

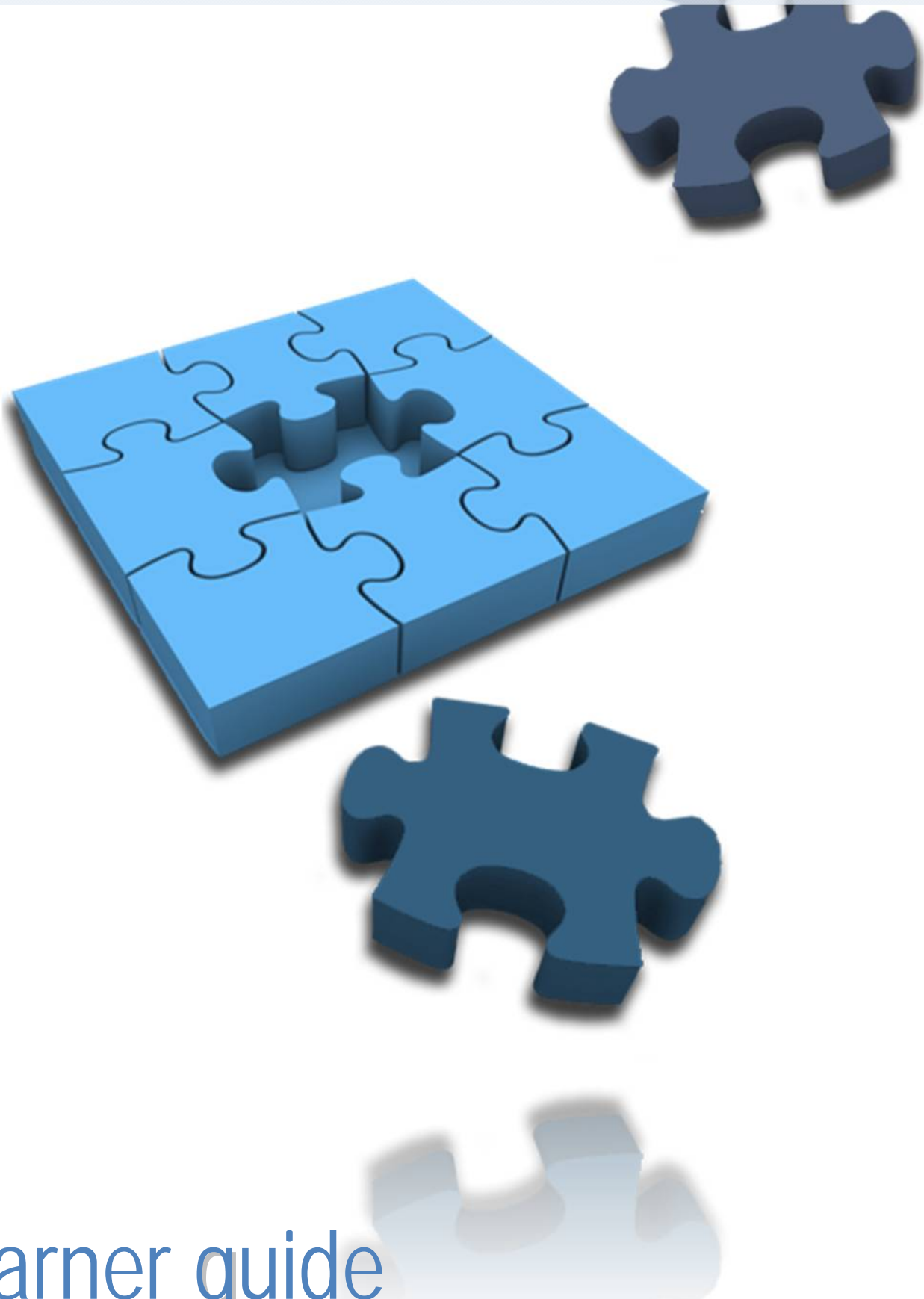


TAEASS502A

Design and develop assessment tools

Learner Guide

Assessment field



learner guide

Shea
Business
Consulting

supporting the TAE10 Training and Education Training Package

stockcode: SHEA63

SAMPLE

Learner Guide to support *TAEASS502A Design and develop assessment tools*

Why has this Learner Guide been developed?

Shea Business Consulting has developed a Learner Guide to support *TAEASS502A Design and develop assessment tools*, an elective unit of the *TAE40110 Certificate IV in Training and Assessment*. This unit replaces *TAAASS403B Develop assessment tools*, a core unit from the previous *TAA40104 Certificate IV in Training and Assessment*. The two units have not been deemed equivalent in the mapping advice provided in the new *TAE10 Training and Education Training Package*, as the new unit has been packaged at Diploma level. While much of the detail of the previous unit has been removed from the new unit, the Elements and Performance Criteria remain very similar.

Strong aspects of this Learner Guide are as follows:

- It contains all the essential information and is fully comprehensive; it encourages the learner to see working through this Guide as a part of a much broader learning experience including interaction with a trainer, practical application in actual assessment tool design and development, full understanding of the concepts, all the latest references and definitions.
- There are numerous references to further resources that learners can access and add to their resource kit.
- It is fully up-to-date; there are many references to the *AQTF 2010 Essential Conditions and Standards for Registration* and other current references.

Who is this Learner Guide for?

This Learner Guide has been developed for those intending to write assessment tools. You might be an assessor writing your own assessment instruments, or a teacher or training product developer required to develop assessment tools for others. Assessment tools are used to guide the collection of quality evidence in the assessment process, and they include:

- the specific instruments for collecting evidence
- information about assessment methods
- the procedures to be followed in conducting the assessment.



You are invited to use the *Continuous Improvement Form* on page 106 to identify changes that you think would improve this Guide.

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Disclaimer

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Acknowledgement

This resource was developed for Shea Business Consulting by Andrew Jones and Renika Muthaya of **purple infinity**.

Contents

Copyright	4
Disclaimer	4
Acknowledgement.....	4
Contents	5
Checklists	6
Symbols	7
Acronyms	8
Glossary.....	9
1. GETTING STARTED	13
Introduction	14
What documents do you need?	14
What resources do you need?	15
What is a resource kit?	15
Where are you heading?.....	15
Where should you go if you need help?.....	16
2. GATHERING EVIDENCE	19
Introduction	20
Presenting your evidence	20
Creating an evidence portfolio	21
Understanding Employability Skills	21
3. LEARNING TOPICS	25
Introduction	26
Learning Topic 1: What you need to know about assessment.....	26
Learning Topic 2: Determining the focus of assessment tools.....	36
Learning Topic 3: Designing assessment tools.....	48
Learning Topic 4: Developing assessment tools.....	73
Learning Topic 5: Reviewing and trialling assessment tools.....	81
The end of the road.....	89
4. USEFUL INFORMATION.....	91
Additional resources	92
Websites	94
Source documents.....	95
5. APPENDICES	97
Appendix A: Evidence Portfolio	98
Appendix B: Code of Practice for Assessors.....	102
Appendix C: Written Questions (Samples for Assessment Tools)	103
Appendix D: AQTF 2010 Mapping Advice.....	105
Appendix E: Continuous Improvement Form.....	106

Checklists

The following checklists, tables, templates and forms appear throughout this Guide:

Checklists, Tables, Templates and Forms	Page
Evidence Table	46
Legal, Organisational and Ethical Requirements Checklist	47
Observation Checklist	52
Questions to Support Observation Checklist	53
Guide for Developing an Observation Checklist	54
Simulation Checklist	55
Third Party Checklist	56
Evidence Portfolio Evaluation Checklist	57
Assessment Record Sheet	58
Sample Upfront Assessment Checklist	63
Sample Self-Assessment Checklist	66
Evidence Gathering Template	72
Assessment Tool Development Checklist	75
Assessment System Policies and Procedures Checklist	80
Assessment Tool Evaluation Checklist	81
Assessment Tools Review Checklist	83
Peer Review Checklist for Assessment Tools	86

Symbols

The following symbols are used throughout this Guide:



Important points



Compliance-friendly mapping advice



Useful activities



Useful resources



Valuable checklists



In the National Quality Council (NQC) report titled *VET Products for the 21ST Century – Final Report (June 2009)*, a recommendation was made to revise the definition of competency as follows:

"Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."

You can download a copy of the *VET Products for the 21ST Century* report from the NQC website at www.nqc.tvetaustralia.com.au/nqc_publications

In June 2010, the Ministerial Council for Tertiary Education and Employment (MCTEE) agreed to establish a National Standards Council (NSC) which will replace the NQC. At the time printing, this new Council was not operational, so the NQC has been referenced throughout this resource.

Acronyms

AAC	Australian Apprenticeships Centre
ACSF	Australian Core Skills Framework
ANTA	Australian National Training Authority (function now responsibility of DEEWR)
AQF	Australian Qualifications Framework
AQFC	Australian Qualifications Framework Council
AQTF	Australian Quality Training Framework
AVETMISS	Australian Vocational Education and Training Management Information and Statistical Standard
CALD	Culturally and Linguistically Diverse
DEEWR	Department of Education, Employment and Workplace Relations (formerly DEST)
DEST	Department of Education, Science and Training (now DEEWR)
DIAC	Department of Immigration and Citizenship
IBSA	Innovation and Business Skills Australia
ISC	Industry Skills Council
LLN	Language, Literacy and Numeracy
MCTEE	Ministerial Council for Tertiary Education and Employment
NARA	National Audit and Registration Agency
NCVER	National Centre for Vocational Education Research
NISC	National Industry Skills Committee
NQC	National Quality Council (now NSC)
NRT	Nationally Recognised Training
NSC	National Standards Council (formerly NQC)
NSF	National Skills Framework (formerly NTF)
NSOC	National Senior Officials Committee
NTF	National Training Framework (now NSF)
NTIS	National Training Information Service
NTS	National Training System
NTSC	National Training Statistics Committee
OHS	Occupational Health and Safety
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STA	State/Territory Training Authority
TAFE	Technical and Further Education
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
WELL	Workplace English Language and Literacy

Glossary

The following definitions have been sourced from the *AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration*.

Apprenticeship/traineeship – a structured training arrangement for a person employed under an apprenticeship/traineeship training contract (usually involving the person receiving training and being assessed both on and off-the-job).

Articulation – the arrangements that facilitate the movement or progression of learners from one qualification to another, or from one education and training sector to another.

Assessment – the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessment guidelines – the endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.

Assessment tool – a tool that specifies the context and conditions for an assessment, the tasks to be administered to the candidate, the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.

Authenticity – one of the rules of evidence. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Competency – the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Currency – one of the rules of evidence. In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Dimensions of competency – dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.

Fairness – one of the principles of assessment. Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexibility – one of the principles of assessment. To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Introduction

This Learner Guide supports *TAEASS502A Design and develop assessment tools*, a core unit in the *TAE40110 Certificate IV in Training and Assessment*. This unit of competency describes the skills and knowledge required to design and develop assessment tools, including the tools used in formative, summative and recognition of prior learning (RPL) assessment.



Assessment tools are used to guide the collection of quality evidence in the assessment process, and they include:

- the specific instruments for collecting evidence
- information about assessment methods
- the procedures to be followed in conducting the assessment.

By working through this Guide, you will learn how to:

- determine the focus of assessment tools
- design assessment tools
- develop assessment tools
- review and trial assessment tools.

You will particularly need these skills if you are:

1. An assessor
2. A learning resource/product developer
3. A training and assessment consultant.



The availability of well-designed assessment tools is essential for assessors and the assessment process.

What documents do you need?

To successfully work through this Guide, you will need access to the following documents:

- *Introduction to the Learner Guides*, which has been specifically designed to complement the suite of *TAE10 Training and Education Learner Guides*
- a copy of *TAEASS502A Design and develop assessment tools*, the actual unit of competency you are seeking to demonstrate competence in
- a copy of the *TAE10 Training and Education Training Package Assessment Guidelines*.



If you have not yet purchased a copy of *Introduction to the Learner Guides*, see page 93 for details.

The unit *TAEASS502A Design and develop assessment tools* and the *TAE10 Assessment Guidelines* can be accessed from the National Training Information Service (NTIS) at www.ntis.gov.au

What resources do you need?

Your Registered Training Organisation should help you with access to the following:

- a facilitator (to help you work through the Guide)
- an assessor (to assess you against the unit of competency)
- training products (such as Training Packages and accredited course documentation).



You will need access to an assessment environment where you can develop assessment tools and apply the skills you are developing.

What is a resource kit?

As you work through this Guide, it is a good idea to compile an electronic and/or paper-based resource kit to use for your work and assist with your learning. This kit may include:

- information that you print or bookmark from websites
- resources you download from websites
- newspaper articles about your industry
- specific policies or procedures from your workplace.

What you decide to put in this kit is up to you. Over time it will become a very useful source of information, containing information about current work practice and ideas within your industry.



The resource kit is for your own professional development and is different to the *evidence portfolio* that you will keep for assessment purposes (although some resources may be included in both).

Where are you heading?

When you reach the end of this Guide, you will need to have designed, developed and trialled assessment tools that:

- support different assessment methods
- address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels
- include instruments for collecting evidence that reflect the *principles of assessment* and the *rules of evidence*
- include any related instructions to assessors and candidates
- show how the contextual needs of different assessment environments are addressed.

You will also need to have prepared a report on the trial and review of your assessment tools (including any proposed changes that were required to the tools).

Where should you go if you need help?

The aim of this Guide is to put you in control of the learning process. However, only a qualified assessor can formally recognise your skills, and only a Registered Training Organisation (RTO) can issue you with a *Statement of Attainment* when you successfully complete *TAEASS502A Design and develop assessment tools*. If at any stage you are not sure of something and want to ask a question, it is well worth talking with your RTO. A simple phone call can make all the difference.

If you have not yet enrolled with an RTO, the National Training Information Service (NTIS) is a great resource that you can use. This is an online database that lists all RTOs, qualifications and units of competency. You will need to find an RTO that has the most recent version of the *TAE10 Training and Education Training Package* within its scope of registration. It will also help if the RTO is local (or at least based in your own State/Territory).



Finding an RTO:

1. Go to www.ntis.gov.au and click on *Training Packages*
2. Scroll down and select *TAE10 Training and Education Training Package*
3. Click on *RTO with Scope* from the *Tools* menu on the right hand side
4. Select your State/Territory from the top of the *Browse Results* area.



You will require Internet access and a basic level of IT (computing) literacy to work through this Guide, as the online environment contains current and up-to-date information on vocational education and training. If you are unable to access the Internet or you require basic computing assistance, you will need to discuss this with your facilitator.



Getting Started Checklist

Before moving to the next section, you should be able to tick all of the following:

- Have you been allocated a facilitator by your RTO to help you work through this Guide?
- Are you clear on the skills and knowledge you will gain by working through this Guide?
- Are you clear on the resources you need to successfully work through this Guide?
- Do you have access to an assessment environment?
- Do you have access to the Internet?
- Have you started a resource kit that you can add to as you work through this Guide?
- Have you purchased a copy of *Introduction to the Learner Guides*?
- Have you downloaded a copy of *TAEASS502A Design and develop assessment tools*?
- Have you downloaded a copy of the *TAE10 Training and Education Training Package Assessment Guidelines*?
- Have you checked with your facilitator that you have all the resources you need to develop competency in this unit?

Introduction

This section includes 5 Learning Topics that contain background information and activities. You will need to speak to your facilitator to determine which of the topics you need to complete. Some of the activities may be contextualised to suit your needs, and all the activities can be used as evidence for assessment.

The following Learning Topics are covered in this section:

1. What you need to know about assessment
2. Determining the focus of assessment tools
3. Designing assessment tools
4. Developing assessment tools
5. Reviewing and trialling assessment tools.

Learning Topic 1: What you need to know about assessment

Before you start, there are a few things you need to know about assessment. This section has been included to give you a general picture of assessment in the vocational education and training (VET) sector, including:

- critical definitions
- the big picture
- the assessment process
- competency-based assessment
- principles of assessment
- rules of evidence
- the ethical and legal requirements of assessors.

Critical definitions

Assessment... "the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package."

Assessment tool... "a tool that specifies the context and conditions for an assessment, the tasks to be administered to the candidate, the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance."

Competency... "the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments."

Training Package... "a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise."

Unit of competency... "the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace."

Source: AQTF 2010 Users' Guide to the Essential Conditions and Standards for Initial Registration

Assessment tools are primarily used in *formative*, *summative* and *recognition of prior learning* (RPL) assessments, and it is very important that you understand what differentiates these three assessment processes.

Formative assessment...“takes place at regular intervals during a course with feedback provided along the way to help improve the student’s performance.”

Summative assessment...“occurs at a point in time and is carried out to summarise achievement at that point in time. Often more structured than formative assessment, it provides teachers, students and parents with information on student progress and level of achievement.”

Source: *NCVER VET Glossary* (available at www.ncver.edu.au/publications/2029.html)



Summative assessment is used to judge whether a person can pull all of the components of competency together and actually perform the work role. With this mind, a holistic approach to summative assessment is recommended.

Recognition of prior learning (RPL)...“is an assessment process that assesses an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.”

Source: *AQTF 2010 Users’ Guide to the Essential Conditions and Standards for Initial Registration*



An RPL assessment must address all of the components of an assessment benchmark. You will design and develop different assessment tools to collect evidence for RPL assessments, but you will always need to keep in mind that the assessment requirements for RPL must be *no less* and *no more* onerous than any other assessment process.

Assessment Benchmark

Units of Competency
or
Assessment Criteria
of Course Curricula

Assessment Pathway

Learning and Assessment
(*formative* and
summative
assessment)

Assessment Only
(*RPL* assessment)

Assessment Outcome

Statement of Attainment
and/or
Qualification
(under the AQF)

Evidence Gathering Template

Version 1.0 (August 2010)

Candidate:

Assessment Benchmark:

Elements	Direct Evidence	Indirect Evidence	Supplementary Evidence	Comments and Verification
Required Skills				
Required Knowledge				
Employability Skills Communication Teamwork Problem Solving Initiative and Enterprise Planning and Organising Self-management Learning Technology				

Details of RPL outcome:

Action/further training:

Assessor signature: Date:

Candidate's signature: Date:

Learning Topic 4: Developing assessment tools

Having determined the design of your assessment tools, you now need to develop them, and this will involve:

- developing specific assessment instruments that address the established evidence
- defining clear procedures for the use of the instruments
- ensuring the instruments meet the requirements of your assessment system.



This Learning Topic covers Element 3 of *TAEASS502A Design and develop assessment tools* (Develop assessment tool).

Developing specific assessment instruments that address the established evidence

By reflecting on the design ideas you generated in the previous Learning Topic, you must now develop specific assessment instruments that address the evidence to be collected, and these instruments will need to be based on assessment activities that:

- address all component parts of the assessment benchmark
- reflect the *principles of assessment*
- incorporate principles of access and equity
- meet the *rules of evidence*
- provide choice to candidates (where appropriate)
- are sequenced to reflect competency development in a learning and assessment pathway
- are user-friendly
- reflect the assessment environment
- are practicable.

Assessment instruments must be usable and appealing to candidates and sensitive to audience diversity, so you will need to ensure your instruments incorporate:

- an appropriate style and format
- language, literacy and numeracy levels that are suited to the target audience
- appropriate visual and aural representation
- appropriate media.

Defining clear procedures for the use of the instruments

When developing assessment instruments, you also need to prepare clear and specific guidance on their use and administration, and this guidance can include:

- instructions for candidates
- the resources needed to conduct the assessment
- the context in which the instrument should be used
- how to develop or review the decision making process
- how the instrument can be reasonably adjusted to meet the specific needs of a target group
- any specified variations or restrictions on the use of the instrument
- rules for verifying assessment decisions
- OHS requirements to be followed during the assessment
- information on access and equity considerations.

Ensuring the instruments meet the requirements of your assessment system

Finally, you need to ensure the instruments meet the policy and procedural requirements of your assessment system. It is particularly important that your instruments can be administered within:

- storage and retrieval systems
- review and evaluation procedures
- version control procedures.



Use the following checklist to ensure your instruments are in line with your RTO's assessment system.

Assessment System Policies and Procedures Checklist	Yes	No
<i>The assessment instrument is in accordance with the following policies and procedures</i>		
Assessment records (including data and information management)		
Recognition of current competency, recognition of prior learning and credit arrangements		
Assessor needs, qualifications and maintenance of currency		
Assessment reporting procedures		
Assessment appeals		
Candidate grievances and complaints		
Validation		
Evaluation and internal audit		
Costs and resourcing		
Access and equity (including reasonable adjustment)		
Partnership arrangements		
Links with human resource or industrial relations system		
Links with overall quality management system		



You may consider West-One Service's *Assessment Generator*, a web-based tool that helps you assemble assessment plans and tools. You can access the *Assessment Generator* from the Australian Flexible Learning Framework website at <http://pre2005.flexiblelearning.net.au/innovations/wa015.htm>

Learning Topic 5: Reviewing and trialling assessment tools

Having developed your draft assessment tools, you now need to review and trial them, and this will involve:

- evaluating the draft assessment tools
- trialling the draft assessment tools
- revising the final assessment tools.



This Learning Topic covers Element 4 of *TAEASS502A Design and develop assessment tools* (Review and trial assessment tool).

Evaluating the draft assessment tools

In order to comply with the *AQTF 2010 Essential Conditions and Standards for Registration*, RTO's must continuously improve their assessment systems, processes, tools and practices, and this includes revising their assessment tools. The revision of assessment tools is a critical stage of the developmental process, and the tools that you develop must remain draft in nature until they have been reviewed, trialled, validated and modified.



The first part of the review process involves evaluating your tools against set criteria. Use the following checklist to help with this task.

Assessment Tool Evaluation Checklist	Yes	No
<i>The assessment instrument...</i>		
...is effective and relevant to the assessment benchmark?		
...is appropriate to the selected assessment methods?		
...is appropriate to the target group and assessment context?		
...uses appropriate language and literacy for the intended audience?		

You will have undertaken many of the above checks during the design and development of your draft assessment tools, but it is always a good idea to re-evaluate them against the same criteria. It is also a good way to prepare the tools for trialling.



In the NQC's *Guide for Developing Assessment Tools*, a *Self Assessment* checklist is provided as an appendix to help assessors review the various components of an assessment tool.

You can download the *Guide for Developing Assessment Tools* from the NQC website at www.nqc.tvetaustralia.com.au/nqc_publications



Learning Topics Checklist

Having reached the end of this Learning Guide, you should be able to tick all of the following:

- Can you describe the following components of the broader assessment system?
 - The main features of competency-based assessment
 - The *principles of assessment* and how they are applied when developing assessment tools
 - The different types and *rules* of evidence
 - Different assessment contexts and their relationship to developing assessment tools
 - The components of competency and *dimensions of competency*
 - The contextualisation of assessment benchmarks
 - Assessment Guidelines and their relevance to developing assessment tools
 - Different assessment methods (and their purposes and uses)
 - Evaluation methodologies used in the trial and review of assessment tools
 - The principles of reasonable adjustment
- Can you determine the focus of assessment tools?
- Can you design assessment tools?
- Can you develop assessment tools?
- Can you review and trial assessment tools?
- Have you designed, developed and trialled assessment tools that:
 - support different assessment methods?
 - address at least three units of competency packaged at different AQF levels?
 - include instruments for collecting evidence that reflect the *principles of assessment* and the *rules of evidence*?
 - include related instructions to assessors and candidates?
 - show how the contextual needs of different assessment environments are addressed?
- Have you prepared a report on the trial and review of your assessment tools (including any proposed changes that were required)?

The end of the road

Having assembled an evidence portfolio by working through this Guide and applying your skills, you will now need to arrange for a qualified assessor from your RTO to evaluate your competence in *TAEASS502A Design and develop assessment tools*. If you are deemed competent, you will be issued with a Statement of Attainment that formally recognises your ability to develop assessment tools.

SAMPLE

Appendix B: Code of Practice for Assessors

The following code of practice (which is included in the Assessment Guidelines of the *TAE10 Training and Education Training Package*) serves three main functions:

- supports professionally responsible and ethical assessment practice
- guides *TAE10* assessors in the responsibilities of their work
- reinforces the performance outcomes of the assessment units in the *TAE10 Training and Education Training Package*.

Code of Practice for Assessors

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made (if necessary).
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence.
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against *TAE10 Training and Education Training Package* competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

Source: *TAE10 Training and Education Training Package – Assessment Guidelines* (DEEWR, 2010)

Appendix C: Written Questions (Samples for Assessment Tools)

The following table outlines the type of written questions you can use when designing and developing assessment instruments.

Type of written question	What it means
Multiple response questions	Multiple response questions are similar to multiple-choice questions, except there is more than one correct answer. Because the candidate does not know how many correct answers there are, it can minimise guess work. Multiple response questions can be easier to construct than multiple choice questions.
True or false questions	<p>True or false questions are good for assessing factual knowledge. They ask the candidate to confirm or deny a statement. They allow for testing a large amount of material at the same time, and are easy to mark. However, candidates could guess and have a 50/50 chance of choosing the correct answer. In addition they do not assess application, are not easy to write and often lead to a quite shallow assessment. When constructing true or false questions:</p> <ul style="list-style-type: none"> • use plain English • use only one central idea in each item • do not use double negatives • make sure you are asking about knowledge related to the unit • concentrate on factual statements not ones that can be disputed • make instructions for responses simple (e.g. tick or circle T/F rather than writing out True or False) • a separate statement and response sheet makes marking easier, allowing the use of a marking template and the re-use of the statement sheets.
Matching questions or matching pairs	<p>Matching questions ask the candidate to match one set of information with corresponding information in another set. They can be used in content areas where there are a lot of facts (e.g. in definitions or in showing cause and effect). When constructing matching questions:</p> <ul style="list-style-type: none"> • give clear directions • make all options plausible and relevant • make sure the questions are worded carefully to avoid distracting or confusing the candidates • concentrate all the questions on a single concept • don't allow a response to be used more than once • arrange both columns in a systematic order (e.g. alphabetically) • six to ten matching questions is a good size • include more than the required number of options to be matched, to reduce the incidence of guessing.
Constructed response questions	These are suitable to assess ability to describe, explain, analyse or evaluate. They are usually easier for the assessor to write than selected response questions, but take longer to mark.

Type of written question	What it means
Completion questions or 'fill the gap'	<p>In completion questions, the candidate fills a gap; these focus on one or two word answers. They are useful for the recall of information and facts. However, assessors need to make sure that they are suitable for the literacy level of the candidates, to make sure they are not assessing English ability or reading comprehension rather than facts. Labelling diagrams or pictures is a variation of completion questions. When constructing completion questions:</p> <ul style="list-style-type: none"> • make sure there is a correct answer • avoid leaving too many gaps so that the sentence becomes a puzzle • leave a blank towards the end of a sentence rather than at the beginning • make blanks the same length so that clues about the length of the word aren't given • ensure the blank is a key word.
Short answer questions	<p>These concentrate on a single issue or concept, and ask for a short response to a question. They are relatively easy to construct, minimise opportunity for guessing and assess recall of information. However, they also do not generally assess application of information, and assume a degree of language and literacy skills of the candidate. When constructing short answer questions:</p> <ul style="list-style-type: none"> • use direct questions using language familiar to the candidates • give guidance on the parameters of the answer (e.g. how many words or sentences, or leave a certain amount of space on a question sheet to indicate parameters) • use question words such as <i>who</i>, <i>what</i>, <i>where</i>, and <i>when</i> to focus the question.
Extended response questions	<p>Extended response questions include essays and reports. They can be used to present arguments, analyse, evaluate, explain or describe. These give candidates an opportunity to demonstrate cognitive skills such as analysis and synthesis; to assess application of knowledge; and be creative in their response. However, they are more difficult to assess. When constructing the questions:</p> <ul style="list-style-type: none"> • make sure the writing has an audience (e.g. based around a workplace task such as a report or a recommendation to management rather than just an essay for the assessor) • give parameters (e.g. size and time limits) • make the marking criteria clear • give clear instructions. <p>When assessing extended response questions, always have model answers as a guide.</p>

Appendix D: AQTF 2010 Mapping Advice

The following mapping advice has been provided to assist auditors determine that the Learning Topics provided in this Guide fully meet (and are in accordance with) the following standards.

AQTF 2010 Essential Conditions and Standards for Initial Registration

Standard 1 The applicant has strategies in place to provide quality training and assessment across all of its operations

Element 1.3 ...training and assessment materials to be used by the applicant are consistent with the requirements of the Training Package or accredited course...

AQTF 2010 Essential Conditions and Standards for Continuing Registration

Standard 1 The RTO provides quality training and assessment across all of its operations

Element 1.3 ...training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course...

Learning Topics	TAEASS502A Design and develop assessment tools
1. What you need to know about assessment	Addresses Required Knowledge
2. Determining the focus of assessment tools	Addresses <i>Element 1: Determine focus of the assessment tool</i> (and incorporates Required Skills, Required Knowledge and Employability Skills)
3. Designing assessment tools	Addresses <i>Element 2: Design assessment tool</i> (and incorporates Required Skills, Required Knowledge and Employability Skills)
4. Developing assessment tools	Addresses <i>Element 3: Develop assessment tool</i> (and incorporates Required Skills, Required Knowledge and Employability Skills)
5. Reviewing and trialling assessment tools	Addresses <i>Element 4: Review and trial assessment tool</i> (and incorporates Required Skills, Required Knowledge and Employability Skills)