

Participant Workbook
**TAEASS502 Design and develop
assessment tools**

2nd Edition 2017

Part of a suite of support materials for the
TAE Training and Education Training Package



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TAEASS502A writer: Precision Consultancy (2011)

Revised by IBSA for TAEASS502, 1st edition (2016)

2nd edition writers: Courtney Dohnt, Louise Smith and Lauren Hollows (2017)

2nd edition quality reviewers: Lauren Hollows, Wayne Spackman and Jim Dogruer

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Level 11

176 Wellington Parade

East Melbourne VIC 3002

Phone: +61 3 9815 7000

Fax: +61 3 9815 7001

Email: products@ibsa.org.au

www.ibsa.org.au

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Introduction

Welcome to the Participant Workbook.

This workbook has been developed for the unit of competency *TAEASS502 Design and develop assessment tools*, a core unit in the *TAE40116 Certificate IV in Training and Assessment*.

The description of this unit from Training.gov.au is as follows:

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.

Basically, what the above means is that this unit is about how you create assessments to determine competence for units of competency.

As a new learner entering the world of training and assessment, the terminology and structure of the training industry can be daunting. This workbook has been deliberately designed to be practical and follow a logical process so you can easily apply the content.

Your training

This workbook contains the following sections:

1. **Assessment foundations** – This is where you will learn about key terminology and concepts. If you have completed assessment units before and feel confident with the material, you can just review of this section before you move onto Section 2.
2. **Planning assessment** – In this section you will look at the key steps in assessment planning. This means learning how to unpack a unit of competency and determine the needs of the cohort. Unpacking a unit of competency is the process of reviewing all the key criteria and putting them into a logical sequence to be able to identify appropriate assessment methods and instruments.
3. **Design and develop assessment tools** – This section will look at how to design and develop the assessment tool. This means designing the overall tool, developing instruments and learning about the role of mapping throughout the design process.
4. **Quality checking tools and instruments** – This section covers the quality assurance part of the assessment tool design process. Here you will look at how you ensure that the principles of assessment and rules of evidence are met through the tools. Key areas you will look at include reviewing the mapping, ensuring assessor and learner instructions are clear and concise and ensuring that there is sufficient guidance to ensure that assessors will reliably interpret and administer the instrument and tool you have designed.

5. **Review and trial assessment tools** – In this section you will look at how you put the tool to the test to ensure its applied as you intended as well as the feedback process. At the end of each trial and feedback process, the tool may go into the development phase again. Keep in mind this is a continual improvement process.

These are the key knowledge and skills areas covered in the unit of competency. Your facilitator will show you the unit of competency, explain what it covers, and let you know how you can locate your own copy.

Your facilitator will also let you know how you will be assessed for this unit of competency. It is highly recommended that you complete the units *TAEASS401 Plan assessment activities and processes*, *TAEASS402 Assess competence* and *TAEASS403 Participate in assessment validation* prior to studying this unit.

Practice environment

To complete this unit, you need a training and assessment environment where you can access information and apply your skills. This environment is called the *practice environment*.

If you are already employed in an organisation that delivers training and assessment, your workplace will most likely be your practice environment.

If you do not have direct access to a practice environment, your facilitator will help you to source a practice environment. Within your practice environment, conditions must be typical of those experienced in the training and assessment environment, and include access to training package components.

Throughout this workbook, these environments will be referred to as your *practice environment*.

Learning activities

This workbook provides activities to help you work through the design and development of a learning program and achieve these outcomes. As you progress through each section, you will come across standard learning activities. These are self-paced activities that you will complete independently, or at the direction of your facilitator, in your learning environment. In addition to standard learning activities, this workbook also contains supplementary activities. There are two types of supplementary activities: *access* and *stretch*.

Access activities

The Certificate IV in Training and Assessment is based on a large body of knowledge that can be daunting to you if you are returning to study after a long time or if your employment doesn't require research or study skills. Completing the access activities will help you to absorb and reinforce foundational concepts and knowledge so that you are more confident to apply them to skills development.

Access activities will prepare you for attending practical learning sessions and/or workplace training.

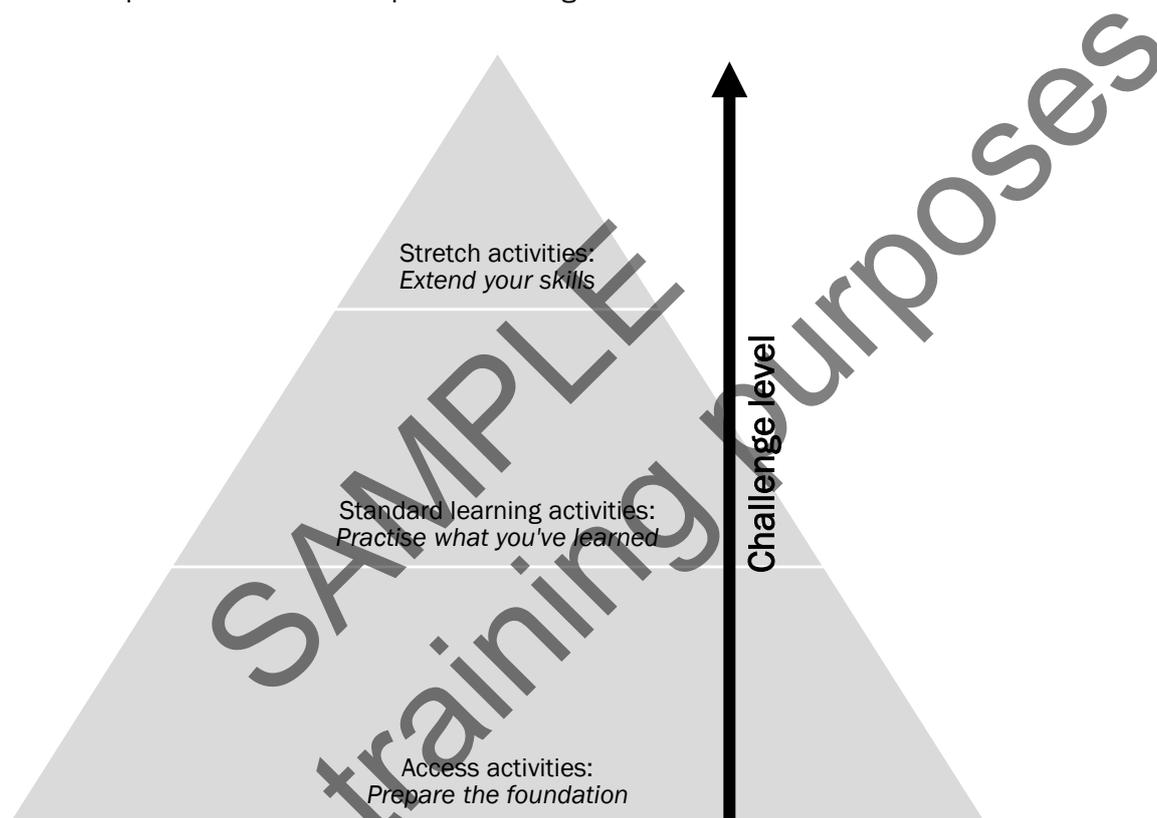
Stretch activities

In contrast, stretch activities go beyond the standard learning activities in this workbook. They are intended to provide the dual purpose of:

- extending your skills and knowledge beyond the minimum standard
- providing tangible evidence of your extended skills for use when seeking work with prospective employers.

Stretch activities are beyond the requirements of the section, but are potentially valuable when you are looking to get your first training job in the VET sector.

The relationship between these self-paced learning activities is illustrated below.

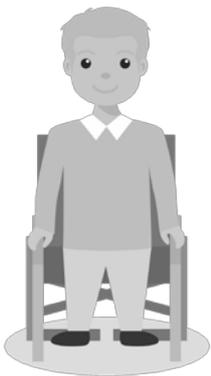


Scenarios: Trainee trainers

Throughout the workbook, you will learn alongside and through the experiences of three trainer and assessors in training as they undertake tasks aligned to the assessment tasks you will need to complete for this unit.

You will find one or more scenarios at the end of each section as an aid for you to master the knowledge and skills. These scenarios describe the behaviour of learners who are becoming trainers (trainee trainers).

Meet the trainee trainers

 <p>Jason worked as a builder for 20 years until he hurt his back. After that, Jason decided to come 'off the tools' and up-skill and become a trainer.</p> <p>Jason has Year 10-level literacy and his method of teaching is to communicate with the apprentices as if they were on a building site.</p>	 <p>Jason's trainer is Sean. Sean is a trainer and specialises in the Certificate IV in Training and Assessment. He also carries out one-on-one mentoring and tuition.</p> <p>His target learners are trainee vocational trainers and his training environment is a TAFE.</p> <p>Sean's preferred method of teaching is engaging teaching in a training room.</p>
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By reading how the trainee completed the task, you will see an authentic example of what to do when you are completing your assessment tasks for this unit. Where possible, multiple scenarios are provided for you to better understand how one technique might be applied differently in other contexts.

Appendices

The appendices section of this workbook may provide templates, examples or other sample documents to help illustrate some aspects of the unit of competency. These templates are also available in Word format on the IBSA website at:

<<https://www.ibsa.org.au/tae-resources>>.

Glossary

A brief glossary of key terms is included at the end of this workbook. A full glossary can be found on the TAE resources webpage at <<https://www.ibsa.org.au/tae-resources>>.

Use these glossaries to clarify the meaning of terms used in this workbook.

Extending your skills and knowledge

Knowledge and skills in this field are rapidly changing. It is important to understand that as part of your currency as a trainer and assessor, you must keep up-to-date with new techniques and technologies as they develop. This must be done through active engagement with the VET industry, which may include but is not limited to, attending professional development, engaging with the VET community online (LinkedIn, IBSA Academy, VELG), networking, and research. Broadly, this means embodying the life-long learner and consistently striving to improve yourself, both in your respective industry and as a VET practitioner.

You may be referred to useful websites throughout this workbook. Please note that any website addresses included in this workbook were checked by IBSA and correct at the time of publication. Website addresses do change frequently. If a website address is not current, IBSA recommends using the reference information provided to search for the source using your preferred search engine.

Resources

Some key resources for this unit and your qualification include:

- AQF Council, 2013, *Australian Qualifications Framework (AQF)*, AQF Council, Adelaide, SA. Available online: AQF, <<http://www.aqf.edu.au/>>.
- ASQA, 2017, 'Users' guide to the *Standards for RTOs 2015*', ASQA, <<https://www.asqa.gov.au/standards>>.
- Australian Government, 2015, 'Standards for Training Packages', *Document library, Department of Education and Training*, <<https://docs.education.gov.au/node/37157>>.
- Australian Government, 2016, *Interpretation guide: TAE Training Package release 2.0*, Skills for Australia, Sydney, NSW. Available online, *Skills for Australia*, <<https://www.skillsforaustralia.com/2016/10/04/new-interpretation-guide-tae-training-package-release-2-0>>.
- Australian Government, Department of Industry and Science 2015, *Australian Core Skills Framework (ACSF)*, <http://www.industry.gov.au/skills/ForTrainingProviders/AustralianCoreSkillsFramework/Documents/ACSF_Document.pdf>.
- Australian Skills Quality Authority, 2015, 'Guide to developing assessment tools', *Australian Skills Quality Authority*, <http://www.asqa.gov.au/verve/_resources/Guide_to_developing_assessment_tools.pdf>.
- *The National Register of VET*, <<https://training.gov.au>>.
- VETNet, <<https://vetnet.education.gov.au>>.

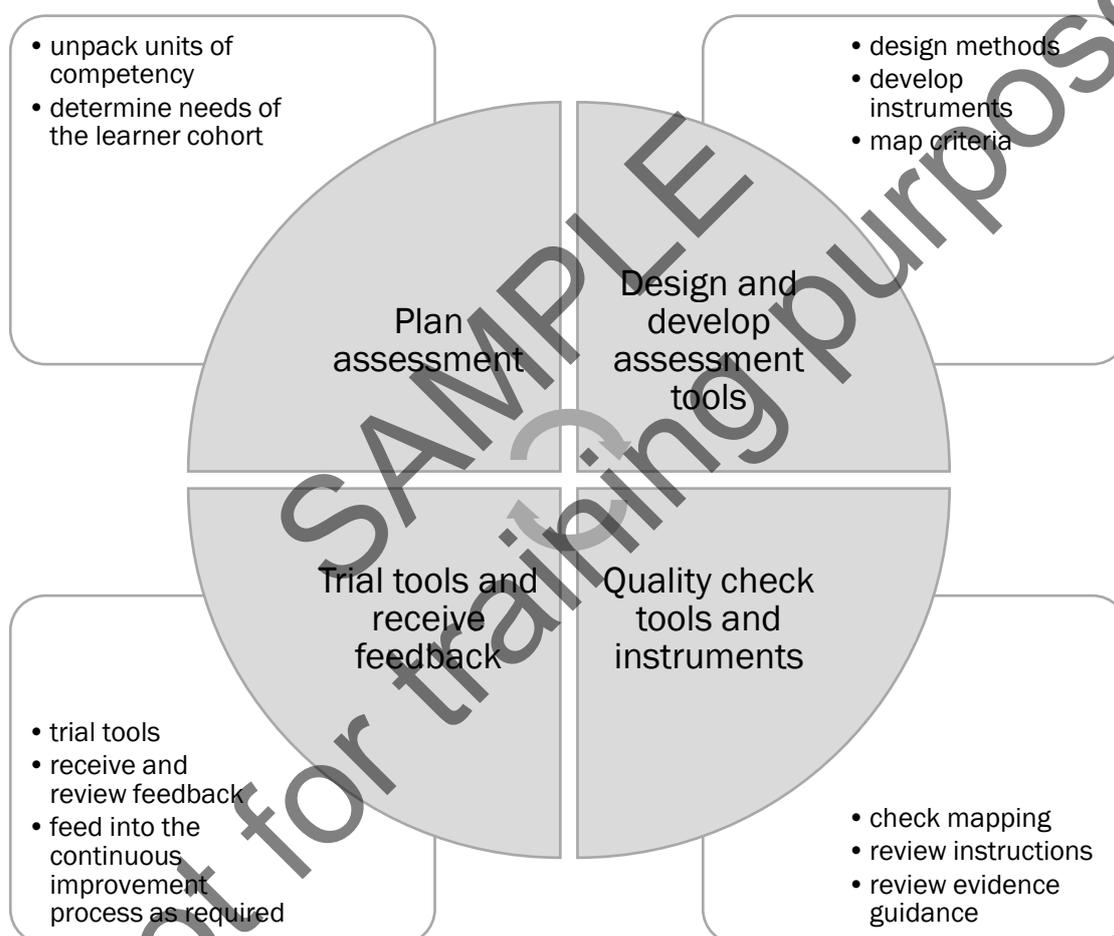
National Register of VET: TGA

When working in the VET sector one of the most important resources is the National Register of VET. This referred to variously in the industry as the National Database, the National Register, but most people refer to it as a variation of its website address, 'Training.gov.au' 'Training.gov', or simply, 'TGA'. The term TGA will be used in this workbook to reflect industry practice.

Section 1 – Assessment Foundations

Designing and developing assessment tools is part of the ‘bigger picture’ of the assessment system within vocational education and training. However, it is one of the most common areas of non-compliance, where assessment tools are found not to meet a range of requirements such as the principles of assessment, rules of evidence or training package requirements.

This Participant Workbook specifically addresses designing and developing assessment tools. As in the other workbooks, the first section describes the foundations of assessment and the standards that guide what you need to consider. The other sections follow the development process, as shown here.



If you have already undertaken *TAEASS401 Plan assessment activities and processes*, *TAEASS402 Assess competence* and *TAEASS403 Participate in assessment validation* before beginning this unit, then you can probably do a high-level review of the content in Section 1 and Section 2 before moving into the detailed processes in Sections 3 to 6.

What skills will you need?

To understand the assessment process within the current VET system, you must be able to:

- use appropriate terminology related to assessment of vocational education and training (VET) standards
- comply with the principles of assessment
- describe the rules of evidence
- describe dimensions of competency
- interpret the *Standards for Registered Training Organisations (RTOs) 2015*.

Access activity: Your definition of assessment

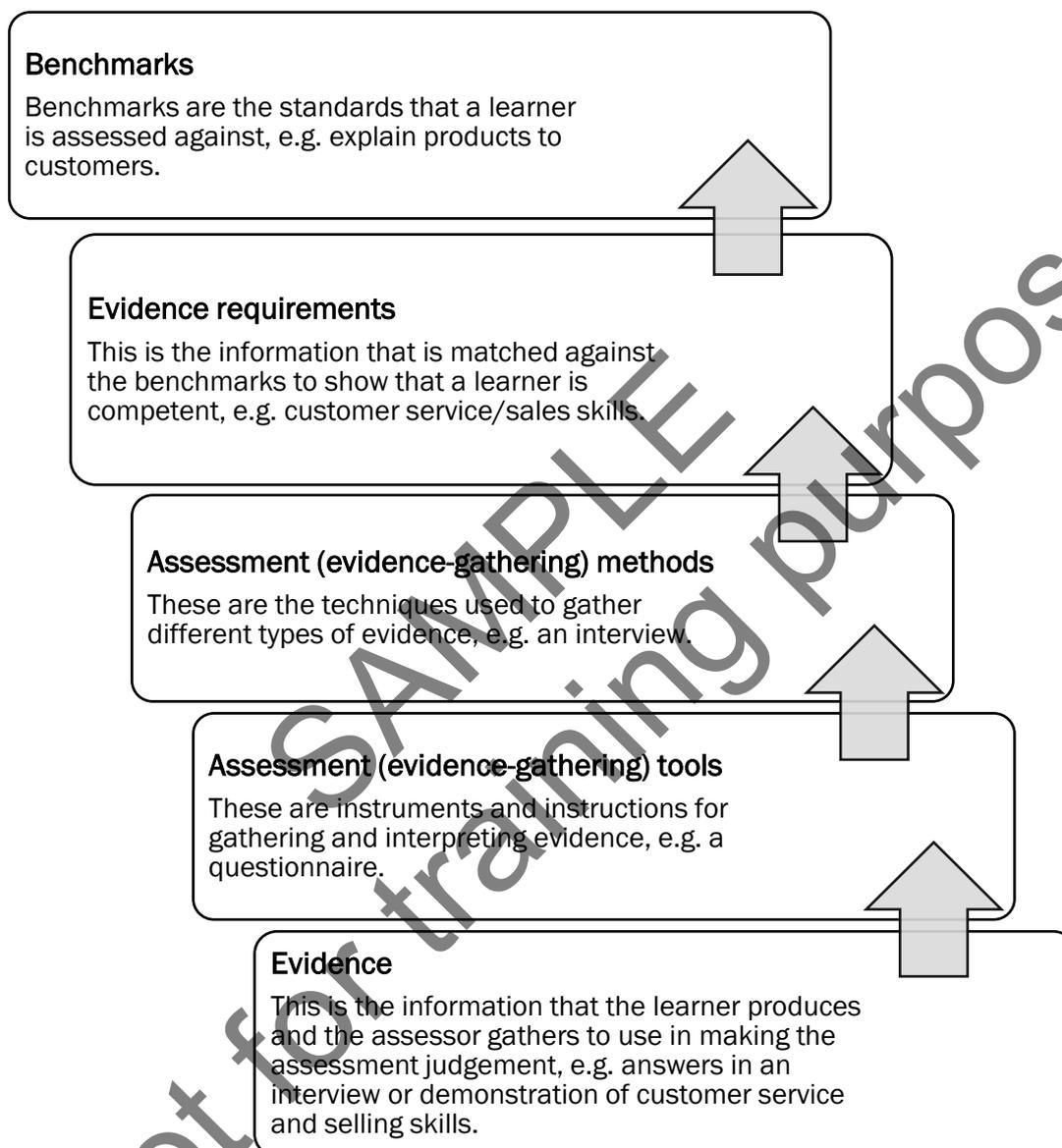
An assessment is a tool used to see if a learner has reached the level of competency required to perform a task in the workplace. Think about a recent assessment you took and answer the following questions.

Assessment details:	
Was it a successful assessment (were you competent)?	
Was it a fair assessment?	
Did you feel the assessment tested what you had learned?	
Could the assessment have been used in a different context?	
Could the assessment have been completed by somebody other than you without the assessor knowing?	
Did the assessment cover up-to-date technology or processes?	

Overview of relationships in the assessment process

Assessment benchmarks determine evidence requirements, methods and tools used to gather the evidence produced.

The following diagram broadly illustrates the relationship between benchmarks, evidence requirements, assessment methods and tools, and evidence produced.



Assessment terminology

There is a lot of different terminology you need to be aware of when you conduct assessment. The following definitions, for you to review and discuss with your trainer, are taken from:

- the Australian Skills Quality Authority's (ASQA) document 'Guide to developing assessment tools', available from: <https://www.asqa.gov.au/sites/g/files/net2166/f/Guide_to_developing_assessment_tools.pdf>.