HOLISTIC ASSESSMENT

You need to correctly respond to all tasks and questions listed. Connect Training Group will provide you with feedback on your submitted assessments within 72 hours of receiving your responses.

You will be provided with 3 attempts for each task and/or question. If you do not agree with any assessment decision you have the right to appeal. Please refer to the Students handbook.

Please contact Connect Training Group if you have any questions relating to these assessment tasks.

Ph: 07 4055 2904 or 1300 737 434       Email: trainer@connect.edu.au

OVERVIEW

In this assessment task you will determine an assessment need in your workplace or practice environment, or you can use the same unit you selected from the case study from the combined units: TAADES402B: TAADEL401B: TAADEL402B.

This holistic assessment provides additional evidence on your competence across several units within the Certificate IV in Training and Assessment (for example: TAAASS401C, TAAASS402C, TAAASS403B, TAAASS404B and TAADES401B).

You will need to complete 5 tasks in sequence.

- Identify one unit of competency from a training package, according to the requirements of the learner/s, including their specific needs
- Unpack the unit of competency and develop an assessment tool for the unit
- Trial & Validate the assessment tool
- Conduct an assessment with a minimum of one person and video tape this, as per the suggested outline provided for this task
- Answer questions relating to the review of the assessment process

These 5 tasks are all detailed in the following pages.
PORTFOLIO PART 1: QUESTIONNAIRE

Before answering a series of short answer questions you will need to:

- Identify a process in your workplace where there is a need to apply an assessment.
- Research the NTIS website to identify the most relevant training package, AQF level and unit of competency that will best suit the need you identified, or you can use the unit you selected from the case study from the combined units: TAADES402B: TAADEL401B: TAADEL402B.
- Identify who you will liaise with to ensure your interpretation of the training package is correct and suits the requirements of the purpose identified.

QUESTIONNAIRE:

On a word processed document, copy the questions below and provide a short answer response for each one. Ensure you also include your name, lesson code and name and date for reference purposes.

1. What is the workplace process (task/s) that you are going to develop an assessment tool for?
2. Who will this assessment apply to and in what context (environment)?
3. Provide the code and name of the training package and unit of competency
4. How did you ascertain the correct AQF level for the process and learners?
5. Identify and explain a minimum of 3, workplace, legal or ethical requirements that you will need to consider when developing and/or conducting this assessment process?
6. Who did you communicate with to ensure you had interpreted the training package and unit of competency correctly?
7. What assessment instruments have you identified as being the most suitable for collection of evidence in the context they are to be conducted?
8. How have you allowed for recognition of prior learning (RPL) to be incorporated into your assessment process?
9. How do you take into consideration all necessary assessment systems policies and procedures, when developing and storing your assessment tool?
10. How did you identify and take into consideration any specific needs of the candidates?
11. How will you ensure the candidate is aware of the:
   - Assessment process including reasonable adjustments to meet their needs
   - Re-assessment opportunities and any appeal processes?
12. Who could you review the RPL/Assessment process with to enable you to reflect on improving and/or modifying future practices?
PORTFOLIO PART 2: ASSESSMENT TOOL

Develop your assessment tool.

Using the template provided, you will now develop your assessment tool and matrix. Ensure it includes:

- At least two methods of collecting evidence
- Assessment checklists or other documents to show how the evidence is recorded
- Instructions for both assessor and learner on how the assessments are to collect evidence, including time frame, pass marks, how many attempts, and reassessment process, etc.
- A mapping document to clearly highlight how your assessment instruments map against the unit of competency
- Allowable adjustments, specialist support (if required) and LL&N requirements
- Allowance for Recognition of prior learning (RPL)

Your assessment tool must:

- Meet the rules of evidence and principles of assessment.
- Clearly provide evidence that maps to the competency standard
- Incorporates principles of access and equity
- Use an appropriate style, format, and language, literacy and numeracy level for your workplace and target group
- Meet occupational health and safety requirements for your workplace.

ASSESSMENT TOOL TEMPLATE

PORTFOLIO PART 3: TRIAL & VALIDATE

It is important to check to see that your assessment tool is valid and fair.

To do so, you now need to trial and validate your assessment tool.

Trail the tool on a peer or other stakeholder to ensure it collects the evidence required and the instructions are easily understood. After the trial you will now need to:

- Complete the validation template provided. Ensure you also advise the names of the stakeholders who were involved in your trial and validation.

VALIDATION TEMPLATE
PORTFOLIO PART 4 – VIDEO

Now for the fun part! You will now need to arrange to conduct this assessment on a learner and video this procedure.

Videoing is a great tool to see how others see you and to reflect on what you did right and what you could have done differently.

Your video does not have to include the complete assessment session, however we do need to see how you introduce the session and ensure the candidate is aware of the process and that the environment is a safe and healthy one. The video must also reflect the assessment process as per your assessment plan. Feedback is very important; remember to add this to your video session on providing feedback to your learner as well as inviting them to comment on the assessment process.

HINT: If you have not conducted many training sessions before, use your session plan as you would a storyboard, to prompt you if you get camera shy. Ensure you cover all points listed in the Video mapping guide below. Keep it fun and simple, you are not expected to produce a “Hollywood” epic!

There is another option to providing a video if you have access to someone who already holds the TAA40104 or equivalent in your workplace and they can or have observed you assessing in your workplace. If this suits your requirements, please phone for further details.

NB. If you are completing the full TAA40104 course, you can combine this video session with the Training and Delivery holistic assessment video session for the combined units: TAADES402B, TAADEL401B and TAADEL402B.

Check out the VIDEO MAPPING GUIDE TIPS provided in your documentation to assist you in preparation of your video session.
PORTFOLIO PART 5
Now it’s time for an honesty pill! Reflect on the assessment process and how you think it went and then answer the following questions.

QUESTIONNAIRE

On a word processed document please detail your name, lesson name and task number and copy all questions listed below as well as your short answer response to each one.

1. Reflecting back on the assessment process, what went well?
2. What did not go well?
3. What would you do different next time?
4. How and who would you send recommendations to on any suggested changes?
5. How do you record the assessment decision of the learner?
6. If the learner asked to be reassessed, who will be involved in this review with you?
7. That feedback did the learner give to you?
8. How did you follow up on the feedback given to you by the candidate?

Once you have completed all tasks please ensure you have your name and address on all sections and email to:
trainer@connect.edu.au

Or mail to:
Trainer
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