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| **Unit Code/s** | **Unit Title/s** (add more rows as necessary to suit clustered assessment) | | | | **Is the unit current?**  **Yes No** | | **Release Number and Date** | |
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| **Assessor/s** |  | | | | | | | |
| **Pre-planning Checklist – I confirm that I:** | | | | | | | **Yes** | **No** |
| Have accessed and read the RTO’s Assessment Policy and Procedure and understand my obligation for:   * Recording and Reporting * Reasonable Adjustment * Recognition of Prior Learning | | | | | | |  |  |
| I meet the requirements of the Standards for RTOs 2015 and Assessment Conditions as the assessor | | | | | | |  |  |
| The assessment process reflects the evidence gathering strategies outlined in the Training and Assessment Strategy (TAS) | | | | | | |  |  |
| The Pre-assessment validation has been checked to ensure compliance with Principles of Assessment and Rules of Evidence and mapping of the unit | | | | | | |  |  |
| Clear and concise instructions are provided for both the assessor and assessment candidate | | | | | | |  |  |
| All requirements of the Assessment Conditions of the unit of competency have been met | | | | | | |  |  |
| **Assessment Methods** | | | | | | | | |
| Observation in the workplace  Observation in a simulated environment  Fault finding/Problem-solving  Role Play/Case Study  Game | | | Open Book Exam/Test  Verbal Questioning/ Interview  Formal Exam/Test  Presentation  Debate/Discussion | Essay  Project  Documents  Products/Portfolio  Third-party report | | | Self-Assessment  Training Records  RPL  Other ………………….. | |
| **Assessment Instruments**  **(please list)** | | **Assessment Venue** | | | **Due date and time allowed** | | **Resources and equipment required to conduct the assessment** | |
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| **Target Learner(s)**  (Describe the learner cohort generally and identify any additional needs) | | *E.G.: - Update with summary of info from Student Profiles inc. LLN Specialist advice.* | | | | | | |
| **Opportunities to contextualise the unit of competency.**  (Ensure that you do not override the requirements of the UoC or the Assessment Conditions) | | *E.G. Equipment, Policies and Procedures, Processes, Terminology, Industry requirements or any other strategies to contextualise the assessment process.* | | | | | | |
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Determine the student Core Skill levels and the requirements of the unit, identifying any gaps and providing suggested support strategies as required.

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| **Student name:** |  | | | | |
| **ACSF LEVELS** | **Learning** | **Reading** | **Writing** | **Oral Communication** | **Numeracy** |
| **Student** |  |  |  |  |  |
| **Unit of Competency** |  |  |  |  |  |
| **Variance Gap** |  |  |  |  |  |
| **Support strategies** |  | | | | |

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| **Student name:** |  | | | | |
| **ACSF LEVELS** | **Learning** | **Reading** | **Writing** | **Oral Communication** | **Numeracy** |
| **Student** |  |  |  |  |  |
| **Unit of Competency** |  |  |  |  |  |
| **Variance Gap** |  |  |  |  |  |
| **Support strategies** |  | | | | |

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| **Student name:** |  | | | | |
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| **Student** |  |  |  |  |  |
| **Unit of Competency** |  |  |  |  |  |
| **Variance Gap** |  |  |  |  |  |
| **Support strategies** |  | | | | |