

TAE Assessment tools: Instructions for use

TAE40116 Certificate IV in Training and Assessment

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PO Box 4253
Balgowlah Heights NSW 2093
Australia

p +(61) 409 910 002
w blackwaterprojects.com.au
e info@blackwaterprojects.com.au

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Welcome!

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 TAE40116 assessment tools should read this document. This includes:

- TAE program leaders
- 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:



+(61) 409 910 002



chemene@blackwaterprojects.com.au

General information about the assessment tools

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.

TAE40116 unit clustering

In our assessment tools, TAE40116 units are clustered as follows:

Designing Learning	TAEDES401	Design and develop learning programs
	TAEDES402	Use training packages and accredited courses to meet client needs
Language, Literacy & Numeracy	TAE LLN411	Address adult language, literacy and numeracy skills
Delivering Training	TAEDEL401	Plan, organise and deliver group-based learning
	TAEDEL402	Plan, organise and facilitate learning in the workplace
	BSBCMM401	Make a presentation (elective)
Workplace Assessment	TAEASS401	Plan assessment activities and processes
	TAEASS402	Assess competence
	TAEASS403	Participate in assessment validation
	TAEASS502	Design and develop assessment tools

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 reasonably easy to change unit clustering 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:

Support documents
Download support documents from the Blackwater Projects website: blackwaterprojects.com.au
<p>Support documents include the following, and more:</p> <ul style="list-style-type: none"> ● Read this first: How to get started This document introduces the complete suite of learning and assessment materials Blackwater Projects provides for TAE40116. If you haven't already done so, read this first! ● TAE Assessment Tools: Instructions for use (this document)

Assessment documents for each TAE40116 module			
Designing Learning (DES)	Address LLN skills (LLN)	Delivering Training (DEL)	Workplace Assessment (ASS)
<ul style="list-style-type: none"> ● Assessment booklet ● Assessment marking guide ● Assessment support document: <ul style="list-style-type: none"> – Templates ● Competency map 	<ul style="list-style-type: none"> ● Assessment booklet* ● Assessment marking guide ● Competency map <p><small>* The assessment booklet contains all templates needed to complete assigned tasks. We don't provide a separate Templates document for this unit.</small></p>	<ul style="list-style-type: none"> ● Assessment booklet ● Assessment marking guide ● Assessment support documents: <ul style="list-style-type: none"> – Observation checklists: <ul style="list-style-type: none"> ▪ Group delivery ▪ Individual facilitation – Templates ● Competency map 	<ul style="list-style-type: none"> ● Assessment overview handout ● Task instruction docs (one per task) ● RTO copies/marketing guides (per task) ● Assessment support documents: <ul style="list-style-type: none"> – Templates – Resources for some tasks—e.g. resources for assessment validations ● Competency map

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 (DES, LLN and DEL clusters)

**There is one assessment booklet for each cluster listed above—
It contains all tasks TAE participants must complete to attain the units
covered in that cluster**

About the assessment booklet

Each assessment booklet contains:

- **Instructions for participants—**
Explains tasks that participants must complete to 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>Participant's response</p> <p>See Attachment 3—voluptate velit esse</p> <p>How the participant references a supporting document</p>	<input type="checkbox"/>	<input type="checkbox"/>



TAE program leaders 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 ← good point: you may also want to consider redius 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 Thanks Kelly, this document was professionally-formatted, comprehensive and easy to read.</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...
Individual assessment items—e.g. <ul style="list-style-type: none"> • response to a question • one item of evidence listed for a practical task or project 	<p>... one of the following:</p> <ul style="list-style-type: none"> • S—Satisfactory means that the quality of evidence submitted for this item was satisfactory • NYS—Not yet Satisfactory Means that: <ul style="list-style-type: none"> – the evidence submitted for this item was not of a ‘satisfactory’ standard or quality, or – the required evidence was not submitted.
Complete assessment tasks—e.g. <ul style="list-style-type: none"> • all short answer questions for one cluster or unit • one practical task 	<p>... one of the following:</p> <ul style="list-style-type: none"> • S—Satisfactory means that the quality of all evidence submitted for this assessment task was satisfactory • NYS—Not yet Satisfactory Means that: <ul style="list-style-type: none"> – One or more of the required items of evidence submitted for this assessment task was not of a ‘satisfactory’ standard or quality, or – One or more individual assessment items were not submitted. <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>
a unit—e.g. <ul style="list-style-type: none"> • TAEDES401 Design and develop learning programs 	<p>... one of the following:</p> <ul style="list-style-type: none"> • C—Competent 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. • NYC—Not yet Competent Means that: <ul style="list-style-type: none"> – A NYS result was issued for one or more of the assigned assessment tasks for the unit, or – One or more assessment tasks were not completed. <p>For a competent result in each unit, a ‘satisfactory’ result must be attained for all assessment tasks relevant to that unit.</p>

FAQs and marking criteria

The Appendix of the assessment booklet contains a section called, **FAQs and Marking Criteria**. This guide is for the information of both:

- TAE assessors and
- TAE participants.

The **FAQs and Marking Criteria** contains information that clarifies requirements for each assigned task (e.g. DEL Task 1, Task 2, etc.), including:

- answers to frequently-asked questions about each task
- a 'step-by-step' guide for participants, describing how to get started and work through each task
- marking criteria the assessor will use when evaluating the quality of evidence participants submit for each task.

TAE program leaders should:

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

TAE assessors should:


- Apply the marking criteria in the **FAQs and Marking Criteria** when assessing participant portfolios.

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 program leaders and assessors about how to assess the portfolio

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



LLN Task 1

Identify LLN skills needed to perform a workplace task

Resources needed

One copy of a training benchmark that describes a workplace task relevant to your industry or area of expertise—e.g. unit of competency, standard operating procedure, program outcomes, etc.

Instructions

1. Analyse the training benchmark—identify what people must learn, read, write, listen to and speak about, calculate, estimate, or measure, in order to perform the benchmark to the standard of performance expected in the workplace
2. Document your findings by completing the template on the next page
3. **Submit a copy of the analysed benchmark** with your post-training portfolio.

In most cases, the 'benchmark' will be a unit of competence. In some cases, the benchmark may be any other document that lists and describes what people should do in the workplace—e.g. standard operating procedure or learning outcomes.

To the candidate

Use the space below to tell your assessor where in the portfolio they will find the benchmark—e.g. "See Attachment 1—Task 1 Benchmark"

Participants should refer you to a unit of competency or other benchmark that they analyse. So in this space they should write something like:

See Attachment 1—BSBCMM401 Make a presentation

The participant should have over-written the benchmark in some way, either by hand or in soft copy. The analysed benchmark should show how the participant has identified LLN demands embedded in the benchmark (i.e. they should have identified the LLN skills needed to perform according to benchmark requirements).

To view examples of analysed benchmarks, see:

- The Participant Manual for this unit—it shows 3 examples of different types of workplace specifications (benchmarks) analysed
- Chapter 5 of this pdf: (accessed 05.06.2016)
https://lnandvetmeetingplace.files.wordpress.com/2016/01/2013_gsa_meetingfoundationdemandsatwork.pdf

Information in **black font** indicates text that is part of the assessment booklet participants receive

Purple font indicates additional information for TAE program leaders and

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 program leader** must read 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 tasks are presented a bit differently in the Workplace Assessment (ASS) cluster

The Workplace Assessment (ASS) cluster assessment tasks are presented a bit differently from the other clusters. In this cluster, participants must complete too many assessment tasks to present in one booklet. Therefore, for this cluster, we have replaced the assessment booklet with:

Assessment overview handout—this handout lists all the tasks that participants must complete to attain the units of competency in this cluster.

Assessment instruments to support the knowledge questions:

- **Knowledge questions**—document that lists the knowledge questions and provides space for participants to answer (assessors also fill in the templates provided in this document to record the result for the knowledge questions).
 - **Marking guide for the knowledge questions**—for assessors to use when marking the knowledge questions.
-

Assessment instruments to support the practical assessment tasks:

- **Task instruction document** (one per task)—we provide 10 task instruction documents, one for each of the 10 practical tasks that participants must complete. The task instruction documents include:
 - Information and instructions for participants
 - (some tasks) Case study information or templates needed to complete the task
 - FAQs and marking criteria for participants to follow and for assessors to use when marking each task.
- (some tasks) **RTO Copy of the task instruction document**
 Where possible, all information that TAE program leaders and assessors need to administer and mark an assessment task is provided in the task instruction document. For those tasks where TAE program leaders and assessors need additional information, we provide an RTO copy of the task instruction document. These instruction documents are a copy of the task instruction document, with added information for TAE program leaders and assessors that:
 - explains how to prepare for and administer this task
 - provides examples of work that meets the marking criteria.

Assessment support documents

We offer two types of assessment support documents:

- Templates
- Observation checklists.

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 TAE40116 cluster/s do we offer a Templates document?

Templates are available for 3 of the 4 TAE40116 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 templates that relate to the assigned assessment tasks, 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 program leaders should explain information above, to participants

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

The **FAQs and marking criteria** for each 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.

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

4	First draft of assessment tool documents	
	Template/s available ►	<p>We offer two templates that collectively, make up a complete set of assessment tool documentation:</p> <ul style="list-style-type: none"> • Assessment tool The 'assessment tool' template includes a suite of templates that—when combined—form the basis for an assessment tool. If you use this suite of templates, please modify, re-order, remove, or add to them as you create your own tool. • Competency map

Observation checklists—DEL cluster only

About these documents

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

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 checklists to participants?

We have set up these checklists so you—the TAE assessor—can complete them either in soft copy, or in hard copy. To complete the checklists in:

- **hard copy**—simply print one checklist for each participant you observe, complete it while you observe, then return to the participant when finished.
- **soft copy**—create a separate file copy of the checklist for each participant you observe, complete it while you observe, then convert each completed checklist to pdf format and send to the participant.

Distribute this document to participants in **pdf** or **hard copy** formats, only.

How and when to use the observation checklists

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.

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 map is usually kept on file at the RTO and serves as evidence of compliance for auditors. Trainers and assessors may also find the map useful, to help them understand how the assessment meets requirements, and what possibilities exist for a reasonable adjustment, contextualisation or modification of the assessment that does not compromise its integrity.

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
Elements and performance criteria								
1	Analyse LLN requirements							
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		■				
2	Select and use resources and strategies to address LLN skill requirements							
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

How the TAE program leader uses the assessment documents—before and during training

Before or at the start of training

Distribute to participants:

- **Assessment booklet** (Word format) or (in the ASS cluster) **Assessment overview handout** (hard copy or pdf)
- **Templates** (Word format)

Throughout the program, when ready to begin a particular task

Distribute or use additional materials needed, as applicable. These include:

- (DEL cluster) Observation checklists
- (ASS cluster) Task instruction documents

How participants use the assessment documents

On their own time...

Participants use the **Assessment Booklet** or (in the ASS cluster) **Task instruction documents** to complete and submit assessment tasks. These documents are their main point of reference.

Participants may also use the following to help them complete tasks:

- **Templates**—unless stated otherwise, use of the templates is optional (if participants are already working in an RTO environment, they may use templates from their workplaces, provided these meet the marking criteria).
- (if needed) **ABC Training House Student Handbook**—
To meet the assessment conditions, we have created a fictitious RTO called ABC Training House. The *ABC Training House Student Handbook* is a Google Doc that outlines the assessment system policies and procedures of ABC Training House. Participants may base assessment tasks on these if they don't have access to a real RTO environment.

Access the ABC Training House Student Handbook here:

https://docs.google.com/document/d/1I6zms3wpf6pL5Y5m_dJF0Eztl_XV2p4PLNgoz2iOy3c/edit?usp=sharing

How assessors use the assessment documents

When the assessor receives a participant portfolio

Assessors mark each participant's portfolio using marking criteria provided in the FAQs and marking criteria for each task, or in the marking guide for the knowledge questions.

end of document