

Assessment Tool Trial and Review Checklist			
Unit(s) of competency	BSBCMM211 Apply communication skills		
Date of review	13/07/2023	Developer	Paul Pellier
Method	In person ▾	Reviewer	Jodie Craig
Review Criteria	Y/N	Notes	
Does the assessment tool...			
Clearly identify and align with all elements and performance criteria of the unit?	No ▾	PC 1.4 Seek advice from supervisor on communication methods was ticked in the initial mapping, but not explicitly addressed in the checklist. This could be easily incorporated into the existing tasks without too many changes.	
Address all the performance evidence?	No ▾	I think you just missed the third written task? There were only 2 task instructions listed (even though 3 are in the checklist)	
Address all the knowledge evidence?	Yes ▾	This is great. I like that the knowledge evidence is predominately addressed through application in the tasks.	
Include methods to collect evidence that are appropriate for the unit?	Yes ▾		
Have clear instructions so that the candidate will understand what's expected of them to undertake each assessment task?	No ▾	Where are the instructions?	
Include instructions and procedures for the assessor that are clear and easy to follow?	No ▾	There are some, but not all. This is important!	
Include procedures and tasks that are easy for the assessor to understand and implement?	Yes ▾	The overall procedure is there.	
Include clear and specific criteria, questions, marking guides and model answers so that it will ensure a consistent and reliable outcome between assessors?	No ▾	You need a marking guide for the questions!	
Allow for flexibility without compromising its integrity and validity?	Yes ▾	I think this could be adapted for different contexts really well.	
Collect sufficient evidence for the assessor to be confident in their decision?	No ▾	See note about RE missing written task - once fixed this will be fine.	
Ensure the evidence collected will be current?	Yes ▾	Reliance mostly on live, real time observations etc.	
Include provisions to ensure the evidence collected from candidates is authentic?	Yes ▾	I think this is okay because of the observation but have you considered the written tasks? Are these done in class or in student's own time? How do you know who did it?	

Reflects the RTO's policies, procedures and requirements for style and formatting?	Yes ▾		
Regardless of the RTO's requirements, does the tool meet a reasonable standard of quality, appearance, spelling, grammar and style?			
Meet the needs of the candidates/target group that will most likely be assessed? Consideration must be given to their: • foundation skill levels • previous learning and work experience • advanced and other complex learning needs	Yes ▾		
Allow for accessibility for people with disabilities?	Yes ▾		
Allow for ease of use by both candidates and assessors?	Yes ▾		
Include a section for assessors to note their feedback and assessment decisions for each task and activity?	No ▾	<i>None of this included.</i> <i>Hopefully you can turn these generic lists of criteria into something more useful for the assessor.</i>	
Include a section for assessors to note their feedback and assessment decision for the overall unit of competency?	No ▾		
Include a section which allows for the name of the candidate to be clearly recorded?	No ▾		
Include a section which allows for the name of the assessor to be clearly identified?	No ▾		
Include a section which shows the date of each assessment decision?	No ▾		
Strengths of the assessment tool	A flexible and fairly easy to follow assessment tool with good structure. Mostly meets the requirements of the units with some tweaks needed. I like that the knowledge evidence is predominately addressed through application in the tasks.		
Improvements to be made	☒ Ensure PC 1.4 is addressed in the checklist. ☒ Ensure third written task instructions are included. ☒ There were only 2 task instructions listed (even though 3 are in the checklist) ☐ All task / roleplay instructions needed to be developed still. ☐ Require a marking guide for the questions ☐ Include a section for assessors to note their feedback and assessment decisions for each task and activity ☐ Include a section for assessors to note their feedback and assessment decision for the overall unit of competency		

	☐ Include a section which allows for the name of the candidate to be clearly recorded ☐ Include a section which allows for the name of the assessor to be clearly identified ☐ Include a section which shows the date of each assessment decision
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