

Facilitator Guide
**TAEASS502 Design and develop
assessment tools**

2nd Edition 2017

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Advice for Facilitators

Welcome to the Facilitator Guide.

This suite of training and assessment materials for the unit of competency *TAEASS502 Design and develop assessment tools* comprises three main components:

- Facilitator Resources, including:
 - this Facilitator Guide, which contains delivery advice, customisable Delivery Plan and session plans
 - customisable PowerPoint presentations.
- Assessor Resources, including:
 - an Assessor Guide, which contains instructions on how to contextualise assessment tasks and conduct assessments
 - assessment tasks ready to be contextualised for the delivery environment, candidate cohort and any other relevant factors
 - a customisable 'Assessment Materials' document to enable RTO staff to create a complete set of assessment tasks for candidates.
- a Participant Workbook that includes:
 - learning materials to assist learners to understand key concepts and terms
 - learning activities to assist learners to practise their understanding.

In this Facilitator Guide

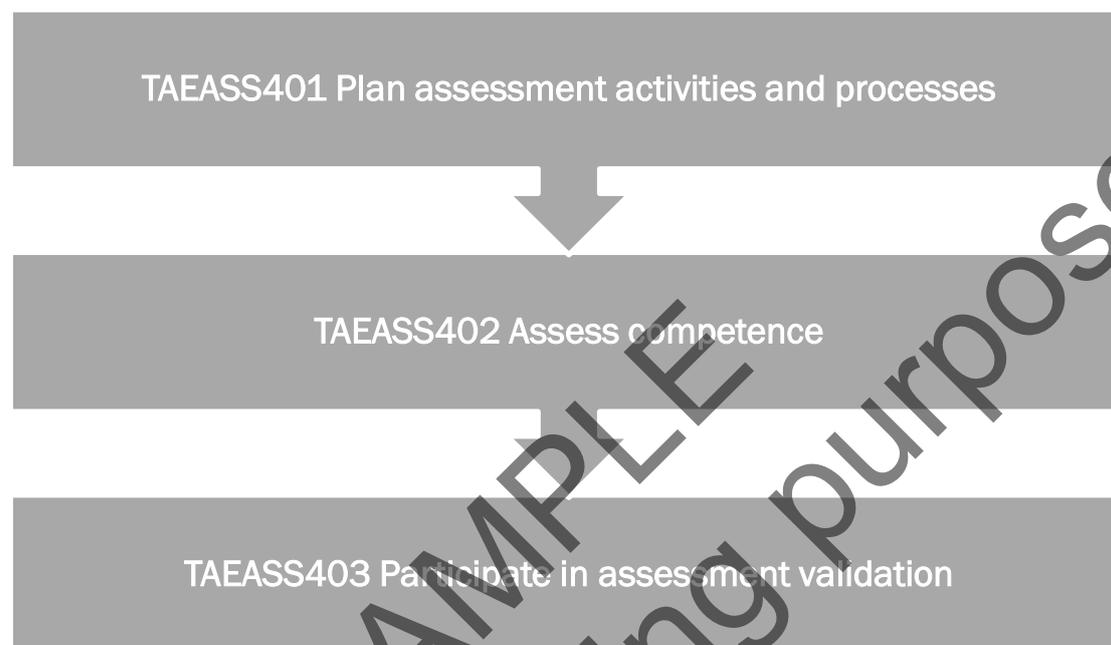
This Facilitator Guide contains customisable:

- pre-delivery checklist
- Delivery Plan, which provides an overview of how the unit could be delivered
- session plans, which contain the session outcomes and details of recommended activities for each topic
- learner evaluation survey, which can be used to gather feedback about learner satisfaction with the delivery of the unit.

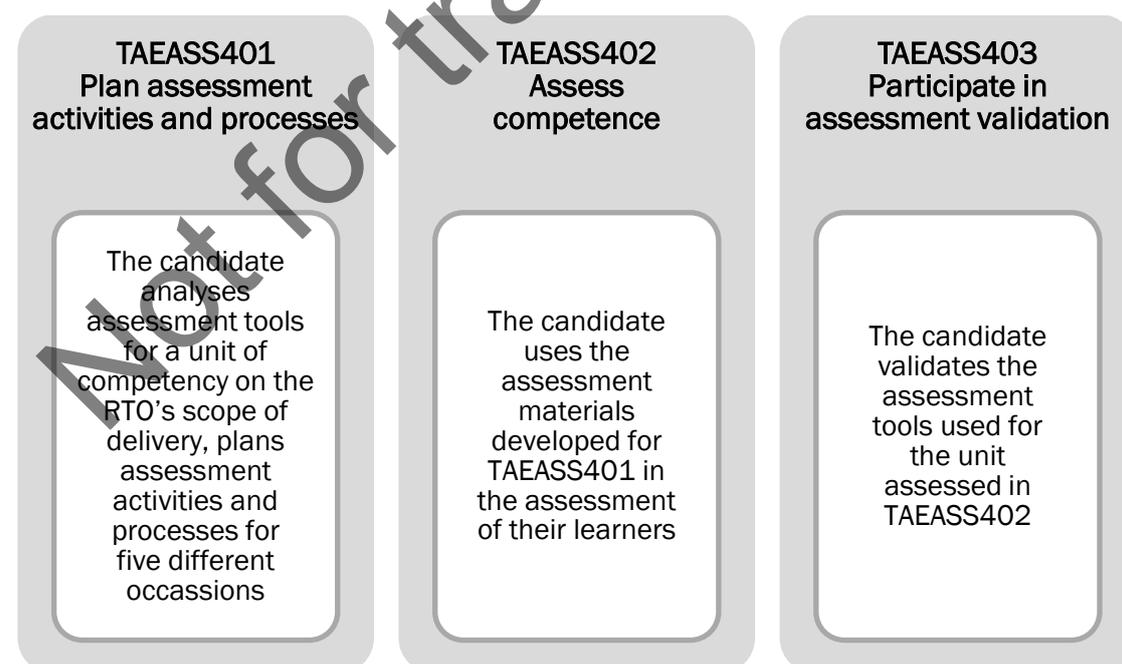
Implementing the TAE Assessment Cluster holistically

For those seeking to adopt a more holistic delivery and assessment of the TAE Assessment Cluster, below is a high-level example overview that shows just one of the ways in which this cluster could be delivered.

The following example is by no means the only way to deliver this set of units. The units do not have pre-requisites and can, therefore, be delivered in any order.



First, in a helicopter view, we will consider the following, before taking a more detailed look at how this achieved, and how this may be incorporated in your training and assessment strategy.



TAEASS401 Plan assessment activities and processes

For this unit's assessment, the candidate must select a unit of competency on the RTO's scope of delivery, analysing the unit's assessment tools and instruments for five separate occasions, including two occasions by RPL assessment.

TAEASS402 Assess competence

For this unit's assessment, the candidate will have the opportunity to further develop the work done in *TAEASS401 Plan assessment activities and processes* by using the materials developed in Assessment Tasks 2 and 3.

The candidate then administers those assessments to five enrolled learners who must be assessed as part of the *TAEASS402 Assess competence* requirements.

TAEASS403 Participate in assessment validation

For this unit's assessment, the candidate will have the opportunity to consolidate all the work completed in *TAEASS401 Plan assessment activities and processes* and *TAEASS402 Assess competence*. The candidate may include the materials and reflections they developed across all the assessment tasks for these units to actively participate in a minimum of three validation sessions that address the critical aspects of validation.

TAEASS502 Design and develop assessment tools

In the development of the resources to support the *TAE40116 Certificate IV in Training and Assessment*, IBSA undertook an exhaustive consultation process with both internal and external industry experts. Through this consultation process, IBSA concluded that there is divided judgement around where the unit *TAEASS502 Design and develop assessment tools* sits in clustered delivery.

There are generally two schools of thought on the unit's place:

1. It sits with the Assessment Cluster as the name suggests.
2. It sits with the Design Cluster as it's a higher-level unit and not one commonly undertaken by all trainers within the RTO setting.

For this reason, IBSA has not included TAEASS502 under any specific cluster and it remains a stand-alone unit.

It is up to the individual RTO to identify integration opportunities if they wish and to contextualise the product as required.

Preparing for delivery

Before beginning the training (whether face-to-face or online/distance delivery), you must contextualise all the training and assessment materials provided to suit your particular delivery requirements. You may also need to prepare additional materials.

The following table includes some common preparation tasks. You can modify the table to meet your needs and then use it as a pre-delivery checklist.

Item	Tasks	Done (✓)
Unit of competency and assessment requirements	Locate training specifications on http://training.gov.au and read thoroughly.	
RTO's Training and Assessment Strategy	Check the RTO's particular delivery and assessment requirements.	
Delivery Plan (included in this Facilitator Guide)	Complete the areas of the plan indicated for RTO use ' <RTO to complete> ' and contextualise the content provided to suit the delivery context and learner cohort.	
Timetable	Prepare timetable of delivery dates/sessions for circulation to learners.	
Session plans (included in this Facilitator Guide)	Contextualise each plan for the delivery context and learner cohort (including equipment and materials required for each session).	
PowerPoint presentations (included in the Facilitator Resources folder)	Contextualise presentations for the delivery context and learner cohort.	
Sample forms and documents	Source relevant forms and/or documents for distribution to learners (as required).	
Handouts	Prepare sufficient copies of handouts (as required) or make handouts available online.	
Participant Workbook	Read the Participant Workbook thoroughly.	
Further reading	Review the further reading listed at the end of each section in the Participant Workbook.	
Website addresses (URLs) in Participant Workbook and assessment tasks	Check website addresses for currency. Website addresses were checked by IBSA and correct at the time of publication. Note that IBSA cannot vouch for the ongoing currency of URLs. Where URLs are not current, IBSA recommends using the reference information provided to search for the source in your chosen search engine.	

Delivery Plan

Unit code and title	TAEASS502 Design and develop assessment tools	Qualification code and title	<RTO to complete>		
Trainer/assessor name	<RTO to complete>	Delivery year	<RTO to complete>	Delivery semester	<RTO to complete>
Trainer/assessor contact	<RTO to complete>	Delivery context	<RTO to complete>	Delivery hours	<RTO to complete>

Session	Date & time	Title	Details	Resource requirements	Learning activities	Participant Workbook	Assessment
1	<RTO to complete>	Assessment foundations	This session addresses the foundation concepts of assessments within the VET system, including principles of assessment, rules of evidence and training package requirements.	Participant Workbook PowerPoint Presentation 1 Relevant websites as listed in the Participant Workbook Two or three different samples of assessment tasks Copies of the <i>Standards for Registered Training Organisations (RTOs) 2015</i>	Principles of assessment Rules of evidence Dimensions of competency Understanding the Standards	Section 1	
2	<RTO to complete>	Assessment planning	This session considers the components of units of competency and other benchmarks.	Participant Workbook PowerPoint Presentation 2 Relevant websites as listed in the Participant Workbook Copies of units of competency to use in small group work	Unpacking a unit of competency Benchmarks	Section 2	

Session 1: Assessment Foundations

Session overview

Unit code and title	TAEASS502 Design and develop assessment tools	Qualification code and title	<RTO to complete>
Facilitator/assessor	<RTO to complete>	Year	<RTO to complete>
Session outcomes	<p>At the end of this session, learners will:</p> <ul style="list-style-type: none"> • use appropriate terminology related to assessment of VET standards • comply with the principles of assessment • describe the rules of evidence • describe dimensions of competency • interpret the Standards for RTOs. 		
Resource requirements	<p>Participant and facilitator resources required for this session include:</p> <ul style="list-style-type: none"> • Participant Workbook • PowerPoint Presentation 1 • relevant websites as listed in the Participant Workbook • two or three different samples of assessment tasks • copies of the <i>Standards for Registered Training Organisations (RTOs) 2015</i>. 		

Not for training purposes

Session details

Approx. duration	Content/strategy
<RTO to complete>	<p>Session introduction</p> <p>Provide learners a brief overview of the session topics.</p>
<RTO to complete>	<p>Topic 1: Principles of assessment</p> <p>Key points</p> <ul style="list-style-type: none"> • The assessment process must conform to the principles of assessment. • When identifying or confirming assessment methods, check that they observe the principles of assessment. • When creating assessment tools, ensure they meet the principles of assessment. <p>Learning activity</p> <ol style="list-style-type: none"> 1. Provide the learners with a copy of an assessment task to review. 2. Break the learners into small teams. 3. Ask each team to review the four principles of assessment and present an example from that assessment task – or from another they are familiar with - of how an assessment task meets each principle. 4. Report back to the main group and discuss definitions and concepts. <p>Debrief questions</p> <ul style="list-style-type: none"> • How can you be flexible for individual needs yet still ensure your assessment process is compliant? • How can you be sure that another assessor will find the same learner competent as you did?
<RTO to complete>	<p>Topic 2: Rules of evidence</p> <p>Key points:</p> <ul style="list-style-type: none"> • Rules of evidence are closely related to the principles of assessment and provide guidance on collecting evidence to ensure that it is valid, sufficient, authentic and current.