

ASSESSMENT WRITER

BRANCH/UNIT	Product		
TEAM	Product Design		
LOCATION	Optional		
CLASSIFICATION/GRADE/BAND	Education Officer (TBC)		
POSITION NO.	TBA		
ANZSCO CODE	249111	PCAT CODE	TBA
TAFE Website	www.tafensw.edu.au		

1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

2. POSITION PURPOSE

The Assessment Writer is responsible for developing and writing a range of assessment resources adaptable to various modes of delivery that are aligned to design specifications and meet quality and compliance standards.

3. KEY ACCOUNTABILITIES

1. Develop various assessment resources by writing assessment tasks, assessment marking guides and student assessment guides to ensure quality outcomes and compliance with TAFE NSW policies, procedures and practices and regulatory standards.
2. Review, refine and adjust written assessment and related materials and resources based on quality assurance and quality control feedback to ensure consistency with product design specifications and statutory/regulatory obligations including quality, accessibility, and sustainability.
3. Facilitate the handover of the suite of finalised assessment resources to Product Development and Implementation to enable formatting in the required templates and platforms.
4. Maintain currency in assessment criteria as related to the RTO Standards and evolving assessment design practices to ensure assessment resources are contemporary and fit for purpose.
5. Collaborate and engage with relevant stakeholders including designers, product development subject matter experts and project team members to leverage knowledge, insights and scenarios to ensure written assessment resources meet defined design specifications, objectives, teacher and learner needs.
6. Collaborate with SMEs to achieve defined product development objectives within the agreed timeframes and provide progress reports and updates.
7. Work as part of the product planning team and contribute to implementing continuous improvement.
8. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
9. Place the customer at the centre of all decision making.
10. Work with the Line Manager to develop and review meaningful performance management and development plans

4. KEY CHALLENGES

- Ensuring knowledge and expertise is maintained and continually improved to ensure relevance and suitability to support product development in a dynamic environment.
- Obtaining and consolidating subject knowledge across a number of product specialities, including keeping abreast of innovative developments and new approaches, whilst concurrently ensuring adherence to existing practices.
- Liaising with stakeholders and negotiating workable timeframes to obtain and document information in the face of stakeholders' competing priorities
- Ensuring close collaboration with teams within the Product Group so that relevant insights are captured and documented.
- Maintaining a knowledge of current and emerging trends in a dynamic product delivery environment.

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Head of Product Design	<ul style="list-style-type: none"> Receive leadership, direction and support
Product Planning team	<ul style="list-style-type: none"> Collaborate to ensure products are developed according to design specifications and within required timeframe and budget
Product Design and Product Development & Implementation and Subject Matter Experts	<ul style="list-style-type: none"> Consult with and provide support to ensure product development is fit for purpose and meets client requirements. Consult on product development to ensure suitability and compliance requirements are met.

6. POSITION DIMENSIONS

Reporting Line: Head of Product Design

Direct Reports: Nil

Indirect Reports: Nil

Financial Delegation: TBA **Budget/**

Expenditure: TBA

Decision Making:

- Makes decisions on complex and sensitive issues that have a high level of impact on the immediate work area and the potential to impact more broadly on agency operations and externally.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager

7. ESSENTIAL REQUIREMENTS

- Appropriate Degree or Diploma at AQF levels 5-8 or equivalent and appropriate vocational and or industrial experience.
- TAE40116 Certificate IV in Training and Assessment or TAE40110 Certificate IV in Training and Assessment including the following units of competency TAEASS502 Design and develop assessment tools and TAELLN411 Address adult language, literacy and numeracy (LLN) skills or its successor.
- Demonstrated knowledge of educational compliance, standards and regulatory requirements.
- Ability to develop complex and compliant assessment documents to meet quality standards.
- Experience developing assessment resources and proficiency in formatting documents (including but not limited to Microsoft Word).
- Ability to address and meet focus capabilities as stated in the Position Description.


8. CAPABILITIES

NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience & Courage	Adept
	Act with Integrity	Intermediate
	Manage Self	Adept
	Value Diversity and Inclusion	Intermediate
 Relationships	Communicate Effectively	Adept
	Commit to Customer Service	Intermediate
	Work Collaboratively	Adept
	Influence and Negotiate	Adept
 Results	Deliver Results	Intermediate
	Plan And Prioritise	Adept
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Foundational
	Technology	Intermediate
	Procurement and Contract Management	Foundational
	Project Management	Intermediate

FOCUS CAPABILITIES

The focus capabilities for the Assessment Writer are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Personal Attributes Manage Self	Adept	<ul style="list-style-type: none"> Keep up to date with relevant contemporary knowledge and practices. Look for and take advantage of opportunities to learn new skills and develop strengths. Show commitment to achieving challenging goals. Examine and reflect on own performance. Seek and respond positively to constructive feedback and guidance. Demonstrate and maintain a high level of personal motivation.
Personal Attributes Value Diversity and Inclusion	Intermediate	<ul style="list-style-type: none"> Be responsive to diverse cultures, backgrounds, experiences, perspectives, values and beliefs. Seek participation from others who may have different backgrounds, perspectives and needs. Be open to different perspectives and experiences in generating ideas and solving problems. Adapt well in diverse environments. Respond constructively to feedback regarding observations of bias in language or behaviour.
Relationships Communicate Effectively	Adept	<ul style="list-style-type: none"> Tailor communication to diverse audiences Clearly explain complex concepts and arguments to individuals and groups Create opportunities for others to be heard, listen attentively and encourage them to express their views Share information across teams and units to enable informed decision making Write fluently in plain English and in a range of styles and formats Use contemporary communication channels to share information, engage and interact with diverse audiences
Relationships Work Collaboratively	Adept	<ul style="list-style-type: none"> Encourage a culture that recognises the value of collaboration. Build cooperation and overcome barriers to information sharing and communication across teams and units. Share lessons learned across teams and units. Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work. Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services.
Results Plan and Prioritise	Adept	<ul style="list-style-type: none"> Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work. Initiate, prioritise, consult on and develop team and unit goals, strategies and plans. Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses.

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Business Enablers Technology	Intermediate	<ul style="list-style-type: none"> • Ensure current work plans and activities support and are consistent with organisational change initiatives. • Evaluate outcomes and adjust future plans accordingly.
		<ul style="list-style-type: none"> • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks. • Use available technology to improve individual performance and effectiveness. • Make effective use of records, information and knowledge management functions and systems. • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies.