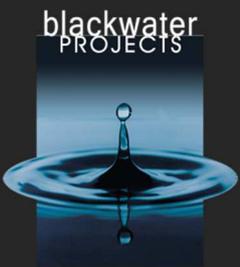


OFFICE USE



# TAE Assessment tools: Instructions for use

## Assessment Tools

Training and assessment pathway

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# Welcome!

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## About this document

This document contains instructions for use of Blackwater Projects' training-and-assessment pathway assessment tools

## Who should read this

Anyone using our TAE40110 assessment tools (all new 2016 version) should read this document. This includes:

- TAE trainers
- TAE assessors
- RTO administration or coordination staff.

## Terms

Throughout this document, we use the term **participant** to refer to **assessment candidates**.

## Questions?

Ask someone within your RTO or contact Chemène Sinson of Blackwater Projects:



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# General information about the assessment tools

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**Before using the assessment tools for the first time...**  
your RTO should review and customise them for use with your clients

Information below describes how Blackwater Projects has structured the assessment tools. Your RTO may:

- change how units are clustered
- adapt them for use with different delivery modes
- adapt them to suit your RTO's assessment administration systems.

In any and all adaptations, you must retain acknowledgement of Blackwater Projects as the author and copyright holder.

## TAE40110 unit clustering

In the assessment tools, TAE40110 units are clustered as follows:

Designing Learning	TAEDES401A	Design and develop learning programs
	TAEDES402A	Use training packages and accredited courses to meet client needs
Language, Literacy & Numeracy	TAELLN411	Address adult language, literacy and numeracy skills (elective)
Delivering Training	TAEDEL301A	Provide work skill instruction (elective)
	TAEDEL401A	Plan, organise and deliver group-based learning
	TAEDEL402A	Plan, organise and facilitate learning in the workplace
	BSBCMM401	Make a presentation (elective)
Workplace Assessment	TAEASS401B	Plan assessment activities and processes
	TAEASS402B	Assess competence
	TAEASS403B	Participate in assessment validation

Each cluster may be assessed as a stand-alone cluster or as part of the Certificate IV TAE qualification. Clusters may be delivered and assessed in any order.

**Does your RTO cluster the Cert IV TAE units differently? No problem!**

It's easy to change how the units are clustered in the assessment tools.

### Delivery modes

The assessment tools are set up for face-to-face delivery mode but your RTO may adapt them other delivery modes—e.g. online, distance, or blended delivery.

# Assessment tool documents— what they are & how to use them

The training and assessment pathway assessment tools include the documents named in the figure below:

Introductory documents			
<ul style="list-style-type: none"> <li>● <b>First time users—read this first!</b> This document introduces the complete suite of learning and assessment materials Blackwater Projects provides for TAE40110. If you haven't already done so, read this first!</li> <li>● <b>TAE Assessment Tools: Instructions for use</b> (this document)</li> </ul>			
Assessment documents for each TAE40110 module			
Designing Learning (DES)	Address LLN skills (LLN)	Delivering Training (DEL)	Workplace Assessment (ASS)
<ul style="list-style-type: none"> <li>● Assessment booklet</li> <li>● Assessment marking guide</li> <li>● Assessment support document:               <ul style="list-style-type: none"> <li>– Templates</li> </ul> </li> <li>● Competency map</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment booklet*</li> <li>● Assessment marking guide</li> <li>● Competency map</li> </ul> <p><i>* The assessment booklet contains all templates needed to complete assigned tasks. We don't provide a separate Templates document for this unit.</i></p>	<ul style="list-style-type: none"> <li>● Assessment booklet</li> <li>● Assessment marking guide</li> <li>● Assessment support documents:               <ul style="list-style-type: none"> <li>– Observation checklists:                   <ul style="list-style-type: none"> <li>▪ Group delivery</li> <li>▪ Individual facilitation</li> </ul> </li> <li>– Templates</li> </ul> </li> <li>● Competency map</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment booklet</li> <li>● Assessment marking guide</li> <li>● Assessment support documents:               <ul style="list-style-type: none"> <li>– Task 1 handout</li> <li>– Task 2 handout</li> <li>– Task 3 handout</li> <li>– Templates</li> </ul> </li> <li>● Competency map</li> </ul>

More detailed information about these documents follow, in this order:

1. Assessment booklet
2. Assessment marking guide
3. Assessment support documents
4. Competency matrix.

# Assessment booklet

The assessment booklet for each cluster is the principal assessment document for each cluster—it contains all tasks TAE participants must complete to attain the units covered in that cluster

## About this document

Each assessment booklet contains:

- **Instructions for participants**—  
Explains tasks that participants must complete demonstrate competence
- **Assessment instruments**—
  - Participants use these to present their evidence for each task
  - Assessors use these to document quality of evidence and assessment results
- **Assessment guide**—  
Contains answers to frequently-asked questions and assessment criteria for all assigned tasks (both participants and assessors should read this guide).

## In what format may I distribute this document to participants?

Distribute this document in **Word** format. We recommend that you distribute the assessment booklet to TAE participants at the start of training for each cluster. Distribute the templates document at the same time.

## How and when to use this document



TAE participants, assessors and RTO administration staff all use the assessment booklet.

- **Participants** use the assessment booklet to organise and present their portfolio of evidence
- **Assessors** use it when reviewing the participant's portfolio—they use the checklists and assessment results report provided to document assessment feedback and results
- **RTO assessment administration staff** use the assessment booklet as a record of assessment results for each participant.

## How do participants use the assessment booklet?

### Participants use the assessment booklet to present their portfolio of evidence

Participants use the space provided throughout the booklet to type:

- required information about themselves on the Assessment Cover Sheet
- responses to short answer questions
- for each practical task, information and reference to supporting documents.

#### Example:

Evidence to submit		RESULTS	
		S	NYS
Assessor to complete shaded areas			
1	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.</p> <p style="color: blue;">Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p> <p style="color: blue;">See Attachment 3—voluptate velit esse</p>	<input type="checkbox"/>	<input type="checkbox"/>

Participant's response

How the participant references a supporting document



**TAE Trainers should explain to participants, how to use and fill in the assessment booklet**

## How do assessors use the assessment booklet?

### Assessors use the assessment booklet to document the quality of evidence provided

After reviewing the participant’s portfolio of evidence, assessors should:

- Make comments where appropriate—we have created a built-in document style called, **Assessor Comment**. Assessors have the option of using this style to make comments about the participant’s work throughout the portfolio.
- Note the quality of each evidence item as satisfactory or not yet satisfactory
- On the Assessment Results page, note the final results and type feedback with general comments where indicated.

#### Example:

The assessor has noted that the result for this item is ‘S’ for Satisfactory

Evidence to submit		RESULTS	
Assessor to complete shaded areas		S	NYS
1	<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.</p> <p>Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco ← <b>good point: you may also want to consider redius</b> laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p> <p>See Attachment 3—voluptate velit esse <b>Thanks Kelly, this document was professionally-formatted, comprehensive and easy to read.</b></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Assessor comments are made using this green font  
Created by using the **assessor comment** style (circled above)

Styles

- Clear All
- Add Reference
- Assessment Tasks
- Assessment Tasks Hanging
- Assessor comment**
- Candidate response
- continued
- example
- Footer
- Footer font - even
- Footer font - odd
- Hanging Indent 1
- Hanging Indent 1 close
- Hanging Indent 2
- Hanging Indent 2 close
- Header

## What marking scale should assessors use?

When marking assessments, assessors should assign the following marks:

When noting results for...	TAE assessors should assign...
<p><b>Individual assessment items</b>—e.g.</p> <ul style="list-style-type: none"> <li>● response to a question</li> <li>● one item of evidence listed for a practical task or project</li> </ul>	<p>... one of the following:</p> <ul style="list-style-type: none"> <li>● <b>S—Satisfactory</b> means that the quality of evidence submitted for this item was satisfactory</li> <li>● <b>NYS—Not yet Satisfactory</b> Means that: <ul style="list-style-type: none"> <li>– the evidence submitted for this item was not of a ‘satisfactory’ standard or quality, or</li> <li>– the required evidence was not submitted.</li> </ul> </li> </ul>
<p><b>Complete assessment tasks</b>—e.g.</p> <ul style="list-style-type: none"> <li>● all short answer questions for one module</li> <li>● one project</li> </ul>	<p>... one of the following:</p> <ul style="list-style-type: none"> <li>● <b>S—Satisfactory</b> means that the quality of all evidence submitted for this assessment task was satisfactory</li> <li>● <b>NYS—Not yet Satisfactory</b> Means that: <ul style="list-style-type: none"> <li>– One or more of the required items of evidence submitted for this assessment task was not of a ‘satisfactory’ standard or quality, or</li> <li>– One or more individual assessment items were not submitted.</li> </ul> </li> </ul> <p>For a satisfactory result for each assessment task, all individual items of required evidence for that task must be submitted, and must be of a ‘satisfactory’ quality.</p>
<p><b>a unit</b>—e.g.</p> <ul style="list-style-type: none"> <li>● TAEDES401 Design and develop learning programs</li> </ul>	<p>... one of the following:</p> <ul style="list-style-type: none"> <li>● <b>C—Competent</b> means that the result for all assessment tasks relevant to the unit was satisfactory, and therefore the participant has presented enough evidence to attain a competent result for the unit.</li> <li>● <b>NYC—Not yet Competent</b> Means that: <ul style="list-style-type: none"> <li>– A NYS result was issued for one or more of the assigned assessment tasks for the unit, or</li> <li>– One or assessment tasks were not completed.</li> </ul> </li> </ul> <p>For a competent result in each unit, a ‘satisfactory’ result must be attained for all assessment tasks relevant to that unit.</p>

## Assessment guide

The Appendix of the assessment booklet contains an **Assessment Guide**. This guide is for the information of both:

- assessors and
- TAE participants.

The **Assessment Guide** contains:

- Information about commonly-used terms throughout the assessment tasks, and explains how participants should respond when a particular term is used in an assessment instruction.
- For each practical assessment task:
  - Answers to frequently-asked questions
  - A ‘step-by-step’ guide for participants, describing how to get started and work through the task
  - Assessment criteria the assessor will use when reviewing the work (evidence) submitted for each task.

### TAE trainers should:

- read information in the **Assessment Guide** so that they can correctly answer participant questions about the assessment tasks
- encourage participants to go to the **Assessment Guide** if they are unsure about what is expected from an assessment task.

### TAE assessors should:

- Apply the marking criteria in the **Assessment Guide** when assessing participant portfolios.

### Don't confuse the

### **Assessment Guide with the Assessment Marking Guide!**

- The **Assessment Guide** is described on this page—it is part of the assessment booklet for each clusters. Both participants and assessors should read it.
- The **Assessment Marking Guide** is a separate document for TAE assessors only. There is one Assessment Marking Guide for each TAE cluster. It contains information for assessors that TAE participants should not see—for example, model answers to short answer questions.

Information about the Assessment Marking Guide begins on the next page.

# Assessment marking guide

## About this document

Each marking guide is a copy of the same assessment booklet that TAE participants receive, with added information for TAE trainers and assessors about how to assess the portfolio

Added information for TAE trainers and assessors appears in **this purple font**. Here's an example:

The image shows a screenshot of the 'LLN Task 1' assessment booklet. The booklet is titled 'LLN Task 1' and 'Identify LLN skills needed to perform a workplace task'. It contains sections for 'Resources needed', 'Instructions', and 'To the candidate'. A callout box with a black border points to the 'Instructions' section, stating: 'Information in **black font** indicates text that is part of the assessment booklet participants receive'. Another callout box with a purple border points to the 'To the candidate' section, stating: 'Purple font indicates additional information for TAE trainers and assessors, only'. The text in the 'To the candidate' section is highlighted in purple in the original image.

## In what format may I distribute this document to participants?

**Do not distribute** this to participants.

## How and when to use this document

- The **TAE trainer** must review this document before training begins, and keep it close-to-hand throughout training. They should answer participant questions about the assessment based on information given in the marking guide.
- The **TAE assessor** must use information provided in this document as a guide when they review participant portfolios.

# Assessment support documents

We offer three types of assessment support documents:

- Templates
- Observation checklists
- Task handouts.

More information about each follows.

## Templates

### About this document

The Templates document is a Word document containing a suite of templates needed to complete assigned assessment tasks

### For which TAE40110 cluster/s do we offer a Templates document?

Templates are available for 3 of the 4 TAE40110 clusters:

- Designing Learning (DES)
- Delivering training (DEL)
- Workplace Assessment (ASS).

We don't offer a separate Templates document for the Language, Literacy and Numeracy (LLN) unit. It is not needed.

### In what format may I distribute this document to participants?

Distribute this document in **Word** format.

### How and when to use this document

We recommend that you distribute the templates document to TAE participants at the start of training for each cluster. Distribute the assessment booklet at the same time.

**Important notes:**

**Completed assessment tasks should reflect real workplace practice.**  
Therefore... we offer—not impose—use of the templates

Participants may choose whether or not to use the templates provided:

- If participants are already working as trainers and assessors and currently use workplace-specific templates that are relevant to the assigned assessment tasks, we should encourage them to use these
- If participants are not already working as trainers and assessors, or if they don't have suitable templates available in their workplace, they may use the templates we provide
- If using the templates we provide, participants are welcome to modify them to best suit their purposes. If they do this, participants must maintain template quality.



**TAE Trainers should explain information above, to participants**

### **How will participants know which template to use for which task?**

The **Assessment Guide**\* for each practical task includes a list of templates that participants may choose for each part of the task.

\* *Quick reminder:*

*You'll find the Assessment Guide in the Appendix of the assessment booklet.*

#### **An example**

Below is an example of how we present the choice of templates that participants may use to completed assigned tasks.

This example is from the **Assessment Guide** for the Workplace Assessment cluster.

This example covers part of a task that asks participants to submit assessment instruments needed to assess competence following an assessment plan they developed in an earlier part of the task. To help participants produce the instruments needed, we offer a range of instrument templates for participants to choose from.

This is how we present this choice:

**Figure: How information about available templates is provided in the assessment booklet**

The diagram illustrates the layout of an assessment booklet page. It features a main content area with a grey header and a light orange body. A blue vertical bar on the left side of the body contains the text 'Template/s available ►'. The header contains two items: 'a. Assessment instruments (blank)' and 'b. Brief explanation of how and with whom you researched, developed and trialled them'. The body contains a paragraph of text and a bulleted list of six assessment instrument templates. Two callout boxes with orange borders and arrows provide additional context: one points to the header items, and the other points to the list of templates.

Here we list what participants must submit

a. Assessment instruments (blank)

b. Brief explanation of how and with whom you researched, developed and trialled them

Template/s available ►

You have a range of templates to choose from. Select the combination of templates that reflects the assessment methods you will use. You may include a mix of instruments created from the templates provided or from your own workplace. We offer the following templates:

- Assessment instrument: observation checklist
- Assessment instrument: written questions
- Assessment instrument: verbal questions
- Assessment instrument: project
- Assessment Instrument: third party questionnaire
- Assessment instrument: RPL assessment checklist

Here we list templates available for participants to choose from when completing this task. For easy reference, names of templates listed here **exactly match** the name of each template in the templates document.

## Observation checklists

### About this document

Observation checklists are available for TAE assessors to document performance of participants when delivering training sessions

### For which TAE40110 cluster/s do we offer an observation checklist?

We offer two checklists for the Delivering Training (DEL) cluster, only. These are:

1. Observation Checklist—Group Delivery
2. Observation Checklist—Individual Facilitation.

### In what format may I distribute this document to participants?

Distribute this document in **pdf** or **hard copy** formats, after you (the TAE assessor) have completed it.

### How and when to use this document

#### Observation Checklist—Group Delivery

- **Delivering Training (DEL) Task 1**  
The TAE assessor completes this checklist while observing participants deliver the group training session required for DEL Task 1. They use the checklist to document evidence of the participant's performance.
- **DEL Task 2**  
This task asks participants to deliver two group sessions in their workplace. If desired, your RTO may modify this task so that they deliver the sessions during training. In this case, the TAE assessor may again use this checklist to document evidence of the participant's performance.

#### Observation Checklist—Individual Facilitation

- **DEL Task 3**  
This checklist is for optional use for DEL Task 3.

See the Delivering Training (DEL) assessment booklet for more information.

## Task handouts

### About these documents

**Some assessment tasks are set up as case study-based tasks to be completed during TAE training under supervision of the TAE trainer**

For each of these tasks, we provide a stand-alone **Task Handout** that contains case study information and resources needed to complete the task

### For which TAE40110 cluster/s do we offer Task Handouts?

Task Handouts are used for the Workplace Assessment (ASS) cluster, only.

### In what format may I distribute this document to participants?

Distribute this document in **pdf or other non-editable** format.

### How and when to use these documents

The TAE trainer:

- distributes each Task Handout to participants during training time
- directly supervises participants as they complete these tasks (they should also facilitate learning by offering advice and guidance as needed, but must ensure that each participant completes their own work).

**We recommend that the TAE trainer does not decide the result for these tasks during training.** Instead, we suggest that TAE participants submit the completed Task Handout after the conclusion of training. Benefits of this:

- One assessor marks all assessment tasks for the cluster (those completed during training and those completed after training concludes)
- Participants can revise and improve their work, before submitting.

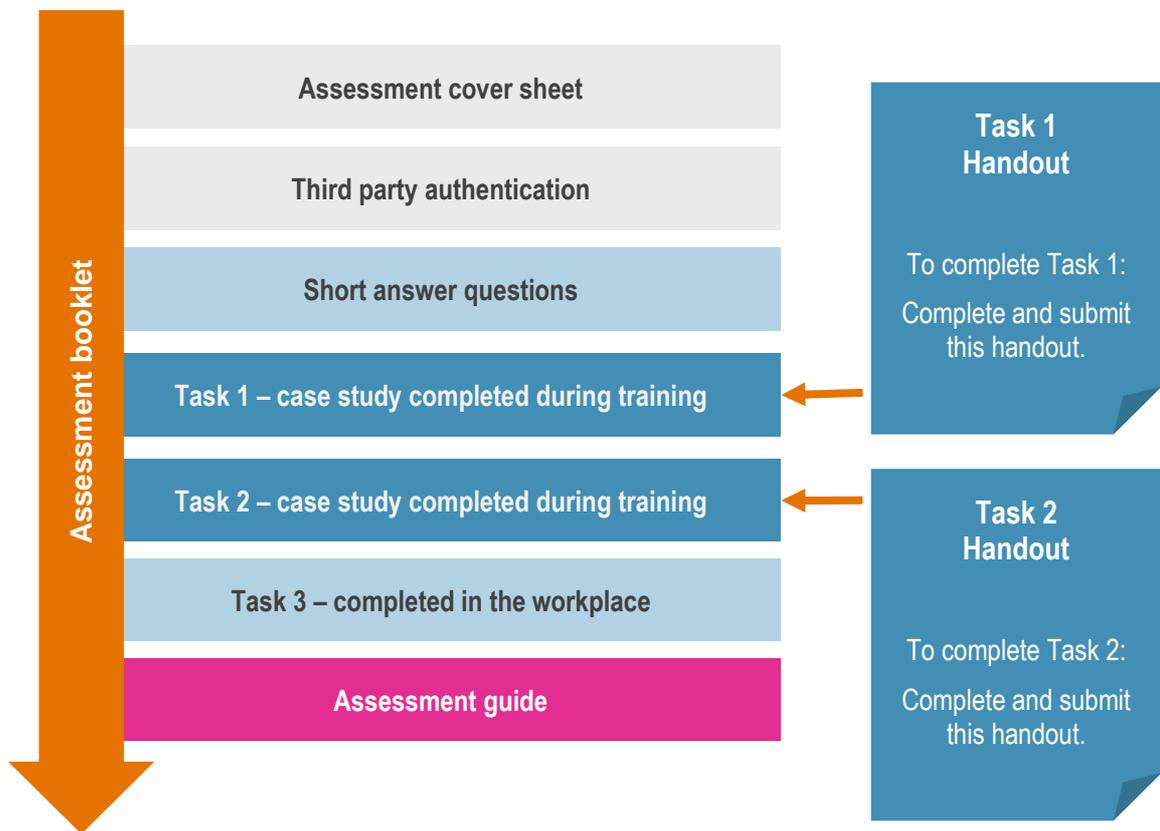
If your RTO chooses this option:



TAE participants must submit the completed Task Handout as evidence of having completed the task as part of their training.

The figure below shows the relationship between Task Handouts and the assessment booklet:

**Figure: Assessment Booklet vs Task Handouts**



## Competency map (matrix)

The competency map shows how the tasks listed in the assessment booklet cover the unit/s and their assessment requirements

The competency matrix is usually kept file at the RTO and serves as evidence of compliance for auditors. Trainers and assessors may also find the matrix useful, to help them understand how the assessment meets requirements.

### Example:

Assessment tasks		Questions	ID LLN skills needed	ID LLN skills held	ID LLN support strategies	Modify materials	Specialist support	Apply learning support
		0	1	2	3	4	5	6
<b>Elements and performance criteria</b>								
<b>1</b>	<b>Analyse LLN requirements</b>							
1.1	Determine LLN skill requirements of the training specification		■					
1.2	Identify and analyse the LLN skill requirements essential to workplace performance		■					
1.3	Determine the LLN skills of the learner group from validated tools and other sources	1		■				
<b>2</b>	<b>Select and use resources and strategies to address LLN skill requirements</b>							
2.1	Identify resources to support LLN skill development	3				■		
2.2	Use learning and assessment materials to support identified LLN requirements, customising where necessary					■		■
2.3	Apply learning support strategies in training delivery appropriate to LLN requirements and the learner group				■			■

# Summary—

## when and how to use the assessment documents

When and what	Format
<b>How the TAE trainer uses the assessment documents—before and during training</b>	
<b>1</b> <b>Before or at the start of training</b> Distribute to participants: <ul style="list-style-type: none"> <li>• <b>Assessment booklet</b></li> <li>• <b>Templates</b></li> </ul>	Word format (both docs)
<b>2</b> <b>During training, when ready to begin a particular task</b> distribute to participants: the relevant support document: <ul style="list-style-type: none"> <li>• Task handout or</li> <li>• Observation checklist</li> </ul>	pdf
<b>How participants use the assessment documents</b>	
<b>3</b> <b>On their own time after the conclusion of training...</b> Participants use the <b>Assessment Booklet</b> to complete and compile assessment tasks. The assessment booklet is their main point of reference. Participants use <b>assessment support documents</b> to help them complete the tasks listed in the assessment booklet. Assessment support documents include: <ul style="list-style-type: none"> <li>• <b>Observation Checklists or Task Handouts</b>                Participants retain and submit completed Observation Checklists and Task Handouts (hard copy or scan)</li> <li>• <b>Templates</b>                Participants should:               <ol style="list-style-type: none"> <li>decide whether to use the templates offered or to use equivalent templates from their workplace (either is fine)</li> <li>if using the templates we offer, select the most suitable template and complete the task as instructed in the assessment booklet.</li> </ol> </li> </ul> The participant submit their portfolio for each cluster, once they have completed all assigned Tasks and compiled their portfolio of evidence.	
<b>How assessors use the assessment documents</b>	
<b>4</b> <b>When they receive a participant portfolio</b> Assessors mark each participant's portfolio following instructions and guidelines provided in this document and in the <b>Assessment Marking Guide</b> for each cluster.	

end of document