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| **Candidate Name/s**:  **Group assessment**  **S8**  **ID: Number/s:** |

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| **Assessment Description:** | **Develop an assessment plan (assessment only pathway)** |
| **Due date:** | Week 10 of program |

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| **Purpose of Assessment:**  Throughout your participation in this program you are developing your skill and knowledge through an upgrade program aligned to TAE40110 – Certificate IV in Training and Assessment which resides in the Australian Training and Education training package TAE10 version 2.  As part of your program you are also required to prepare and review an assessment plan based on information contained within the Unit of Competency BSBCMM401A – Make a presentation. Your assessment plan must satisfy the rules of evidence and specifically describe the purpose of the assessment, confirming the assessment methods and instruments used and outlines the communications used with all stakeholders involved in the assessment process |

**Assessment Method:**

Working in your assigned group you are required to prepare and review a assessment plan for assessing other teachers in the Unit of Competency BSBCMM401A – Make a presentation which can be found in the Training Package TAE10 or BSB07

The group will be assessed by observation and the assessment marking guide during the planning and documentation stage of the assessment plan process. Further assessment of your underpinning knowledge will be undertaken when your group gives a 15 minute presentation and report on the process of the assessment plan.

**Instructions:**

Using the template provided, your group will have 45 minutes to plan and complete the pro-forma, ensuring all details are included. Your group are then required to present your findings to the workshop focussing your delivery on responding to the following:

* The different purposes of assessment and different assessment contexts?
* How to contextualise competency standards within relevant guidelines?
* The four principles of assessment and four rules of evidence?
* What is competency based assessment?
* Different types of assessment methods?
* Ethical and legal requirements of an assessor?

**Assessment Plan - Template**

The following pro-forma should be used as a basic guide only. You can alter it to suit your particular circumstances.

Title of unit/s of competency or benchmark:

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Unit of competency codes:

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Contextualisation of the unit of competency:

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Purpose/s of assessment:

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Profile of target group of candidates to be assessed:

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Names of assessors:

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Location of assessment:

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OHS Assessment Risks identified (High- Moderate – Low) and appropriate actions and reports completed.

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Methods of assessment:

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Assessment tools (assessment instruments and procedures) to be used:

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Materials/resources needed for assessment including equipment, supplies, documentation, supports, and resources for volunteers with special needs:

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Guidance on reasonable adjustments for candidates with special needs that may be made in the assessment process without compromising the benchmark standards:

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Evidence required (critical aspects of evidence from the unit of competency):

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Special arrangements/contexts for assessment (e.g. OHS assessment tasks and control strategies, access and equity, organisational procedures and documentation):

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Timeline for assessment:

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Effective communication strategy to inform learners about assessment processes:

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Reporting requirements for assessment:

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Assessment arrangements confirmed with appropriate personnel:

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| **Assessment Task Decision:** | **Meets requirements**  **Further evidence required** |
| **Comments:** | |

**Assessor: Date:**

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| ***Assessment task covers criteria from:***  ***TAEASS401B – Plan assessment activities & processes***  ***TAEASS402B – Assess competence***  ***TAEASS502B – Design & develop assessment tools*** | ***Elements 1,2***  ***Elements 1,***  ***Elements 1*** | ***Checked*** |