TAEASS502
Design and develop assessment tools

Trainer's and assessor's guide

Aspire
learning resources

Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	Aspire ensures that each unit of competency is covered completely and in depth in both the learning content and the assessment. This approach will help you meet volume of learning requirements as you develop your training and assessment strategies.

Section 2: Unit of competency information

2.1 Unit of competency

TAEASS502 Design and develop assessment tools

Modification history

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Application

This unit describes the skills and knowledge required to design and to develop assessment tools used to guide the collection of quality evidence, including their application in formative, summative and recognition of prior learning (RPL) assessment.

It applies to experienced practitioners responsible for the development and/or delivery of training and assessment products and services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

2.2 Unit of competency assessment requirements

Assessment Requirements for TAEASS502 Design and develop assessment tools

Modification History

Release	Comments
Release 1	This version first released with *TAE Training and Education Training Package Version 2.0.*

Performance Evidence	The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:
	• developing at least three assessment tools that support different assessment methods, and address at least one unit of competency each. Each assessment tool must:
	• include the instruments for collecting evidence, reflecting the principles of assessment and the rules of evidence, and related instructions to the assessor/s and candidates
	• show how the contextual needs of different environments are addressed
	• reporting on the trial and review of each assessment tool, including proposed changes.
Knowledge Evidence	The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:
	• the principles of assessment and how they are applied when developing assessment tools
	• the rules of evidence and how they have been incorporated in the tools developed
	• different assessment contexts and their relationship to developing assessment tools
	• the dimensions of competency and how they are incorporated in the development of assessment tools
	• the contextualisation of units of competency and contextualisation guidelines
	• the components of training packages relevant to the development of assessment tools
	• different assessment methods, their purposes and uses
	• evaluation methods appropriate to the trial and review of assessment tools
	• the principles of reasonable adjustment
	• workplace health and safety (WHS) responsibilities associated with assessing competence, including:

2.3 Aspire resources available for this unit

Aspire's resources are structured to meet the requirements of the unit of competency. They are designed to **complement**, not replace, the learning and assessment strategies you or your training organisation have put in place.

As the trainer, **you are in the best position to judge** the full training and assessment requirements of a unit of competency. The judgments that you make in this regard should form part of your training organisation's broader training and assessment strategy.

The following Aspire resources are available to support delivery in this unit.

Resource	General overview/how to use
Learner guide	The learner guide's preliminary pages include information on: • how to work through the learner guide • foundation skills. The preliminary pages also include a checklist the learner can use to identify the topics they may already know. Each topic matches an element in the unit of competency. The learner guide content is presented in plain English so it is easy for the learner to understand. It describes procedures and current industry practice, and includes examples, checklists, documents, images and case studies. There are also illustrations or diagrams to add interest and aid learning. The topic summaries provide an opportunity to review the topic content. The learner guide activities can be used to consolidate and evaluate learning. It is up to you and the learner to decide which ones are necessary. Remember, these activities are not finite. You can add to them, change them or substitute your own tasks according to the interest level, the experience of the learners and the specific situation. Encourage learners to keep their answers to activities as these will build towards their evidence and demonstration of competency.
eBook	An eBook version of the learner guide is also available from Aspire.
Online resource	The online resource provides all the learning content and activities in an online format that can be accessed by learners through a training organisation's learning management system. It includes the following features: • Interactive learning objects to display content • Benchmark responses to practice tasks so online learners can check their progress

3.2 Learning mapping

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Unit of competency	Content	Activities
Element 1: Determine the focus of the assessment tool	**Topic 1: Determine the focus of the assessment tool**	n/a
1.1 Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used	1A Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used	1
1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence	1B Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence	2
1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines	1C Identify, access and interpret industry requirements and relevant contextualisation guidelines	3
1.4 Identify other related documentation to inform assessment tool development	1D Identify other related documentation to inform assessment tool development	4
Element 2: Design the assessment tool	**Topic 2: Design the assessment tool**	n/a

3.3 Solutions – general guidance

Activities within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to activities presented in section 3.4 should serve as a reliable guide to the type of information that should be included in the learner's response.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

4.2 Assessment procedures

Contextualisation

Assessment tasks provided to candidates may need to be contextualised to include such requirements as organisational policies and procedures, work health and safety management strategies, state/territory regulatory requirements and organisational resources or equipment.

If contextualising any resources, assessors must:

- meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace

- re-map the resources in the relevant mapping documentation to ensure the integrity of the assessment tool is unaffected

- forward contextualised resources to your training organisation's compliance manager for approval.

Assessment overview

The assessment provided in Aspire's Assessment and RPL resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this assessment you must successfully complete the following assessment tasks.

All candidates must complete the following tasks	• Part A – Portfolio of evidence
	You will collate and submit evidence (documents, photographs, videos or logbooks, etc.) that will assist your assessor in determining your competency.
	• Part B – Questions
	You will demonstrate a sound knowledge of the unit requirements in your responses.
	• Part C – Observation*
	Your work performance will be documented while being observed by an assessor or a third party observer.
RPL candidates only	RPL candidates are required to submit evidence to validate and verify their previous experience and qualifications. This may be in addition to, or instead of, the specific evidence requirements outlined in Part A. Evidence requirements should be discussed with your assessor or RTO.

* Please note that Part C is only included where the Assessment requirements for the unit of competency specify aspects of performance evidence that are observable and must be demonstrated.

4.3 Assessment mapping

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Unit of competency	Part A – Portfolio of evidence	Part B – Questions
Element 1: Determine the focus of the assessment tool		
1.1 Identify a target group of candidates, purposes of the assessment tool, and the contexts in which the tool will be used	P1, P5, P9	Q1, Q2, Q3
1.2 Access relevant benchmarks for assessment and interpret them to establish evidence required to demonstrate competence	P4, P8, P12	Q4
1.3 Identify, access and interpret industry requirements and relevant contextualisation guidelines	P1, P5, P9	Q5, Q6
1.4 Identify other related documentation to inform assessment tool development		Q7, Q8
Element 2: Design the assessment tool		
2.1 Select assessment methods that support the collection of defined evidence, taking into account the context in which the assessment will take place, and meeting the principles of assessment	P2, P6, P10	Q10, Q11, Q12
2.2 Enable candidates to show or support their claim for recognition of current competency through selected assessment methods	P2, P6, P10	Q13
2.3 Consider different assessment instruments for the selected assessment methods to generate options for collection of evidence	P2, P6, P10	Q14

4.4 Assessment solutions and marking guidance

General guidance

Assessors should review the solutions provided and adapt and/or contextualise them (and the final assessment tasks themselves where necessary) to suit the training and assessment context as part of their assessment planning activities.

The solutions to assessment tasks presented in this section should serve as a reliable guide to the type of information that should be included in the assessment candidate's responses. The answers provided by the assessment candidate will vary due to a number of factors, including:

- if they are an RPL candidate
- the candidate's own experiences
- the candidate's workplace experiences
- the interpretation of the assessment task by the assessment candidate/assessor
- the type of organisation, work practices, processes and systems encountered by the candidate.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and assessors should account for other possible correct responses.
- For activities that involve responding to a scenario, Aspire has provided an example of how the candidate may respond. Depending on the question, the terminology used will indicate either what the candidate should have included in their response, or may have included. However, assessors should take into account different phrasing used by the candidate, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, assessors should consider whether the candidate has achieved the intent of the activity, taking into account the candidate's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Assessors should again consider whether the candidate's response is appropriate to the task within the context of the candidate's training and/or workplace.

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:	
Candidate name:	
Unit code and title:	*TAEASS502 Design and develop assessment tools*, Release 1
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	Part A – Portfolio of evidence	❑
	Part B – Questions	❑
	RPL candidates only – RPL documentation: • Trainer/assessor capability record • Professional résumé • Position description of current role	❑

Declaration:	In completing this assessment, I confirm that the candidate has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time. Evidence collected has been confirmed as: