instrument templates to suit Makoto’s needs, and provide him with specific and adequate instructions to complete the assessment instruments.  Remember that you are only required to complete the following sections of the RPL Assessment Instrument:   * Instructions for the assessor * Instructions for the candidate * Process undertaken to determine evidence required * Evidence required * Written questions * Third-party document testimonials * Evidence review questions   Once completed, compare the draft RPL Assessment Instruments against your RPL Assessment Mapping template/s and RPL Assessment Plan template/s to ensure that you meet the all of the unit and learner’s requirements.  Once complete, save and submit the RPL Assessment Instruments as shown below:  *Project2\_RPLAI \_TAEDEL401 Project2\_ RPLAI\_BSBCMM401* |

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| **RPL Assessment Instrument Template** |

Project 3: Validate Three Assessment Tools

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| **Project Overview**  You are provided with a Case Study to perform all the tasks included in this project. The Case Study will include all the instructions and information you need to complete this project.  You will also need access to video recording equipment (mobile phone, camera, etc.), to complete this Project. |

Case Study 3: Compliant Learning Resources

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| **Scenario**  Compliant Learning Resources has hired you to conduct external validation for three (3) of their resources. You’ve been tasked to complete three (3) validation sessions, one for each of the following assessment tools:  Validation Session 1:  BSBWHS201 Contribute to health and safety of self and others  Validation Session 2:  CHCDIS007 - Facilitate the empowerment of people with disability  Validation Session 3:  BSBITU306 - Design and produce business documents  As an external validator for Compliant Learning Resources, you are required to comply with the following policies and procedures relevant to validation activities:   * All communications between the external validator and Compliant Training Services employees regarding the validation or the validation outcomes must be documented in the Validation Communication Log. * External validators must use the validation tools provided by Compliant Learning Resources: * Validation Mapping Tool * Validation Reporting Tool * Validation Checklist * Validation Communication Log   These tools can be accessed through the link below.  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)* |

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| **Steps to take**   1. Prepare for the validation.   Find a volunteer to play the role of Savannah Gillies, your contact at Compliant Learning Resources. You must discuss and confirm the following details with Savannah (your volunteer):   * Purpose of the validation * Context of the validation * Scope of the validation * How you will be communicating or conducting the validation sessions   Provide your volunteer with a copy of the Character Brief before commencing the assessment. You can download a copy of the brief here:  [Character Brief](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-AssessmentCluster-P3CB-F-v1.0.docx)  *(Username: newusername Password: newpassword)*  You must submit a video recording, of no more than five (5) minutes in length, of your meeting with Savannah (your volunteer). Once complete, save and submit your video recording as shown below:    *Project3\_Meeting*  You can access ABC Training Services’ Assessment Policies and Procedures here:  [ABC Training Services’ Assessment Policies and Procedures](http://compliantlearningresources.com.au/network/cascade-peak-performance/files/2018/02/TAE40116-ABCTrainingAPP-F-v1.0.pdf)  *(Username: newusername Password: newpassword)*  Once complete, save and submit three (3) copies of your completed Validation Checklist, as shown below:  *Project3\_VC\_BSBWHS201 Project3\_VC\_CHCDIS007*  *Project3\_VC\_BSBITU306* |

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| **Roleplay Activity – Assessor’s Checklist**  *(The candidate is to leave this blank. This is for the assessor’s use only.)* | | | |
| In the video submission, the candidate… | YES | NO | Assessor’s Comments |
| 1. Discussed and confirmed the purpose, context, and scope of the validation |  |  |  |
| 1. Communicated with Savannah (volunteer) using tone, style, and language appropriate for a workplace environment. |  |  |  |

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| 1. Arrange the materials required for the validation activities.   The tools and documents required for this project can be accessed through the link below.  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  You must complete the Validation Mapping templates for the following units:   * BSBWHS201 Contribute to health and safety of others * CHCDIS007 Empowering people with disability   The Validation Mapping template for BSBITU306 Design and produce business document has already been completed for you, as guidance.  Check that all the documents that you will use for the validation are correct and that you have three (3) assessment tools in total. In the spaces below, list the document names and version numbers of the assessment tools you will be using for the validation. |

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| **VERSION CONTROL** | |
| **DOCUMENT NAME** | **VERSION NUMBER** |
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| 1. Validate the assessment tools.   You will need the results of your validation to participate in the three (3) different validation sessions, one (1) for each assessment tool, in the later part of the project.  Validating the assessment tool will require you to check each unit requirement against the tasks in the assessment tools. To do this, you will need to use the Validation Mapping Toolsyou prepared earlier. Record each unit requirement (performance criteria, performance evidence, knowledge evidence, foundation skills, and assessment criteria) against the assessment task they are mapped to in the assessment tool.  Once complete, save and submit three Validation Mapping Toolsas shown below:  *Project3\_VMT\_UnitCode* |

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| In the table below are some of the things validators must consider when reviewing assessment tools. These are adapted from [ASQA’s Fact Sheet on Validation](https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation).  Remember to consider these as you validate the assessment tools.   |  | | --- | | * Comply with the assessment requirements of the relevant training product * Ensure the principles of fairness, flexibility, validity, and reliability are adhered to * Have been designed to produce valid, sufficient, authentic and current evidence * Are appropriate to the contexts and conditions of assessment (this may include considering whether the assessment reflects real work-based contexts and meets industry requirements) * Are appropriate in terms of the level of difficulty of the tasks to be performed in relation to the skills and knowledge requirements of the unit * Provide sufficient instruction to clearly explain the tasks to be administered to the learner (if the assessment samples demonstrate the evidence provided by each learner is markedly different, this may indicate that instructions are not clear) * Give sufficient guidance as to the evidence to be gathered from the learner * Outline appropriate reasonable adjustments that could be made to the gathering of assessment evidence * Provide sufficient instructions for the assessor on collecting evidence, making a judgement, and recording the outcomes of the assessment (assessment samples should validate recording and reporting processes) * Are supported with evidence criteria to judge the quality of performance (if the assessment samples demonstrate the judgements made about each learner are markedly different, this may indicate that decision-making rules do not ensure consistency of judgement) |   You must also consider whether the assessment tools can sufficiently record the learner’s performance, this includes the templates and observation forms (if included) provided in the assessment tools. |

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| 1. Complete the Validation Reporting Tool.   A full report of your validation outcomes must be reflected in the Validation Reporting Tool. You must submit one (1) Validation Reporting Tool for each validation session you conduct. To complete the Validation Reporting Tool, follow the steps outlined for you below.   1. Complete the first page of the Validation Reporting Tool.   Tick the documents you will be submitting along with the Validation Reporting Tool and specify the following:   * The number of the Assessor Guides for the unit * The version number of the Validation Mapping Tool   Note that you are not required to submit a copy of the unit/s of competency. A completed sample is provided for you below.   |  |  |  |  | | --- | --- | --- | --- | | **VALIDATED BY** | Shannon Doherty | **DATE** | 29 September 2018 | | **SUBJECT NAME** | Plan assessment activities and processes | | | | **ASSESSMENT TOOL** | Assessor Guide | **NUMBER OF UNITS** | 1 | | **UNIT(S) OF COMPETENCY** | TAEASS401 Plan assessment activities and processes | | |   **The following materials must be attached or enclosed with this form:**  Assessor Guide 4  Competency Mapping Tool(s)- Version No. 1.0  Relevant Unit(s) of Competency |

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| 1. Complete the ‘Assessor Guide/Candidate Instructions’ section of the document.   Read the criteria in the column ‘Type of information’. Where the assessment tool meets the criteria, tick the box. Where the assessment tool does not meet the criteria, leave the box unticked and write a detailed comment on what could be done to improve the tool. A completed sample is provided to you below. |

| **ASSESSOR GUIDE /CANDIDATE INSTRUCTIONS** | | |
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| **MAJOR COMPONENT** | **TYPE OF INFORMATION** | **COMMENTS** |
| THE CONTEXT | Unit(s) of competency being assessed is outlined in candidate instructions  The context for assessment has been explained, e.g.  “Evidence should be gathered in your workplace  wherever possible, however, a simulated workplace has been provided where no workplace currently exists.” | Context for assessment is not explained. Add to instructions in Practical Assessments to address this. |

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| 1. Complete the ‘Validation Report’ section of the document.   Under the ‘Issues with Units of Competency and Compliance’, note any issues that you come across in your validation and identify whether these are a minor, moderate or critical error.  Tag an issue as:   * Minor – Add to continuous improvement register, if you spot the following: * Minor grammatical errors * Spelling errors * Typos * Formatting errors * Moderate – Add to continuous improvement register, if you spot the following:   + - Confusing student instructions and benchmarks     - Version control not consistent throughout the document     - No wrong answers for multiple choice knowledge assessments   + Critical – Immediate rectification required, if you spot the following:     - Performance Evidence, Knowledge Evidence and Performance Criteria are not addressed in the assessment tool     - Mapped as full in the assessment tool but is only a partial, or isn’t mapped at all     - No benchmarks, or insufficient benchmarks |

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| **ISSUES WITH UNITS OF COMPETENCY AND COMPLIANCE** | **SELECT ISSUE TYPE AND ACTION** |
| Question 9 does not have sufficient benchmarks | Critical – Immediate rectification required |
| Grammatical errors in Question 1 | Minor – Add to continuous improvement register. |

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| 1. Complete the ‘Suggestions for improving the tool’ section of the document.   You must provide at least one (1) suggestion for improving each of the three (3) assessment tools you are validating.  *Project3\_VRT\_UnitCode* |

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| 1. Participate in three (3) validation sessions.   Where possible, the validation sessions must have participants who collectively hold:   * + Vocational competencies and current industry skills relevant to the assessment/s being validated.   + Current knowledge and skills in vocational teaching and learning.   + The *TAE40110 Certificate IV in Training and Assessment* (or its successor) or the *TAESS00001 Assessor Skills Set* (or its successor).   Where you are able to find a participant with the *TAE40110 Certificate IV in Training and Assessment* (or its successor) or the *TAESS00001 Assessor Skills Set* (or its successor), have them sign and complete one (1) checklist for each of the three (3) sessions. They must also sign and complete the declaration section at the end of each form by hand. You can access copies of the Assessor Checklist form through the link below:  [TAE40116 Forms and Templates](http://compliantlearningresources.com.au/network/cascade-peak-performance/templates-tae40116/)  *(Username: newusername Password: newpassword)*  If you do not have access to individuals with the qualifications above, consult your trainer and/or assessor to determine how best to conduct the validation sessions.  *Project3\_ParticipantChecklist*  Summarise your validation findings in the spaces provided on the pages that follow. |

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| **Participant Checklist**  *(The candidate is to leave this blank. This is for the participant’s use only.)* | | | |
| During the validation session, the candidate… | YES | NO | Assessor’s Comments |
| 1. Analysed the unit of competency relevant to the assessment tool being validated. |  |  |  |
| 1. Agreed with other participants about the evidence required to demonstrate the learner’s competence. |  |  |  |
| 1. Actively participated in the validation session. |  |  |  |
| 1. Applied the principles of assessment and rules of evidence during the validation session. |  |  |  |
| 1. Discussed their validation findings during the session to help improve the quality of the assessment tool. |  |  |  |
| 1. Agreed with other participants about their recommendations to help improve the quality of the assessment tool. |  |  |  |
| 1. Communicated with fellow participants using tone, style, and language suitable for a business environment. |  |  |  |

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| **Declaration Section** | | | |
| By affixing my signature below, I am confirming that the candidate satisfactorily performed the tasks outlined in the assessment criteria above.  I am also confirming that I hold one or both of the following (tick where applicable):   * *TAE40110 Certificate IV in Training and Assessment* (or its successor) * *TAESS00001 Assessor Skills Set* (or its successor)   and that the candidate’s assessor may contact me should they have any further questions about the candidate’s performance. | | | |
| Name |  | Date |  |
| Contact number |  | Signature |  |
| Email address |  |

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| **SUMMARY OF VALIDATION FINDINGS** |
| **VALIDATION SESSION 1: BSBITU306** |
| Discuss the summary of your validation findings here, include your recommendations: |
| **VALIDATION SESSION 2: BSBWHS201** |
| Discuss the summary of your validation findings here, include your recommendations: |
| **VALIDATION SESSION 3: CHCDIS007** |
| Discuss the summary of your validation findings here, include your recommendations: |

# Practicum Evidence Checklist

Instructions to Candidate

Before submitting this workbook along with your evidence submissions, ensure that you have completed all parts of this Project Assessment and have all the evidence outlined below correctly name according to the prescribed filenames and ready for submission.

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| **Project** | **Quantity** | **Evidence Required** | **Filenames** | **Check when complete** |
| **Project 1**  **Workplace Pathway** | 1 | Consent Form (Learner/s) | *Project1\_ConsentForm1* |  |
| 1 | Consent Form (Supervisor) | *Project1\_ConsentForm* |  |
| 3 | Assessment Tool Development Planning Template | *Project1\_ATDP\_Unit Code* |  |
| 3 | Competency Mapping Template | *Project1\_CMT\_UnitCode* |  |
| 3 | Assessment Instruments | *Project1\_AI(Assessor) \_UnitCode* |  |
| 3 | Assessment Instruments | *Project1\_ AI(Learner)\_UnitCode* |  |
| 2 | Assessment Tool Review Forms | *Project1\_ATRF1*  *Project1\_ATRF2* |  |
| 3 | Amended Assessment Instruments | *Project1\_AI(Assessor) \_UnitCode.v2* |  |
| 3 | Amended Assessment Instruments | *Project1\_AI(Learner) \_UnitCode.v2* |  |
| 2 | Assessment Trial Participant Feedback Form | *Project1\_ATPFF1*  *Project1\_ATPFF2* |  |
| **Project 1**  **Workplace Pathway** | 3 | Amended Assessment Instruments  (as necessary) | *Project1\_AI(Assessor) \_UnitCode.final* |  |
| 3 | Amended Assessment Instruments  (as necessary) | *Project1\_AI(Learner) \_UnitCode.final* |  |
| 1 | Workplace Supervisor Declaration Form |  |  |
| **Project 1**  **Simulated Pathway** | 3 | Assessment Tool Development Planning Template | *Project1\_ATDP\_BSBITU101*  *Project1\_ATDP\_BSBITU102*  *Project1\_ATDP\_BSBITU201* |  |
| 1 | Audio Recording | *Project1-Meeting* |  |
| 3 | Competency Mapping Template | *Project1\_CMT\_BSBITU101*  *Project1\_CMT\_BSBITU102*  *Project1\_CMT\_BSBITU201* |  |
| 3 | Assessment Instruments | *Project1\_AI(Assessor) \_UnitCode* |  |
| 3 | Assessment Instruments | *Project1\_ AI(Learner)\_UnitCode* |  |
| 2 | Assessment Tool Review Forms | *Project1\_ATRF1*  *Project1\_ATRF2* |  |
| 3 | Amended Assessment Instruments | *Project1\_AI(Assessor) \_UnitCode.v2* |  |

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| **Project 1**  **Simulated Pathway** | 3 | Amended Assessment Instruments | *Project1\_AI(Learner) \_UnitCode.v2* |  |
| 2 | Assessment Trial Participant Feedback Form | *Project1\_ATPFF1*  *Project1\_ATPFF2* |  |
| 3 | Amended Assessment Instruments  (as necessary) | *Project1\_AI(Assessor) \_UnitCode.final* |  |
| 3 | Amended Assessment Instruments  (as necessary) | *Project1\_AI(Learner) \_UnitCode.final* |  |

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| **Project** | **Evidence Required** | **Filenames** | **Check when complete** |
| **Project 2** | Assessment Plan | *AssessmentPlan\_TAEDES401*  *AssessmentPlan\_TAEDES402*  *AssessmentPlan\_TAELLN411* |  |
| Meeting | *Project2\_Meeting* |  |
| Meeting 2 | *Project2\_Meeting2* |  |
| RPL Assessment Plan | *AssessmentPlan\_TAEDEL401*  *AssessmentPlan\_BSBCMM401* |  |
| RPL Assessment Mapping Template | *Project2\_AMT\_TAEDEL401*  *Project2\_AMT\_BSBCMM401* |  |
| RPL Assessment Instruments | *Project2\_RPLAI\_TAEDEL401*  *Project2\_RPLAI\_BSBCMM401* |  |

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| **Project** | **Evidence Required** | **Filenames** | **Check when complete** |
| **Project 3** | Meeting | *Project3\_Meeting* |  |
| Validation Checklist | *Project3\_VC\_BSBWHS201*  *Project3\_VC\_CHCDIS007*  *Project3\_VC\_BSBITU306* |  |
| Validation Mapping Template | *Project3\_VMT\_BSBWHS201*  *Project3\_VMT\_CHCDIS007*  *Project3\_VMT\_BSBITU306* |  |
| Validation Reporting Tool | *Project3\_VRT\_BSBWHS201*  *Project3\_VRT\_CHCDIS007*  *Project3\_VRT\_BSBITU306* |  |
| Participant Checklist | *Project3\_ParticipantChecklist* |  |

**Workbook Checklist**

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| When you have completed assessing the assessment workbook, review the candidate’s submission against the checklist below:  **The candidate has completed all the assessments in the workbook and has submitted all of the required evidence:**  **Knowledge Assessment**  **Project Assessment**  **Project 1: Develop Three Assessment Tools**  **Project 2: Plan and Organise Assessments**  **Project 3: Validate Three Assessment Tools**  The candidate has submitted all of the following evidence:  This completed workbook  Hand-signed and scanned Assessment Workbook Cover Sheet  **Project 1: Develop Three Assessment Tools**  Assessment Tool Development Plans  Competency Mapping Templates  Assessment Instruments  **Project 2: Plan and Organise Assessments**  RPL Assessment Plan Templates  RPL Assessment Mapping Templates  RPL Assessment Instruments  **Project 3: Validate Three Assessment Tools**  Meeting  Validation Checklist  Version Control  Validation Mapping Tools  Validation Reporting Tools  Participant Checklist  Summary of Validation Findings  **IMPORTANT REMINDER**  **Candidates must achieve a satisfactory result to ALL assessment tasks to be awarded COMPETENT for the units relevant to this cluster.**  To award the candidate competent in the units relevant to this subject, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks. |

**End of Document**