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| **Part A - Validation Overview** | | | | | | | | |
| **Unit Code** | **Unit Title** | | | | | **Is the unit current?**  **Yes No** | | **Release Number and Date** |
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| **Parent Qualification(s)** | |  | | | | | | |
| **Validation**  **Date** | |  | | | | | | |
| VALIDATOR VERIFICATION By signing below, you are verifying that to the best of your knowledge, the information contained in this document is correct and complete. In order for all participants in assessment validation meetings to be assured of the professional conduct and confidentiality of the meeting, all participants are required to sign below to express their agreement to these statements:   * I will abide by copyright law and will ensure that I do not copy or use materials made available for validation except by express permission of the owner. * I agree to respect the personal information, performance, contribution, and professional integrity of other assessors in the validation process and agree that none of this information will be disclosed by me to other parties. * I agree to observe the principles of confidentiality with regard to assessment plans, process documentation, assessment tools, and candidates’ work shared in the validation group. * I will not use this information for commercial advantage or for any other reason which is not acceptable to the moderation group or under the code of ethics for assessors. | | | | | | | | |
| **Validator Roles and Responsibilities** | | | | | | | | |
| **Validation Lead** | | | Training Manager, Senior or experienced trainer - organises, convenes, and facilitates session. Ensures session adheres to validation Policy and Procedure | | | | | |
| **Validation Participants** | | | Trainers, assessors, content experts, industry experts - prepares for session, examines and discusses items validated, arrives at consensus, summarises findings, reports findings. | | | | | |
| **Role** | | | **Validator Names** | **Validator Email**  (It is important to record contact details so that you can seek feedback from other validation participants) | | | | |
| **Lead** | **Participant** | |
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| **I confirm I have accessed and read the following documents** | | | | | | | | |
| **BrainstormRTO Validation Policy** | | | | | **Yes**  **No** | | | |
| **Standards for RTOs 2015 – conducting assessment** | | | | | **Yes**  **No** | | | |

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| **Assessment Methods** | | | | | |
| Observation in the workplace  Observation in a simulated environment  Fault finding/  Problem-solving  Role Play/Case Study | | Open Book Exam/Test  Verbal Questioning/ Interview  Formal Exam/Test  Presentation  Debate/Discussion  Game | Essay  Project  Documents  Products  Portfolio | | Third-party report  Self-Assessment  Training Records  RPL  Other ……………….. |
| **Assessment Instruments and Tools Validated** | | Observation Checklist  Verbal Questions/ interview record  Knowledge Exam/Questions  Project/Assignment  Logbook  Portfolio  3rd Party Report  Training and Assessment Strategy (TAS) | | Study Guide/Course Overview  Instructions to learners  Instructions to assessors  Marking Guides/exemplars  Mapping Matrix  RPL Application Kit  Other …………………………… | |
| **The following documents have been received for validation.** | | | | | |
| **1** |  | | | | |
| **2** |  | | | | |
| **3** |  | | | | |
| **4** |  | | | | |
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| **Special arrangements regarding delivery and assessment** | |  | | | |
| **Purpose of Validation** | | Quality Assurance  Audit/Internal Review  Risk Management | | Assessor Development  Revise and improve benchmarking | |
| **Benchmarks for Validation** | | Unit of competency  Industry standards  Job specifications/descriptions | | Codes of Practice  Legislation | |

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| **Part B - Validation of Assessment Tools and Instruments** | | | | |
| **PRINCIPLES OF ASSESSMENT** | | **Yes** | **No** | **COMMENT/EVIDENCE** |
| **VALIDITY** | The assessment strategies, methods, and tools are clearly articulated on the TAS |  |  |  |
| Industry has been consulted in the development of the TAS |  |  |  |
| Knowledge, skills, and attitude are assessed through suitable assessment instruments |  |  |  |
| Assessments ensure that students can perform and manage tasks to complete a whole work activity to industry standard (Task and Task Management Skills) |  |  |  |
| Assessments ensure that students can respond appropriately to problems and irregularities (Contingency Skills) |  |  |  |
| The assessment tasks, methods, and instruments are based on realistic workplace activities and contexts (Job Role/ Environment Skills) |  |  |  |
| A mapping matrix shows that the assessment instruments relate directly to the unit/s of competency |  |  |  |
| Any applicable organisational and legal requirements were confirmed or addressed prior to the assessment |  |  |  |
| The Assessment Conditions of the unit have been adhered to |  |  |  |
| **RELIABILITY** | Assessment instruments consistently follow approved formatting standards, i.e., templates, version control, correct/plain English |  |  |  |
| Assessor guides, marking guides and instructions for collecting, marking, and recording evidence are available to ensure that assessors make consistent decisions |  |  |  |
| The assessments were implemented, correctly and consistently where multiple assessors are involved |  |  |  |
| **FLEXIBILITY** | The assessment strategy caters for and supports the language, literacy, and numeracy needs of all learners |  |  |  |
| Assessment methods and tools can be modified to suit the special needs of learners. |  |  |  |
| Assessment methods and tools can be contextualised for specific workplaces |  |  |  |
| Assessments allow for learners to be assessed in various contexts? e.g., on or off the job, or in a simulated environment. |  |  |  |

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| **FAIRNESS** | The assessment plan was followed |  |  |  |
| Learners were fully informed about the assessment process, conditions, and requirements for competency |  |  |  |
| Assessment methods are non-discriminatory and inclusive |  |  |  |
| The language used on written documentation intended for learners is clear and concise |  |  |  |
| The assessments are suited to the requirements of the unit of competency |  |  |  |
| The learner was supported and guided throughout the process |  |  |  |
| Assessment timeframes and/or due dates are realistic |  |  |  |
| Provision is made for the assessor to give feedback to the learner and vice versa |  |  |  |
| Learners are given information about, and the opportunity to appeal assessment results and be reassessed if necessary |  |  |  |
| **RULES OF EVIDENCE** | | **Yes** | **No** | **COMMENT/EVIDENCE** |
| **VALID** | All the Elements and Performance Criteria are addressed |  |  |  |
| Knowledge Evidence is addressed |  |  |  |
| Performance Evidence is addressed |  |  |  |
| Assessment Conditions are adhered to |  |  |  |
| Foundation Skills are addressed by appropriate learning and assessment strategies |  |  |  |
| **SUFFICIENT** | Knowledge, skills, and attitude have all been adequately assessed |  |  |  |
| Evidence is collected over time and in a range of situations or contexts |  |  |  |
| **AUTHENTIC** | Appropriate procedures are used to verify that the assessments submitted are the students’ own work  If yes, please specify procedures used in the comments section |  |  |  |
| **CURRENT** | Assessment procedures ensure that evidence produced or submitted is from the present or very recent past |  |  |  |

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| **Part C - Action Plan** | | |
| **What needs to be improved?** | **Who is responsible?** | **Date to be completed by?** |
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