



VOCATIONAL ASSESSMENT



Assessment Cover Sheet

TAE40116 Certificate IV in Training and Assessment

Assessment Cluster

Units covered:	<input type="checkbox"/> TAEASS401 – Plan assessment activities and processes <input type="checkbox"/> TAEASS402 - Assess competence <input type="checkbox"/> TAEASS403 – Participate in assessment validation <input type="checkbox"/> TAEASS502 Design and develop assessment tools
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Instructions to Candidate:

- Complete the following information and sign below in the declaration area. There are further instructions for each task.

Mandatory Candidate Information – please complete

Name of Candidate:	Email:
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(Note: the name you use above will be the name that appears on your Statement of Attainment or qualification parchment)

Address	Hm Phone:
	Mobile:
Company name:	Qualification enrolled in: TAE40116 Certificate IV in Training and Assessment

Date completed Submitted:	
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Confidentiality

Your assessment and result will form the basis of your student record at SpecTraining Pty Ltd. We are committed to protecting your privacy. The information provided is not disclosed to third parties, with the exception of your employer on request (if your employer is financing your program) and service and benefit providers (such as your program leader) acting in confidence on your behalf. If you would like SpecTraining to release your assessment results to another party on your behalf, such as another educational provider, we must receive your consent in writing.

Declaration of original authorship

I declare that this assessment evidence is my own work and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a Statement of Attainment or Qualification.

Signature:	Date:
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SpecTraining Internal Use Only - Assessor to complete

Units of Competency being assessed:

- ☐ TAEASS401 – Plan assessment activities and processes
- ☐ TAEASS402 - Assess competence
- ☐ TAEASS403 – Participate in assessment validation
- ☐ TAEASS502 Design and develop assessment tools

Overall feedback to Candidate:

1. Knowledge questions:

2. Practical tasks and projects:

Assessment Results – SpecTraining Use Only

1. Knowledge Questions

Sufficient

☐

Not Yet Sufficient

☐

2. Practical tasks and Projects

Sufficient

☐

Not Yet Sufficient

☐

Attempt 1.

Not Yet Competent -
Resubmit

☐

Attempt 2.

Not Yet Competent -
Resubmit

☐

Overall Result Achieved

Competent

☐

Not Yet Competent

☐

Assessor's Name

Assessor's Signature

Date:

Assessment

TAE Assessment Cluster

Instructions for the Candidate

Assessment Details

Version details are to be updated on inclusion of recommended changes/amendments, in line with Spectraining's document control procedures. Reviews must include associated assessor's marking guides.

This Assessment Version:	4.1	Date Developed:	05 Oct 17
Reviewed:	16 DEC 18	Next Review Due:	4 Sep 19
Reviewed	15 Aug 19	Next Review	Feb 20
Reviewed	04 Apr 20	Next Review	Jan 21
Reviewed	30 May 20	Next Review	Jan 21
Reviewed	05 Jun 20	Next Review	Jan 22

Benchmarks for assessment

The assessments are conducted using the following benchmarks:

- Units of Competency and Assessment Requirements for –
 - TAEASS401 - Plan assessment activities and processes
 - TAEASS402 - Assess competence
 - TAEASS403 - Participate in assessment validation
 - TAEASS502 - Design and develop assessment tools
- 'Assessment' Assessor's Guide

Additional benchmarks that may apply, in relation to corporate clients:

- Relevant organisational procedures and/or standards
- Applicable industry regulations and/or codes
- Legislative requirements relating to WHS, industry or product/service

Assessment overview

This assessment consists of TWO parts. You must successfully complete both parts to be assessed as competent in this unit.

Part 1 consists of a knowledge assessment based on the knowledge evidence required for competency for the units TAEASS401, TAEASS402, TAEASS403, TASASS502

Part 2 consists of 2 parts. Part A is a classroom and workplace projects, requiring you to gather evidence in over time, and includes observations. Part B requires observation from your assessor and will need to be negotiated. To complete the entire task from researching participants to review of assessment tools may take several days and your assessor may not be able to observe the entire process each time. Your assessor will organise to observe you undertaking the steps to completing this process on at least one occasion. This may be in the form of a video, third party declaration, and/or in class where applicable.

More information can be provided to you by your SpecTraining Facilitator/Assessor.

Instructions

General

This assessment is classroom- and work-based and self-paced. While your SpecTraining assessor will be in regular contact with you, you will need to **take responsibility for your own learning and actively seek out answers and evidence required in this assessment.**

At all times when undertaking this assessment, you will be required to adhere to all appropriate workplace policies and procedures and all state and commonwealth legislation and regulations, plus any applicable codes (workplace, industry or government). Failure to do so may result in a decision of Not Sufficient or Not Yet Competent.

This assessment must be conducted in a safe environment. While the knowledge assessment may be completed at home, the practical elements and tasks (with a practical or workplace component) must be completed in the candidate's workplace, or a safe simulated environment that replicates a vocational training environment.

Resources

You will be required to organise access to all tools and equipment generally available to perform your tasks as an assessor. To undertake this assessment, candidates will need access to the following:

- A computer/Internet access/web camera
- Relevant assessment tools and resources
- Relevant learning/training and assessment strategies
- Your organisation's workplace records (with the permission of your employer)
- Workplace policies and procedures

Where copies of assessments or other student work is presented in evidence, be conscientious of the applicable Privacy Act and organisational policies.

At all times during this assessment, you are to work within relevant workplace policies and procedures. It will be beneficial for you to familiarise yourself with these, as you may be required to reference them at various times for your assessment.

Collaboration

Many of the assessment items in this tool require that you discuss, interact and engage with members of your workplace. While you are encouraged to collaborate and work with your training/assessing colleagues in your assessment role, you are to ensure that the answers you provide in this assessment are the result of your own work and efforts. You must remember to sign the declaration of original authorship on the cover page prior to submission. If this is not signed, your assessment will be returned to you unassessed.

Workplace Health and Safety

No specific WHS implications arise from this assessment beyond those currently in your workplace. SpecTraining promotes a positive WHS culture amongst its students, and reminds you to ensure you have a current risk assessment for your training and assessing environment(s), that you and your participants always wear appropriate PPE for the task, and you and your candidates are familiar with the any WHS considerations of their assessment, including (but not limited to), emergency responses, including evacuation procedures.

Assessors are reminded that in the event of the candidate's actions causing an unsafe (hazardous) condition, that the assessment is to be immediately halted and to address the hazard. It is then at the assessor's discretion, whether the hazard has been adequately addressed/controlled, to continue or discontinue the assessment.

Reasonable adjustment

In the event that you have difficulty understanding or completing the assessment tasks, your assessor will attempt to make reasonable adjustments to the assessment format in order to afford you every opportunity to achieve competency. You may discuss this prior to, or at any time during, this assessment.

Appeals

Should you be unhappy about the assessment result or feel that you were not treated in an appropriate manner during any part of the assessment process, you may appeal the decision. More information on how to progress an appeal is available on the SpecTraining website, or directly from SpecTraining by phone.

Assessment

Completing this assessment

General

This assessment is work-based and self-paced. While your Facilitator/Assessor will be in regular contact with you, you will need to take responsibility for your own learning and actively seek out answers and evidence required in this assessment.

At the Certificate IV level of qualification, a candidate is expected to provide thoughtful, in-depth answers to written questions. **The expectation of your assessors is that they will be approximately one paragraph (2-4 sentences) in length, depending upon the question.**

Part 1 Knowledge Test

Please read each question carefully. Answer the questions thoroughly by providing full explanations and workplace examples where relevant. Note that the key action words are *italicised* for emphasis. General information to answer the underpinning knowledge questions may be found in other chapters of your text book or in the further readings at the end of **Part 3**. You will have research some of your answers.

Note that the space provided does not indicate the volume or size of answer expected and can be expanded/reduced as needed.

Part 2 Workplace Projects

The workplace projects require that you gather evidence of your assessment practice and professionalism. While you will have access to the SpecTraining assessor for guidance at all times, you are expected to manage your own time and resources to gather a large portion of the required evidence. The SpecTraining assessor will be in contact with you and, at times, act as your assessor to observe your progress (such as in-class activities where arranged). They may also be able to assist in arranging alternative assessment options, such as simulated environments, for you to demonstrate the required skills and knowledge, should the need arise.

When all parts of this assessment are complete, submit this file with your completed cover sheet and feedback sheet to your Facilitator/Assessor via email or upload as per your assessor's instructions.

Assessor intervention

There is no requirement for assessor intervention, however, assistance in clarifying assessment tasks is permitted.

Competency

When all your assessment parts and any accompanying evidence or materials have been submitted, SpecTraining assessor will review it and make the assessment decision. You will be advised in due course – generally within 7-10 working days – of the outcome of your assessments. A SpecTraining assessor will contact you by phone or email with your result and discuss any follow-up actions that may be required.

PART 1 Knowledge Test

Please read each question carefully. Answer the questions thoroughly by providing full explanations and workplace examples where relevant. Note that the space provided does not indicate the volume or size of answer expected and can be expanded/reduced as needed.

The expectation of your assessors is that they will be approximately one paragraph (2-4 sentences) in length, depending upon the question. While you are not expected to 'waffle', one sentence answers will not be sufficient to demonstrate understanding.

1. List SIX (6) components of an assessment tool and describe their purpose

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2. Competency standards are used as the minimum benchmark for assessing a candidate for a national qualification in VET.

True or False? Explain why.

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3. What are the four ***Principles of Assessment?*** Describe how each Principle of Assessment is applied when developing assessment tools.

4. List the four **rules of evidence** and *describe* how they are applied when developing assessment tools

5. What parts of a unit of competency should you refer to in order to cover the **assessment requirements**? List each part and explain why it must be met by referring to the four **rules of evidence**.

6. *Explain how you would use the **Assessment Requirements** of the relevant unit of competency to guide the development of your assessment tools.*

7. In the table provided list and, briefly describe;
- three different types of evidence,
 - the most appropriate assessment methods to collect each type of evidence,
 - assessment instruments you would use to collect this evidence, and
 - then provide an example of where each instrument may be used and why it is most appropriate.

Type of Evidence 1	
Assessment Methods	
Assessment Instruments	
Example of use and reason	
Type of Evidence 2	
Assessment Methods	
Assessment Instruments	
Example of use and reason	
Type of Evidence 3	
Assessment Methods	
Assessment Instruments	
Example of use and reason	

8. What two types of evidence most commonly used for assessing a candidate's RPL? Why?

Type of evidence	Why you would use this for an RPL candidate

9. Complete the table below and describe the assessment tool you would need to develop for the following context. Research and select an appropriate unit of competency on [TGA](#). Ensure you list each part of the tool (i.e. Instruments and procedures) and provide an explanation as to why this would suit the given context at an appropriate AQF level.

Context: You've been asked to assess a person's ability to complete workplace documentation. The candidate is an office administrative assistant at a local hardware company

How will you determine what competency standards are required by the workplace?
What AQF level will the task be? (Certificate II, Certificate III, Certificate IV etc.)
What unit(s) of competency would you use to align to this workplace task?

What evidence is required by the Unit of Competency? (What will the candidate have to know and do?) And where will you find contextualisation advice from the training package developer?

Describe the Assessment Tool – all instruments and procedures – you would use to gather the evidence

Explain why this is the most appropriate tool.

10. How would you ensure you address the **dimensions of competency** in your assessment tool?
List the four dimensions and explain how you would address each one.

11. What is the main purpose of conducting RPL or RCC assessment? Refer to **assessment pathways** and what Standards that apply when conducting RPL/RCC in your answer.

12. Explain what is meant by the following terms:
1. Work-focused assessment
 2. Criterion-reference assessment
 3. Standards-based assessment
 4. Evidence-based assessment

Work-focused assessment

Criterion-reference assessment

Standards-based assessment

Evidence-based assessment

13. Describe three things you should include when developing assessor instructions to ensure the assessor clearly understands their responsibilities before, during and after assessment.

1
2
3

14. For each of the four listed components of an RTO's Assessment System, *describe* what you should include in the assessors instructions on an assessment tool to ensure that RTOs assessment systems are applied.

<i>Version Control:</i>	
<i>Retrieval of Assessment tools</i>	

<i>Storage of Candidate's assessment (how and for how long)</i>	
<i>Evaluation and Validation</i>	

15. *Describe* how you would trial and review a newly developed assessment tool. Why should you record the outcomes? Explain the importance of keeping this record

16. Briefly describe how you can address each of the four WHS responsibilities when assessing competence.

1. Requirements for hazard reporting and incidents:	
2. Emergency procedures:	
3. Procedures for use of relevant personal protective equipment:	
4. Sources of WHS information:	

- 17 How would you apply the [assessor's code of practice](#) to meet **your** legal and ethical responsibilities as an assessor?

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18. What steps must a registered training organisation (RTO) cover to comply with its legal and ethical responsibilities under the relevant legislation?

19. List the parts of the key legislation and standards that apply to compliant assessment policies and systems. (Note: it is not sufficient to simply write the name of the legislation or standard). [ASQA Key legislation](#), [RTO Standards](#), [Privacy Law](#).

19. You're required to contextualise the following performance criterion for assessment in a workplace. In the space provided, interpret the performance criterion to create an observation (or set of observations) that may be used together evidence of competency. Ensure you use **appropriate action words** for a Certificate III (three) ([AQF3](#)) level candidate.

Performance Criterion	Interpretation for assessment
1.1 Use appropriate <i>interpersonal skills</i> to accurately identify and clarify <i>customer needs</i> and expectations	

20. What is the principle of **reasonable adjustment**? How can you apply it when developing a quality assessment tool?

- 21 Consider the assessment principle of **FLEXIBILITY**. What 'reasonable adjustment' instructions would you include in your assessor tools for each of the following cases? You must still maintain validity, fairness and reliability. Write your instructions in the spaces provided.

For this example there are no other extra requirements of the assessment (i.e. the candidates are within the range expected for Foundation Skills; there are no extra physical requirements of the competency etc. that would otherwise prohibit their successful completion of their assessment).

Scenario	Reasonable Adjustment instruction
1. A candidate with low literacy or numeracy skills, new to the industry, to be provided an oral assessment	
2. A candidate with a physical limitation (in this instance, they are restricted to a wheelchair), undertaking a classroom-based written assessment	
3. A candidate aged over 65 years, with limited computer literacy, undertaking online assessment.	

- 22 Briefly describe your organisation's RPL procedure. Does it allow for anyone to apply for RPL? – Where you are not involved with an RTO, you may review the SpecTraining RPL procedure (<https://www.spectraining.edu.au/public-policies>).

23. Explain what is meant by the term 'competency-based assessment'. Why is this form of assessment desirable and the VET system?

24. Use an example to illustrate the difference between criterion-based and norm-referenced assessment.

25. What is the primary responsibility of the [NCVER](#)? How might this be relevant to an RTO's assessment systems?

NCVER's responsibility

Relevancy to assessment systems

27. Explain the process you could use to validate an assessment before, during and after the assessment is conducted.

- 28 List and describe at least four reasons why an assessment validation should be undertaken.

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29. What legal obligations does an assessor have in relation to validation activities?

[ASQA Fact Sheet](#)

30. What four components of an assessment system are scrutinised during validation?

1	
2	
3	
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31. Who should attend or be represented at an assessment validation? **Why?**

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- 32 When validating an assessment tool, what are you looking for to ensure that it meets the rules of evidence?

SpecTraining Internal Use Only - Assessor to complete		
Reasonable adjustment		
Was an adjustment required/applied in this assessment?	<input type="checkbox"/> NO	<input type="checkbox"/> YES (<i>Provide details below</i>)
<i>Details of any reasonable adjustments</i>		
Assessment decision		
The student completed all required parts of this assessment and has been assessed as:		
SUFFICIENT	NOT SUFFICIENT	
Assessor:	Signature:	Date:
<i>Feedback to student</i>		
Candidate Name:	Candidate Signature:	Date:

This completes PART 1 of this assessment

PART 2 A

Workplace Project

Carefully read each requirement. You may clarify each requirement with your assessor. For the best outcome, work through each item chronologically

Item	Evidence required	How you may achieve this
1	Planning and organising the assessment process of a minimum of five (5) occasions, for different endorsed or accredited units of competency for each.	<p>You are required to plan and organise five assessment processes. This includes researching the assessment requirements and preparing and developing assessment plans for all five occasions. Two of the five must be for RPL assessments. EACH of the assessment plans you produce must include at least one assessment instrument developed* by you to suit the context and the candidate's requirements.</p> <p>You must also include reasonable adjustment strategies in each plan.</p> <p>You may read through the attached Assessor Observation sheets prior to undertaking the assessment for a better understanding of the process and what the assessor will be looking for as you're completing the tasks.</p> <p>At the end you must prepare and provide your assessor with:</p> <ul style="list-style-type: none"> ▪ 5 completed assessment plans, one for each of the assessment Assessment plan templates are provided for: <ol style="list-style-type: none"> 1. TAEDEL301 Provide Work Skill Instruction 2. TAEASS301 Contribute to Assessment 3. BSBCMM411 Make presentations 4. BSBOPS303 - Organise schedules (RPL) 5. BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control (RPL) ▪ A copy of your organisation's assessment policy and/or procedures for assessment, including RPL procedures (for the assessor to sight that you are aware of and know where to obtain this policy). If unable, discuss options with your facilitator/assessor. <p><i>*Note: Developed, in this sense, may be modified and/or contextualised to meet the individual needs of the particular standard, workplace or candidate. Not necessarily designed from scratch.</i></p>
2	Contextualisation of the assessment tools	<p>Provide your assessor with:</p> <p>Contextualised Assessment Tools for each of the five different assessment processes that YOU have developed. The Assessment Tools is to include a marking guide for included instrument(s), contextualised where appropriate.</p> <ol style="list-style-type: none"> 1. TAEDEL301 Provide Work Skill Instruction 2. TAEASS301 Contribute to Assessment 3. BSBCMM411 Make presentations 4. BSBOPS303 - Organise schedules (RPL) 5. BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control (RPL) <p>At the end you must prepare and provide your assessor with:</p>

		<ul style="list-style-type: none"> • 5 Completed assessment Tools <p>Assessment Tools are provided for each of the above assessment plans from item 1 and 2. You will be required to:</p> <ol style="list-style-type: none"> 1. Map each tool to the unit of competency. Blank mapping documents are provided in each tool 2. Modify each assessment tool to ensure that it is valid, reliable, flexible, fair and that the evidence it will collect will be valid, authentic, current and sufficient. <p><i>*Note: Developed, in this sense, may be modified and/or contextualised to meet the individual needs of the particular standard, workplace or candidate. Not necessarily designed from scratch.</i></p>
3	Develop five assessment instruments of the assessment tools, and development of suitable assessment instruments, for each of the five (5) occasions, two of which will be for RPL	<p>Provide your assessor with:</p> <p>Contextualised Assessment Instruments for each of the five different assessment processes that YOU have developed. Students may elect to complete the following Assessment Instruments provided by your assessor or provide 5 other assessment instruments they have developed for 5 different units of competency.</p> <ol style="list-style-type: none"> 1. TAEDEL301 Provide Work Skill Instruction (RPL) 2. TAEASS301 Contribute to Assessment 3. BSBCMM411 Make presentations 4. BSBOPS303 - Organise schedules (RPL) 5. BSBWHS308 - Participate in WHS hazard identification, risk assessment and risk control (RPL) <p>At the end you must prepare and provide your assessor with:</p> <ul style="list-style-type: none"> • 5 Completed assessment instruments <p><i>*Note: Developed, in this sense, may be modified and/or contextualised to meet the individual needs of the particular standard, workplace or candidate. Not necessarily designed from scratch.</i></p>
4	Validate three of the assessment tools you developed (group work required)	<p>You are to trial the following tools by conducting a validation session for each tool with at least two other people:</p> <ol style="list-style-type: none"> 1. TAEDEL301 Provide work skill instruction 2. TAEASS301 Contribute to assessment 3. BSBCMM411 Make presentations <p>Your aim is to scrutinise each tool to ensure that it now meets the principles of assessment and rules of evidence, and to make recommendations regarding any improvements and record keeping modifications.</p> <p>At the end you must prepare and provide your assessor with:</p> <ul style="list-style-type: none"> • 3 x Assessment validations reports. Blank assessment validation templates are provided. A minimum of three people must contribute to the validations. Their names, positions and signatures are required on each validation report.

		<ul style="list-style-type: none"> • 3 x amended versions of your assessment tools. The amendments must be in accordance with the recommendations made during the validation. Save the amended tool as VERSION 2.0
5	Assessment of five candidates within the vocational education and training (VET) context	<p>Here, you will need to conduct real or simulated assessments using the tools you've created.</p> <p>It is required that you conduct assessment of five candidates against an endorsed unit of competency.</p> <p>On two occasions, you will use a recognition of prior learning (RPL) processes in the assessment (which will be two of the five candidates above). The assessments must be undertaken under the supervision of a qualified assessor and cover an entire unit of competency for each candidate.</p> <p>Use the assessment tools your developed for TAEASS301 to conduct the full unit assessments. Use the Handout for BSBCMM401 to conduct the in-class observation assessment, and the RPL tools for BSBADM307 and BSBWHS303 to conduct the RPL assessments.</p> <p>Reflect on the assessment process and describe what went well, and what you might do differently (50-100 words)</p> <p>At the end you must prepare and provide your assessor with:</p> <ul style="list-style-type: none"> • An Email to the Candidate explaining the RPL process and how to collect, collate and record their evidence • 5 x Completed assessment instruments. Each assessment must have the candidate's details (the name and details of the people you are assessing) and be filled out with answers and observations. For example: <ul style="list-style-type: none"> ○ 2 x RPL decision instruments for BSBOPS303 and BSBWHS308 ○ 3 x RPL decision instruments for TAEDEL301 <p>This is a total of 5 instruments.</p> <ul style="list-style-type: none"> • 5 x Assessment decisions. These are incorporated in the assessment tools. So just make sure you complete your part as the 'assessor'. • Reflection – reflect on the assessment process and describe what went well, and what you might do differently (50-100 words)
6	Observation of your performance	<ul style="list-style-type: none"> ▪ Observation by the SpecTraining assessor of your workplace performance may be required. This may be in the workplace or in a simulated environment if required.

From Item 3, use the space below to reflect on the process of developing and validating each of the three assessment tools and write a paragraph highlighting what went well and what could be improved:

Developing and validating the assessment tool for TAEDEL301 Provide work skill instruction

Developing and validating the assessment tool for TAEASS301 Contribute to assessment

Developing and validating the assessment tool for BSBCMM411 Make presentations

This completes the requirements for PART 2 A of this assessment

Part 2 B- Assessor Observation __/5

This instrument is for the SpecTraining assessor to record their observations of your performance in developing at least one training plan and instrument on each occasion.

Notes to the assessor

The assessor is to observe the performance of the candidate and record notes for each observation (cues supplied) to clarify observations. The five observations may be completed over several visits, as all tasks may not be observable in a single session. You must also complete the observed Foundation Skills matrix to ensure these have been adequately demonstrated by the candidate.

Complete the following prior to each assessment:

Location:		Date of assessment:	
Candidate Name:		Assessor Name:	
Candidate Signature:		Assessor Signature:	

	"The candidate..."	Yes	No
Preparing for assessment			
1.	Identifies the candidate(s) and confirms with stakeholders the purpose and context (in accordance with legal, organisational and ethical requirements)		
	Assessor to record HOW legal, organisational and ethical requirements were met:		
	Assessment details (Purpose and context) confirmed:		
2.	Accesses applicable benchmarks (industry, regulations, organisational documents) for assessment and any specific requirements (e.g. <i>performs task X times</i>)		
	Assessor: Observed candidate accessing and reading applicable documentation		
	Assessor to record benchmarks and special requirements here:		
3.	Identifies evidence requirements for demonstration of competency from benchmarks (UOC, assessment requirements), according to the rules of evidence.		
	Direct question to candidate: Q: How do you apply the rules of evidence applied when considering evidence requirements? Record answer overleaf		

	<i>"The candidate..."</i>	Yes	No
	Assessor to record response here:		
4.	Considers the context of assessment and selects appropriate methods and instruments for assessment		
	Assessor to record methods/instruments selected:		
5.	Develops the assessment plan and gains approval (from appropriate stakeholders)		
	Assessor notes:		
6.	Uses candidate/candidate's workplace information to identify contextualisation needs		
	Examples/Observed actions:		
7.	Confirms contextualisation advice in training package and from course developer		
	Assessor to document who/where:		
8.	Analyses assessment tools and makes amendments to address contextualisation needs, and records amendments as required.		
	What amendments were noted? How did the candidate record these?		
9.	Determines if opportunities for integrated assessment activities exist		
	Assessor notes (Were any identified? How where they integrated?):		
	a. Makes changes to the assessment tool and records changes where identified.		

	<i>"The candidate..."</i>	Yes	No
	<i>Assessor notes (How recorded):</i>		
10.	Identifies if existing assessment instruments are suitable or require any modification, according to assessment and contextualisation requirements		
	<i>Assessor notes:</i>		
11.	Develops instruments (new or improved upon existing instruments) to meet specific requirements identified (standards, for workplace/candidate)		
	<i>Assessor notes modifications (version control?):</i>		
12.	Maps the instrument against the unit/course requirements		
	<i>Assessor note if any shortfalls in instrument(s) were noted, and how the candidate addressed this:</i>		
13.	Includes clear instructions for the candidate and the assessor for use of the instrument(s)		
	<i>Assessor notes:</i>		
14.	Confirms that the draft assessment instrument(s) meet the identified requirements		
	<i>Assessor notes:</i>		
15.	Makes appropriate amendments if required, then records outcomes of the check.		
	<i>Assessor to additionally note if any amendments were required, if so were they acted upon?</i>		

Assessor to complete*The candidate was observed:*

Foundation Skills	How did the candidate demonstrate this?		
Reading	<i>Identifies and confirms legal, organisational and ethical requirements</i>		
	<i>Selects and analyses assessment-related documents</i>		
Writing	<i>Develops the assessment plan</i>		
	<i>Develops assessment instruments (incl. instructions and mapping)</i>		
	<i>Records outcomes of draft assessment checks</i>		
Oral Communication	<i>Participates in exchanges about assessment processes and the trialing of instruments appropriate to the audience</i>		
Navigate the world of work	<i>Identifies, confirms and takes responsibility for adherence to policies, procedures, legal, and ethical requirements</i>		
Interact with others	<i>Collaborates with others to achieve work outcomes</i>		
Get the work done	<i>Plans a range of routine processes and related tasks with logically sequenced steps, according to defined standards or parameters</i>		
	<i>Uses formal decision-making processes, identifying information and evaluating several choices against a limited set of criteria</i>		
	<i>Evaluates effectiveness of planning and design decisions in terms of how well they meet requirements</i>		

FOR USE BY SPECTRAINING ASSESSOR ONLY

Reasonable adjustment		
Was an adjustment required/applied in this assessment?	NO	YES (Provide details below)
<i>Details of any reasonable adjustments</i>		
Assessment decision 1 The student completed all required parts of this assessment and has been assessed as:		
<div style="display: flex; justify-content: space-around;"> SUFFICIENT NOT SUFFICIENT </div>		
Assessor:	Signature:	Date:
<i>Feedback to student</i>		
Candidate Name:	Candidate Signature:	Date:

Part 2 C - Assessor Observation __/5

Assessing Competence

This instrument is for the assessor to record their observations of your performance in assessment of at least one candidate on each occasion.

Notes to the assessor:

The assessor is to observe the performance of the candidate and record notes for each observation (cues supplied) to clarify observations. The five observations may be completed over several visits, as all tasks may not be observable in a single session.

Assessor to inform candidate:

Ensure any WHS is addressed prior to assessment.

Complete the following prior to each assessment:

Location:		Date of assessment:	
Candidate Name:		Assessor Name:	
Candidate Signature:		Assessor Signature:	

	"The candidate assessor..."	Yes	No
Preparing for assessment			
1.	Checks and confirms assessment plan		
	Assessor Notes (If required)		
2.	Confirms assessment is correct and current version		
	Assessor Notes (If required)		
Assessing			
3.	Briefs the candidate(s) on the purpose, method and process of assessment		
	Assessor notes:		
4.	Uses appropriate interpersonal and communications skills at all times throughout assessment		
	Assessor notes:		
5.	Assessment materials, resources and documents are prepared for the assessment		

	<i>"The candidate assessor..."</i>	Yes	No
	<i>Assessor to identify/list documents here:</i>		
6.	Identifies the requirement for specialist support and arranges where appropriate*		
	<i>Assessor notes</i>		
7.	Uses assessment instruments in gathering/recording assessment evidence		
	<i>Assessor notes (incl. method used):</i>		
	b. Principles of assessment and rules of evidence are applied in gathering evidence		
	<i>Assessor notes</i>		
8.	Discusses reasonable adjustment with the candidate if required		
	<i>Was reasonable adjustment required for this candidate?</i>		
9.	Accesses specialist support during the assessment, IF REQUIRED (Refer 8.)		
	a. Interaction with specialist support/others in assessment process demonstrates appropriate cooperation and collaboration skills.		
	<i>Assessor note:</i>		
10.	Addresses any WHS issues immediately (If applicable)		
	<i>Assessor record what WHS issue and how the candidate addressed the situation:</i>		
<i>Making the decision</i>			
11.	Confirms there is sufficient evidence to make the assessment decision		
	<i>Assessor notes:</i>		
12.	Makes the assessment decision based on the evidence available, and in line with assessment procedures and assessment plan		
	a. <i>Assessment decision is based on the evidence available</i>		
	b. <i>Assessment decision is based in line with assessment procedures and assessment plan</i>		
	<i>Assessor notes:</i>		
13.	Informs the candidate of the decision and provides clear and constructive feedback		

	<i>"The candidate assessor..."</i>	Yes	No
	<i>Notes:</i> <i>Note if the candidate documents any follow-up (how/where), as required:</i>		
14.	Accurately records the decision in line with organisational requirements		
	<i>Assessor notes:</i>		
17.	Maintains candidate confidentiality at all times		
18.	Gathers and submits all assessment documentation as required within organisational procedures for assessment		
	<i>Assessor notes:</i>		
19.	Informs relevant parties of assessment result (in line with confidentiality requirements)		
	<i>Note what/who was informed and why:</i>		

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Reasonable adjustment		
Was an adjustment required/applied in this assessment?	NO	YES (<i>Provide details below</i>)
<i>Details of any reasonable adjustments</i>		
Assessment decision		
The student completed all required parts of this assessment and has been assessed as:		
SUFFICIENT	NOT SUFFICIENT	
Assessor:	Signature:	Date:
Feedback to student		
Candidate Name:	Candidate Signature:	Date: