



## Pre-Assessment Review Checklist (TA005F2)

Training Product Details	
Qualification/Accredited Course Code and Title	
Unit/s of Competency Code and Title	
Date of Pre-Assessment Review	

Pre-Use Review Participants				
Name	Position	Organisation	Signature	Date
	Lecturer	Central Regional TAFE		

Resources Reviewed/Provided <i>(tick those that are relevant)</i>	
Assessment Tools	<input type="checkbox"/> Written and/or Verbal Questions <input type="checkbox"/> Observation of performance record sheets <input type="checkbox"/> Projects <input type="checkbox"/> Assignments <input type="checkbox"/> Other <i>(please list)</i>
Marking Guide/s	<input type="checkbox"/> Answers provided to all written questions
Unit Mapping	<input type="checkbox"/> Completed
Assessment Plan	<input type="checkbox"/> Completed

Please note: All commercially produced assessments must also be reviewed and mapped by Lecturers

Principles of Assessment and Rules of Evidence	
You must record the outcome of the panel discussions in each section	
Code	Validity
3.1	Assessment tool is checked to ensure the following information has been covered and mapped: <ul style="list-style-type: none"> <li><input type="checkbox"/> Elements and Performance Criteria</li> <li><input type="checkbox"/> Knowledge Evidence (required knowledge)</li> <li><input type="checkbox"/> Performance Evidence (required skills)</li> <li><input type="checkbox"/> Context of assessment is included</li> <li><input type="checkbox"/> Assessment methods are appropriate for the AQF level</li> <li><input type="checkbox"/> Assessments demonstrate student could apply knowledge and skills in similar situations</li> </ul>

Code	Validity															
3.1	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Y</td> <td style="width: 10%; text-align: center;">N/A</td> <td></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Assessment Conditions (where relevant)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Critical Aspects (where relevant)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Dimensions of competency are covered (where applicable)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Foundation skills are covered (where applicable)</td> </tr> </table>	Y	N/A		<input type="checkbox"/>	<input type="checkbox"/>	Assessment Conditions (where relevant)	<input type="checkbox"/>	<input type="checkbox"/>	Critical Aspects (where relevant)	<input type="checkbox"/>	<input type="checkbox"/>	Dimensions of competency are covered (where applicable)	<input type="checkbox"/>	<input type="checkbox"/>	Foundation skills are covered (where applicable)
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Outcome of panel discussions:																
Code	Reliable Assessment															
3.2	<input type="checkbox"/> Clear marking guides, observation checklists etc. are in place <input type="checkbox"/> Information for assessors about assessment requirements is provided <input type="checkbox"/> Information for students about assessment requirements is provided															
Outcome of panel discussions:																
Code	Flexible Assessment															
3.3	<input type="checkbox"/> Tool allows for reasonable adjustment to meet student needs <input type="checkbox"/> Adjustments can be made to meet the needs of the workplace (where required) <input type="checkbox"/> Timing of the assessment can be negotiated (where required) <input type="checkbox"/> Allows for recognition of existing competencies <input type="checkbox"/> Uses a range of assessment methods															
Outcome of panel discussions:																
Code	Fair Assessment															
3.4	<input type="checkbox"/> Students are provided with clear information about what is expected of them <input type="checkbox"/> Reasonable adjustments, including Language, Literacy and Numeracy can be made (as required) <input type="checkbox"/> Students are provided with assessment feedback <input type="checkbox"/> Assessment allows for appeals against assessment decisions															

Outcome of panel discussions:	
<b>Code</b>	<b>Authentic Evidence</b>
3.7	<input type="checkbox"/> Assessment evidence submitted by the student will be their own work
Outcome of panel discussions:	
<b>Code</b>	<b>Current Evidence</b>
3.5	<input type="checkbox"/> Assessment evidence will demonstrate current knowledge & skills of the learner (from the present or recent past) <input type="checkbox"/> Assessment evidence will reflect current industry practice
Outcome of panel discussions:	
<b>Code</b>	<b>Sufficient Evidence</b>
3.6	<input type="checkbox"/> Sufficient, relevant evidence will be gathered before student is deemed competent
Outcome of panel discussions:	

<b>Comments and Actions</b>
Record any relevant comments or issues identified:

Recommendations for action or improvement:			
Reviewer Signature:		Date:	

Please save a copy of this Pre-Assessment Review Checklist to the appropriate K Drive.