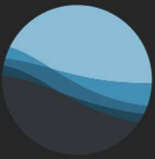


RTO logo here

# LEARNING RESOURCE



**BLACKWATER  
PROJECTS**

# Learning Activities Booklet

## Workplace Assessment

from TAE40116 Certificate IV in Training and Assessment

**TAEASS401**

Plan assessment activities and processes

**TAEASS402**

Assess competence

**TAEASS403**

Participate in assessment validation

**TAESS502**

Design and develop assessment tools

This document belongs to:

## Copyright

© 2016 Blackwater Projects.

All rights reserved.

This document was developed by Blackwater Projects learning and development consultancy and is used under license. It may only be reproduced or copied strictly in accordance with the terms of that license.



PO Box 4253  
Balgowlah Heights NSW 2093  
Australia

**p** +(61) 409 910 002  
**w** [blackwaterprojects.com.au](http://blackwaterprojects.com.au)  
**e** [info@blackwaterprojects.com.au](mailto:info@blackwaterprojects.com.au)

## Version control & document history

This is version	➔	1.1
Date released	➔	24 October 2016

# About this learning activities booklet

This learning activities booklet contains a series of activities that TAE trainers may use to consolidate concepts and apply skills learned in the **Workplace Assessment** program, which forms part of the TAE40116 Certificate IV in Training and Assessment.

This booklet is to be used in conjunction with the other resources for this cluster.

## All activities in this booklet are for optional use

TAE trainers may decide which activities are most appropriate for each learner group

### How this learning activities booklet may be used

There are many ways you can use this booklet:

- Option 1 Use this booklet as a workbook**  
This entire document may be photocopied and presented as a participant workbook—in this case it is important for program participants to understand that *likely, there won't be time during training to complete all activities in this booklet*. The TAE trainer will use their discretion when selecting which activities to complete.
- Option 2 Use selected activities from this booklet as handouts**  
TAE trainers may select those activities in this booklet that they wish to use in their program delivery and present these as a series of handouts.
- Option 3 Insert selected activities from this booklet into the participant manual**  
Selected activities in this booklet may be added to the participant manual for this program. The participant manual and this booklet are formatted the same way so that it is easy to 'cut and paste' without significant changes to formatting.

Select the option that works best for your situation.

#### Note

For the Workplace Assessment cluster, we also offer a suite of Case Study Handouts. These form the basis for major learning activities and reflect realistic requirements of workplace assessors.

# Contents

---

Activity— What do we already know about VET and CBA?.....	5
Activity— Let’s assess!.....	8
Activity— Criteria vs. norm-referenced assessments .....	9
Activity— The nightmare assesment! .....	10
Activity— Crack the codes.....	11
Activity— Explore a unit of competency and its assessment requirements .....	12

**SAMPLE - Do not copy or use**



## Activity— What do we already know about VET and CBA?

### Instructions

Work with other TAE participants to discuss what you already know about vocational education and training (VET) and competency-based assessment (CBA). Use the space provided to make notes about:

- what you know
- what you don't know and want to ask questions about

Be prepared to share your knowledge and questions.

### Competency-based assessment

What is assessment?

What is competency-based assessment?

What are the possible results of a competency-based assessment?

	or	
--	----	--

Competency-based assessment is nationally-recognised

What does this mean?

## Australian Qualifications Framework (AQF)

- What is the AQF?
- Which educational sectors are included in the AQF?
- How many levels of qualification are defined in the AQF?
- Why must assessors know about the AQF?

**SAMPLE - Do not copy or use**



### Training Packages and units of competency

- What is a training package?
- From which website do we download training packages?

Qualified assessors may assess people in the following—what are they?

unit of competency	▶	
skill set	▶	
qualification	▶	



**Activity—  
Let's assess!**

**Instructions**

Your TAE trainer will guide you through this activity. Follow their instructions.

Focus area	Assessment criteria	Candidate 1	Candidate 2	Candidate 3
Totals ►				

**Review and reflect**

What have you learned from completing this activity?





## Activity— Criteria vs. norm-referenced assessments

### Instructions

Discuss the difference between norm and criteria-referenced assessments. Complete the table below:

- **True/false section**

Discuss whether the statements made about each type of assessment is true or false. Circle **TRUE** or **FALSE** above each statement.

- **Examples section**

Use this space to list two (2) examples of norm-referenced assessments and two examples of criteria-referenced assessments (other than competency-based assessments).

Activity Removed

SAMPLE - Do not copy or use



**Activity—  
The nightmare assesment!**

**Instructions**

Consolidate your understanding of how competency-based assessments should work by identifying an assessment nightmare (e.g. how they shouldn't work).

Activity removed

**SAMPLE - Do not copy or use**



**Activity—  
Crack the codes**

List the information given in each part of the code below. Follow the example provided for a Training Package.

**Training Package**



Rest of this activity removed



## Activity— Explore a unit of competency and its assessment requirements

### Purpose of this activity

The purpose of this activity is to develop your understanding of the information provided in a unit of competency so that you can use that information to develop learning and assessment plans that fully address unit requirements.

### Resources needed

You will need:

- one unit of competency from an endorsed training package
- the assessment requirements for the unit.

### Instructions

Using the unit (and assessment requirements) to guide you, answer these questions:

General Information about the unit you are using as the basis for this activity	
What is the code and title of the unit?	
What training package is the unit from? ▶	
Information provided in each part of a unit	
<p>In your own words:</p> <ul style="list-style-type: none"> <li>• summarise the information you'll find in each part of a unit listed on the next page.</li> <li>• Briefly explain how this information will help you as you analyse a unit for the purposes of planning a training or assessment activity.</li> </ul> <p>Refer to the sample of the unit you have to guide you, but make your response generic (that is, applicable to any unit). The first response has been given for you, as an example.</p>	

continued

## Activity: Explore a unit of competency, cont'd

Part of Unit	Summary of information provided and how this helps me interpret the unit for learning or assessment purposes
<b>Unit</b>	
Unit title	<i>Names the work task covered in the unit. This information helps me identify whether or not the focus of this unit is suitable for my needs.</i>
Unit code	
Application	
Elements	
Performance criteria	
Foundation skills	
<b>Assessment Requirements</b>	
Performance evidence	
Knowledge evidence	
Assessment conditions	

end of activity  
end of document