ASSESSMENT MAPPING & RPL CHECKLIST

DESCRIPTION

Guide to Trainers for Assessment of Students and for granting of RPL:

The following assessment criteria guide provides lecturers with a competency checklist for use in their determination of competency and grading as assessment tasks undertaken by students and assessed by staff to ensure that all students' assessment tasks are measured consistently for their competency attainment.

Additionally the checklist can be used for Recognition of Prior Learning (RPL) assessment or as a third party report for internal/external verification of competency and RPL.

(Note: If a Third Party is completing this report no grade is required. The Third Party is required to fill in all Competency, Skills and Knowledge as Yes or No (Y or N) in the first student column as well as completing the identification form and declaration at the base.)

Name of Student claiming RPL:		
Contact Details:	Phone:	
	Email:	
Date:		
Signature		

SUBJECT TITLE
A10154 The Design Process

COURSE TITLE
CUA30720 Certificate III in Design Fundamentals.

DURATION: 9 Weeks

STATUS:CORE
Pre-requisites: None
Co-requisites: None

TRAINING UNITS

A: CUADES201 Follow a design process

B: CUADES301 Explore the use of colour

C: CUADES302 Explore and apply the creative design process to 2D forms

Mapping of Competencies, Assessment and RPL Claims:

Competency Elements: CUADES201	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
1.1 Confirm nature and scope of challenge with stakeholders	✔	✔		
1.2 Agree on specific objectives with stakeholders	✔	✔		
1.3 Identify constraints that may impact the design process	✔			
1.4 Identify and source relevant supporting information and assistance	✔	✔		
2.1 Generate different ideas according to challenge requirements	✔	✔		
2.2 Explore different options and ideas for meeting requirements and discuss with stakeholders	✔	✔		
2.3 Analyse different ideas and feedback and select preferred solution	✔			
2.4 Summarise key ideas and present to stakeholders in required format	✔	✔		
2.5 Obtain required approvals to progress solution	✔			
3.1 Schedule key tasks and organise resources required for implementation	✔			
3.2 Carry out testing, prototyping or trialling of proposed solution	✔	✔		
3.3 Maintain any required documentation	✔	✔		
3.4 Identify problems and seek advice and guidance from others	✔	✔		
4.1 Check success of solution based on original objectives		✔		
4.2 Seek feedback from required stakeholders	✔			
4.3 Review both the solution and the process undertaken and record for future reference		✔		

Assessment Requirements: CUADES201	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
Performance Evidence: The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:				
• follow the design process for at least two challenges		✔		
• determine project objectives, possible constraints and required support materials	✔	✔		
• collaborate with others to generate ideas, solve problems, and seek approvals and feedback	✔	✔		
• schedule tasks and create project documentation to support proposed solutions	✔	✔		
• review work and identify at least one area for future improvement.		✔		
Knowledge Evidence The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:				
• creative thinking techniques used to generate ideas	✔	✔		
• key steps in the design process as a way of thinking and solving problems	✔	✔		
• sources of information for new ideas, applicable to specific context.	✔			
Assessment Conditions: Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to:				
• office equipment required to implement solutions.	✔	✔		
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.	✔	✔		

Foundation Skills: CUADES201	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
Learning • Reviews own work and identifies improvement opportunities		✔		
Reading • Reviews and interprets textual informaton from different sources to scope job requirements and generate ideas	✔	✔		
Writing • Produces meeting summaries using simple language and structure	✔			
Oral Communication • Gains information, confirms understanding and seeks feedback using questioning and listening techniques • Presents ideas using correct pronunciation and vocabulary	✔	✔		
Numeracy • Recognises and interprets numerical information relating to timeframes and dates	✔			
Teamwork • Cooperates with others in immediate work context	✔	✔		
Planning and organising • Plans routine tasks with familiar goals and outcomes	✔	✔		
Self-management • Seeks assistance when problems are beyond immediate responsibilities or experience • Takes responsibility for routine low-impact decisions within familiar situations	✔	✔		
Initiative and enterprise • Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment	✔	✔		

Competency Elements: CUADES301	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
1.1 Identify and access sources of information on colour and colour theory	✔	✔		
1.2 Evaluate and collate information on colour and its application in different contexts	✔			
2.1 Develop ideas on testing, challenging or confirming colour theory	✔	✔		
2.2 Test different colours and colour-combinations through experimentation with different ideas	✔	✔		
2.3 Confirm safe use of materials, tools and equipment during experimentation with colour	✔			
3.1 Investigate how colour communicates particular ideas	✔	✔		
3.2 Select materials, tools and equipment applicable to idea	✔	✔		
3.3 Apply colour to communicate idea based on own knowledge of colour and colour theory	✔	✔		
3.4 Review own use of colour and what it communicates		✔		
3.5 Seek and obtain feedback from others on way colour has been used and its success in communicating idea		✔		
3.6 Present and store work samples as required for future use		✔		

Assessment Requirements: CUADES301	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
Performance Evidence: The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:				
• communicate at least two different ideas using colour.		✔		
• research information on colour and colour theory to inform work	✔			
• develop ideas through experimentation with different colours and techniques.	✔			
• review completed work and gain feedback on the effectiveness of the way colour has been used.		✔		
Knowledge Evidence: The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:				
• colour attributes and colour relationships related to communicating ideas	✔			
• colour theories and their application in different contexts	✔			
• limitations of colour theory	✔			
• materials, tools and equipment required to experiment with colour	✔			
• ways other practitioners use colour in communicating ideas.	✔			
Assessment Conditions: Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to:				
• office equipment and resources • materials, resources and equipment needed to apply colour in the applicable work context.	✔	✔		
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.	✔	✔		

Foundation Skills: CUADES301	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
Reading • Evaluates and integrates facts and descriptions of colour from different texts including text embedded in visual media	✔	✔		
Writing • Produces different text types using applicable vocabulary, grammatical structure and conventions • Applies basic referencing and sequencing of professional and archival resources	✔	✔		
Oral Communication • Presents ideas, asks questions and listens, seeks feedback and generates ideas	✔	✔		
Numeracy • Selects and uses mathematical information for measurement and volume	✔	✔		
Self-management • Takes some personal responsibility for adherence to legal and regulatory requirements with specific reference to safety • Takes responsibility for routine low-impact decisions within familiar situations	✔	✔		
Planning and organising • Plans, sequences and implements tasks required to achieve outcomes	✔	✔		
Initiative and enterprise • Evaluates decisions on how well they meet stated goals • Contributes to design of new approaches within immediate work environment	✔	✔		
Get the work done • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role	✔	✔		

Competency Elements: CUADES302	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
1.1 Identify and access applicable sources of information on 2D design	✔	✔		
1.2 Evaluate and collate information on features of 2D design	✔			
2.1 Generate different ideas and options for use of 2D design using creative thinking techniques	✔	✔		
2.2 Explore and challenge different ideas using experimentation of different 2D designs	✔	✔		
2.3 Challenge assumptions, evaluate ideas and refine approaches	✔	✔		
2.4 Consciously change perspective, and evaluate ideas and situations in new ways	✔	✔		
3.1 Investigate and examine how a particular idea might be communicated in 2D	✔	✔		
3.2 Select materials, tools and equipment applicable to the realisation of idea	✔	✔		
3.3 Apply a creative design process to produce different 2D idea realisations		✔		
3.4 Examine own application of design process and success in communicating the idea		✔		
3.5 Seek and obtain feedback from others about the 2D form and its success in communicating idea		✔		
3.6 Present and store concept realisations and work samples as required		✔		

Assessment Requirements: CUADES302	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		

Performance Evidence:
The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

	1	2		
• realise at least two different ideas using creative design processes on two-dimensional (2D) forms.		✔		
• apply creative thinking techniques and experimentation processes based on available resource materials	✔	✔		
• review own work and identify one or more areas for future improvements.		✔		

Knowledge Evidence:
The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

	1	2		
• creative thinking techniques that can be used as part of the design process	✔	✔		
• elements and principles of design as applied to 2D forms	✔	✔		
• materials, tools and equipment required for the design of 2D forms	✔	✔		
• ways an individual can interpret and choose ideas within the design process	✔	✔		
• common challenges that arise in the design of 2D forms.		✔		

Assessment Conditions:
Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.
This includes access to:

	1	2		
• materials, resources and equipment needed to apply design processes to 2D forms.	✔	✔		
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.	✔	✔		

Assessment Requirements: CUADES302	Mapping of elements in assessment tasks		Student Name: Competency Y/N	For RPL indicate an example of how and when you were involved in this activity:
	1	2		
Reading • Interprets textual information from applicable sources to determine and adhere to requirements	✔	✔		
Writing • Produces different text types using applicable vocabulary, grammatical structure and referencing conventions	✔	✔		
Oral Communication • Participates in verbal exchanges using vocabulary, style and tone applicable to audience • Clarifies understanding using listening techniques	✔	✔		
Numeracy • Performs mathematical calculations to produce 2D designs		✔		
Planning and organising • Plans and organises required tasks	✔	✔		
Initiative and enterprise • Identifies ideas in use in other contexts and considers how they might be applied in own context • Selects new ideas that may improve a process in immediate work context • Evaluates decisions on how well they meet stated goals	✔	✔		
Self-management • Takes responsibility for routine low-impact decisions within familiar situations	✔	✔		

If a Third Party is completing this report no grade is required. The Third Party is required to fill in all Competency, Skills and Knowledge as Yes or No (Y or N) in the first student coloumn as well as completing this identification form and declaration.

Name of Third Party confirming student's Competency, Skills and Knowledge:	
Do you have first hand experience of the applicant's work?	☐ Yes　　　☐ No
How long have you known/worked with the student?	
Relationship to the student:	☐ Colleague/Supervisor/Subordinate/Lecturer ☐ Other (specify):
Third Party Contact Details:	Phone: Email:
Date:	
I declare that the information contained in this document is true and correct. **Signature:**	