## Assessment Validation Report

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Preparation and Resource Requirements** | | Participants must each have a copy of:   1. A Training and Assessment Strategy (TAS) that includes the unit being validated 2. The relevant unit(s) of competency (carefully reviewed prior to validation) 3. All the assessment instruments and tools relevant to the unit of competency 4. Mapping matrices for all units being validated | | | | | |
| **Unit Code** | | **Unit Title** | | | | | |
| BSBTEC101 | | Operate digital devices | | | | | |
| **Parent Qualification(s)** | |  | | | | | |
| **Validation Date** |  | **Timing of Validation** | | Prior to implementation – original version  After implementation and student feedback – Quality Improvement | | | |
| 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 Names** | | | **Organisation** | | | | |
|  | | |  | | | | |
|  | | |  | | | | |
|  | | |  | | | | |
| **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 and Tools Validated** | | Observation Checklist  Verbal Questions/ interview record  Knowledge Exam/Questions  Project/Assignment  Logbook  Portfolio  3rd Party Report | | | | Study Guide/Course Overview  Instructions to learners  Instructions to assessors  Marking Guides/exemplars  Mapping Matrix  RPL Application Kit  Other ……………………………………………… | |
| **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 | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |  |  |  |
| Assessment methods are valid for assessing the relevant knowledge, skill, and attitude |  |  |  |
| 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 units of competence |  |  |  |
| Knowledge, skills, and attitude are assessed through suitable assessment instruments |  |  |  |
| Any applicable organisational and legal requirements were confirmed or addressed prior to the assessment? |  |  |  |
| The Assessment Conditions of the unit have been adhered to |  |  |  |
| **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 written language used on documentation intended for learners is clear and concise |  |  |  |
| The assessments are suited to the requirements of the unit 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 |  |  |  |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PRINCIPLES OF ASSESSMENT** | | **Yes** | **No** | **COMMENT/EVIDENCE** |
| **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. |  |  |  |
| **RELIABILITY** | Assessment instruments consistently follow approved formatting standards, i.e., template, version control, correct/plain English |  |  |  |
| Marking guides, exemplars or checklists are available and utilized |  |  |  |
| Assessor 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 |  |  |  |
| **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 be 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’ 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 |  |  |  |

**ACTION PLAN**

|  |  |  |
| --- | --- | --- |
| **What needs to be improved?** | **Who is responsible?** | **Date to be completed by?** |
|  |  |  |
|  |  |  |
|  |  |  |