

Validation Report

Outcomes for validation of TAE40110 Assessment Tools on 13 May 2010

- Designing Learning assessment tool ●
- Delivering Training assessment tool ●
- Workplace Assessment assessment tool ●
- Changes to assessment tool template ●

Presented:
07 June 2010

Contents

About the assessment validation.....	3
Assessment tools validated.....	4
Assessment tool documentation	5
Validation Report: Cluster 1—Designing Learning.....	6
Recommendations from validators.....	6
Designing Learning tool: Chemène's response and to-do list	9
Validation Report: Cluster 2—Delivering Training	12
Recommendations from validators.....	12
Delivering Training tool: Chemène's response and to-do list	15
Validation Report: Cluster 3—Workplace Assessment.....	17
Recommendations from validators.....	17
Workplace Assessment tool: Chemène's response and to-do list.....	20
Global recommendations / changes for all assessment tools	23

About the assessment validation

Purpose of the validation	To review and validate assessment tools developed by Blackwater Projects to support TAE40110 Certificate IV in Training and Assessment.		
Validation date	Thursday, 13 May 2010, 9:00am – 1:00pm		
Location	Australian Institute of Management, NSW & ACT		
Participants			
Participant Name		Position	RTO
1	Chemène Sinson	Director (and validation moderator)	Blackwater Projects (not an RTO)
2	Allan Lock	Student Support Officer – Academic Compliance	Australian Institute of Management
3	Paula Williscroft	Client Account Manager	Australian Institute of Management
4	Wayne Tracy	Managing Director	Australian Training Solutions
5	Leanne Courtney	Assistant Manager – VET and Business	St. George and Sutherland Community College
6	Terrie Gardner	Principal	Parramatta Community College
7	Roslyn Shapcott	Training Manager	Benchmark College
8	Madeleine Hopkins	Learning and Development Advisor	State Transit Authority
9	Silvia Bazon	General Manager	Learning Lab P/L
10	Andrew McDuie	Facilitator Manager	Australian Institute of Management
11	Karen Lee	Curriculum Manager	Australian Institute of Management
12	Tom Bettle	TAA40104 Trainer/assessor	Hornsby Ku-ring-gai Community College
13	Linda Mumford	VET Manager	Parramatta Community College
14	Peter Adamow	TAA40104 Trainer/assessor	Benchmark College
15	Roxanne Sangar	Compliance Manager	Australian Institute of Management
16	Alison Webb	VET Manager	McArthur Community College
17	Marina Chadiloff	TAA Trainer/assessor	Family Planning Association of NSW and Sydney Community College

Assessment tools validated

The following assessment tools were validated:

Assessment tool for the Designing Learning cluster

Tool addresses the following TAE40110 units:

Design	TAEDES401A	Design and develop learning programs
	TAEDES402A	Use training packages and accredited courses to meet client needs

Assessment tool for the Delivering Training cluster

Tool addresses the following TAE40110 units:

Delivery	TAEDEL301A	Provide work skill instruction (elective)
	TAEDEL401A	Plan, organise and deliver group-based learning
	TAEDEL402A	Plan, organise and facilitate learning in the workplace
	BSBCMM401A	Make a presentation (elective)

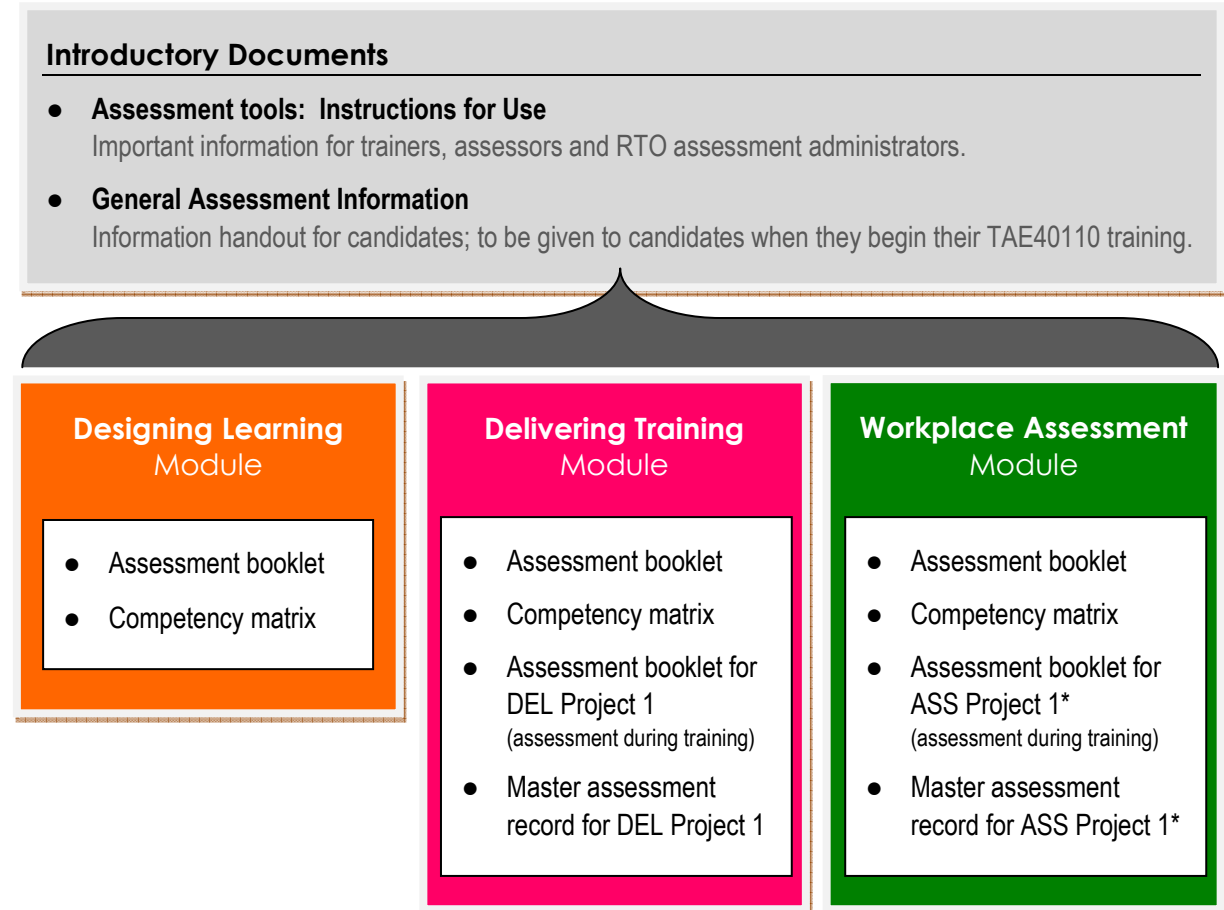
Assessment tool for the Workplace Assessment cluster

Tool addresses the following TAE40110 units:

Assessment	TAEASS301A	Contribute to assessment (elective)
	TAEASS401A	Plan assessment activities and processes
	TAEASS402A	Assess competence
	TAEASS403B	Participate in assessment validation

Assessment tool documentation

Training and assessment pathway assessment tools include the following documents:



Important notes:

- **Documents marked with an asterisk (*) above were developed after the assessment validation.** They were developed as a result of feedback received, to improve compliance of the assessment tool.
- **Throughout this validation report, reference will be made to the introductory documents,** as many of the suggested changes were made to these documents.

Validation Report:

Cluster 1—Designing Learning

Recommendations from validators

Cover sheet	
Purpose of validation	<p>Validate version 1, draft 1 of the assessment tool developed by Blackwater Projects to address the units listed below. Tool includes the documents:</p> <ul style="list-style-type: none"> • TAE40110 Program information—Includes general assessment information for candidates • Assessment booklet—TAE40110 Designing Learning cluster • Competency matrix—TAE40110 Designing Learning cluster.
Relevant competency standard/s (if applicable)	<p>TAEDDES401A Design and develop learning programs</p> <p>TAEDDES402A Use training packages and accredited courses to meet client needs</p>
Resources needed	<ul style="list-style-type: none"> • Copy of assessment tool: <ul style="list-style-type: none"> – Assessment booklet – Assessment booklet for project 1 (task during training) – Master record of assessment results for project 1 • Copies of relevant units of competency • Blank assessment map (competency matrix) • This validation record.
Validation date/time	Thursday, 13 May 2010, 9:00am – 1:00pm
Validation location	Australian Institute of Management, NSW/ACT
Validation approach	Face-to-face meeting
Validation moderator	Marina Chadiloff (Family Planning NSW and Sydney Community College)
Other participants	<ul style="list-style-type: none"> • Allan Lock (Australian Institute of Management) • Paula Willisroft (Australian Institute of Management) • Wayne Tracy (Australian Training Solutions) • Leanne Courtney (St. George and Sutherland Community College) • Terrie Gardner (Parramatta Community College)
Preparation required	1. Read through assessment tool to be validated and form preliminary

	opinions—no written preparation required			
	2. Read through units of competency			
	3. Review validation criteria (page 2 of validation record)			
Validation Criteria Checklist				
Criteria—Does/is the assessment tool:		Yes	No	Comments
PART 1: COMPLIANCE				
1	Clearly identify units assessed by code and title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Address all aspects of the competency standard/s: <ul style="list-style-type: none"> ● Elements and performance criteria ● Critical aspects of evidence and evidence required ● Required knowledge and skills? 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ● Required knowledge of dimensions to be included in review of one or both learning programs. ● Pg 15: include learning principles instructional design from knowledge.
3	Reflect the dimensions of competence (i.e. reflect realistic working conditions): <ul style="list-style-type: none"> ● Task skills ● Task management skills ● Contingency management skills ● Job / role environment skills ● Transfer skills? 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Include questions to assess contingency management skills.</p>
4	Reflect the Rules of Evidence: <ul style="list-style-type: none"> ● Valid ● Sufficient ● Current ● Authentic? 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Authenticity can be boosted by some assessment conducted in class.</p>
5	Free of unnecessary assessment tasks?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
FLEXIBILITY and CLIENT FOCUS				
6	In their current wording, offer candidates flexibility in terms of how each task may be approached? <ul style="list-style-type: none"> ● using relevant, real work activities as the basis for assessment tasks, where possible. ● do candidates have the opportunity to base assessment tasks on a simulated work scenario? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Some debate RPL: If candidate has already designed learning programs can they be used? Point raised in document.</p>
7	'Friendly' in its structure and wording?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
RELIABILITY				
8	Clear: <ul style="list-style-type: none"> ● Clear & complete instructions for assessors ● Clear & complete instructions for candidates ● Plain English ● Version control clearly shown? 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Highlight employability skills section earlier in instructions for third party.</p>

9	Address administrative requirements? <ul style="list-style-type: none"> ● Have space to document: <ul style="list-style-type: none"> – Name of assessor/s & candidate/s – assessment date/s and location/s – candidate's written consent to be assessed – quality of evidence gathered – assessment results. ● Code & title of the unit/s clearly displayed? ● Enable easy administration? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Except on pages 12 & 17.</p>
10	Suitable and streamlined: <ul style="list-style-type: none"> ● Contain holistic activities ● Enable efficient evidence-gathering activities 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
IN GENERAL				
11	Does the assessment tool reflect the four Principles of Assessment? <ul style="list-style-type: none"> ● Valid ● Reliable ● Flexible ● Fair? 	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<p>Sample answers for questions and template for learning program plan would increase reliability.</p> <p>Need some reference or info about reasonable adjustment options in the tool or instructions booklet.</p>
Summary of feedback/results				
<p>See comments above, plus:</p> <p>Third party report: compulsory or not? Maybe include elements as well as instructions for choosing and briefing third party.</p> <p>Fix typos identified on hard copy of tool.</p> <p>Address other comments identified on hard copy of tool.</p>				
Recommended Actions				
Action required			By whom?	By when?
1	Compile recommendations and make decisions about steps to take. Implement steps in collaboration with validators.		Chemène	ASAP!
Signatures of validators				
Signatures provided in hard copy validation record.				

End of recommendations from validators

Designing Learning tool: Chemène's response and to-do list

Validators' recommendations are listed below. Beside each recommendation Chemène has noted her response. These responses form the 'to do' list of actions to take to finalise this assessment tool:

Chemène has ticked here (☑) if already completed ➤

Recommendation		Chemène's response: to do list	
1	Required knowledge of dimensions to be included in review of one or both learning programs.	See notes for item 3 below. Also researched dimensions of competency, and validators were correct, officially there are only four dimensions and 'transfer skills' is not considered a dimension. Have adjusted assessment question on the assessment tool for the Workplace Assessment module. Will also adjust all learning and assessment resources to reflect this. Thanks for the 'heads up!' I had missed this one.	☑
2	Pg 15: include learning principles instructional design from knowledge.	Done	☑
3	Include questions to assess contingency management skills.	Did not add extra question, as I'm trying to make assessments 'manageable' for candidates. But I did: <ul style="list-style-type: none"> Note the requirement that the learning program plan should address all dimensions of competence And included a question in DES Project 1, task 5, asking candidates to comment on how the program reflected the dimensions of competence. Trust this is okay.	☑
4	Authenticity can be boosted by some assessment conducted in class.	No changes to assessment booklet itself, but have incorporated this info to the <i>Instructions for Use of Assessment Tools</i> document ; suggested that some assessment tasks should be completed in class (i.e. major case study where participants work in teams to design and develop a competency-based program).	☑
5	Some debate RPL: If candidate has already designed learning programs can they be used?	My opinion is, 'yes', provided program was developed 'relatively recently' (lovely shade of	☑

Chemène has ticked here (☑) if already completed ➤

Recommendation		Chemène's response: to do list	
	Point raised in document.	grey there) and satisfies other assessment criteria for quality requirements. For reliability, have added RPL info to the: <ul style="list-style-type: none"> • General Assessment Information document (for candidates) and • Assessment tools: Instructions for Use document (for trainers/assessors). 	
6	Highlight employability skills section earlier in instructions for third party.	Have completely re-worked the third party report (now called) third party reference , and this point is no longer applicable. Would appreciate thoughts on the new template!	☑
7	Code and title of units clearly displayed, except on pages 12 & 17.	No action taken to date: Reference to pages 12 & 17 are suggesting that units addressed are clearly named in the title of each project. So far, nothing done, as this change would affect all assessment tools for consistency. More info in <i>Global Changes</i> section of this report.	☑
8	Need some reference or info about reasonable adjustment options in the tool or instructions booklet.	Have added info about reasonable adjustments to <i>General Assessment Information</i> handout and the <i>Instructions for Use</i> document.	☑
9	Third party report: compulsory or not? Maybe include elements as well as instructions for choosing and briefing third party.	Have changed third party report to third party reference. All validation groups had slightly different suggestions about how to improve the third party report. The new third party reference incorporates a blend of the most dominant suggestions made. Trust that this will work! Thanks to those who gave feedback on the draft of the new third party reference. I sent a draft of the new proposed format to validators, and got a few replies which guided development of the final version of this assessment instrument.	☑
10	Fix typos and complete other recommended actions identified on hard copy of tool.	Suggestion to list unit code in title of projects: Am considering this. If I do it, will apply to all assessment tools. Project 1, Project Overview section: Removed statement , 'Therefore the learning program should be at least 1-2 days duration or	☑

Chemène has ticked here (☑) if already completed ↗

Recommendation	Chemène's response: to do list	
	<p>equivalent. This is a rough guide only.'</p> <p>Project 1, Evidence to Submit: To address requirement to reflect the dimensions of competency, I:</p> <ul style="list-style-type: none"> • added this as a criteria for the learning program plan (evidence item 2) and • modified the 'report describing steps taken' to ask questions about the dimensions of competence and principles of adult learning. <p>Project 2: Re comment, 'Add a review'</p> <p>No action taken to date, mainly because I was unclear about what the recommended actions were. Happy to consider in the future:</p> <ul style="list-style-type: none"> • Not sure of intent here. Do you think we should add a third item of evidence where they have to submit documents proving they reviewed the program? • Or do you think the learning program plan document should include a review strategy? (I'm learning towards this one, if anything). • Something else? 	

Validation Report:

Cluster 2—Delivering Training

Recommendations from validators

Cover sheet	
Purpose of validation	<p>Validate version 1, draft 1 of the assessment tool developed by Blackwater Projects to address the units listed below. Tool includes the documents:</p> <ul style="list-style-type: none"> • TAE40110 Program information—Includes general assessment information for candidates • Assessment booklet—TAE40110 Delivering Training cluster • Assessment booklet Project 1—Practical assessment during training • Master record of assessment results—Project 1 • Competency matrix—TAE40110 Delivering Training cluster.
Relevant competency standard/s (if applicable)	<p>TAEDEL301A Provide work skill instruction TAEDEL401A Plan, organise and deliver group-based learning TAEDEL402A Plan, organise and facilitate learning in the workplace BSBCMM401A Make a presentation</p>
Resources needed	<ul style="list-style-type: none"> • Copy of assessment tool: <ul style="list-style-type: none"> – Assessment booklet – Assessment booklet for project 1 (task during training) – Master record of assessment results for project 1 • Copies of relevant units of competency • Blank assessment map (competency matrix) • This validation record.
Validation date/time	Thursday, 13 May 2010, 9:00am – 1:00pm
Validation location	Australian Institute of Management, NSW/ACT
Validation approach	Face-to-face meeting
Validation moderator	?
Other participants	<ul style="list-style-type: none"> • Ros Shapcott (Benchmark College) • Madeleine Hopkins (State Transit Authority) • Silvia Bazon (Learning Lab)

	<ul style="list-style-type: none"> Andrew McDuie (Australian Institute of Management) Karen Lee (Australian Institute of Management) 			
Preparation required	<ol style="list-style-type: none"> Read through assessment tool to be validated and form preliminary opinions—no written preparation required Read through units of competency Review validation criteria (page 2 of validation record) 			
Validation Criteria Checklist				
Criteria—Does/is the assessment tool:		Yes	No	Comments
PART 1: COMPLIANCE				
1	Clearly identify units assessed by code and title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Address all aspects of the competency standard/s: <ul style="list-style-type: none"> Elements and performance criteria Critical aspects of evidence and evidence required Required knowledge and skills? 	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> Learning pathways: include in questions. Page 11 asst tool Q9 & Q9b. <i>(boxes beside elements/PCs and required knowledge and skills not ticked)</i>
3	Reflect the dimensions of competence (i.e. reflect realistic working conditions): <ul style="list-style-type: none"> Task skills Task management skills Contingency management skills Job / role environment skills Transfer skills? 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4	Reflect the Rules of Evidence: <ul style="list-style-type: none"> Valid Sufficient Current Authentic? 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	With extra question.
5	Free of unnecessary assessment tasks?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Suggest no third party report, or modify it.
FLEXIBILITY and CLIENT FOCUS				
6	In their current wording, offer candidates flexibility in terms of how each task may be approached? <ul style="list-style-type: none"> using relevant, real work activities as the basis for assessment tasks, where possible. do candidates have the opportunity to base assessment tasks on a simulated work scenario? 	<input checked="" type="checkbox"/>		
7	'Friendly' in its structure and wording?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
RELIABILITY				
8	Clear: <ul style="list-style-type: none"> Clear & complete instructions for assessors Clear & complete instructions for candidates Plain English 	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Heavy trainer focus; suggest plain English summary of tasks for learner.

	<ul style="list-style-type: none"> Version control clearly shown? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Address administrative requirements? <ul style="list-style-type: none"> Have space to document: <ul style="list-style-type: none"> Name of assessor/s & candidate/s assessment date/s and location/s candidate's written consent to be assessed quality of evidence gathered assessment results. Code & title of the unit/s clearly displayed? Enable easy administration? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Suitable and streamlined: <ul style="list-style-type: none"> Contain holistic activities Enable efficient evidence-gathering activities 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Contains all very complex (Chemène: 'I'm not sure if I correctly interpreted handwriting here)
IN GENERAL				
11	Does the assessment tool reflect the four Principles of Assessment? <ul style="list-style-type: none"> Valid Reliable Flexible Fair? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Box not ticked. Not sure if validators had reason for this.
Summary of feedback/results				
<p>Add another question 9b re learning pathway.</p> <p>Take out or modify third party report</p> <p>Candidate instructions—add summary (see adjustment in tool of tasks for learners)</p> <p>More plain English. Flexible needs more.</p>				
Recommended Actions				
Action required			By whom?	By when?
1	Compile recommendations and make decisions about steps to take. Implement steps in collaboration with validators.		Chemène	ASAP!
Signatures of validators				
Signatures provided in hard copy validation record.				

end of recommendations from validators

Delivering Training tool: Chemène's response and to-do list

Validators' recommendations are listed below. Beside each recommendation Chemène has noted her response. These responses form the 'to do' list of actions to take to finalise this assessment tool:

Chemène has ticked here (☑) if already completed ➤

Recommendation		Chemène's response: to do list	
1	Add another question 9b re learning pathway.	Not done. Rationale: I'm hesitant to do this, since there are already so many questions in this cluster, and I don't feel that a question for the sake of adding a question is appropriate. Will consider.	<input type="checkbox"/>
2	Take out or modify third party report	Have modified third party report (now called Third Party Reference).	<input checked="" type="checkbox"/>
3	Candidate instructions—add summary	Have added summary checklist at end of document: This checklist summarises evidence to submit and will be a helpful guide to candidates as they work through assessment tasks.	<input checked="" type="checkbox"/>
4	More plain English. Flexible needs more.	Changed third party reference and added summary checklist for candidates. Also see additional changes below. Hopefully they will increase plain English and flexible nature of the tool.	<input checked="" type="checkbox"/>
5	Adjust typos identified in hard copy of tool.	Done. The following changes were made: <ul style="list-style-type: none"> • Added 'if needed' to almost all references to a second submission on the cover sheet and results sheet, where room permitted. Incorporated this change to all tools (see the Changes to Global Template section of this report). • Project 1: Re request to match time frame for session delivered to match with page 13—page 13 discusses project 2, where participants must deliver training in the workplace. It has nothing to do with project 1, which means that time frames don't necessarily have to match. No changes made to project 1. • Short answer questions: re suggestion that an additional question be added under BSBCMM401A Make a presentation, 'explain why it is important to review'... <p>I didn't add an extra question, as I don't want to make this assessment bigger than it needs to be, but I did revise question 3 to read, "Describe how training and presentations are evaluated / reviewed in your workplace"</p>	<input checked="" type="checkbox"/>

Chemène has ticked here (☑) if already completed ➤

		<p>and explain the benefits of this.” (reference to presentations was added, plus added requirement to explain benefits).</p> <ul style="list-style-type: none"> • Short answer questions, Question 10: Revised question 10 to include guidance notes about what a visual aid may include (noted suggestions made by validators; visual, images, audio, etc) • Project 2: Validators recommended that I remove the requirement that one of the two sessions to be delivered in the workplace be at least 60 minutes long. They suggested adding requirement that session was 20 – 30 minutes long, so that it is in line with project 1. <p>In reviewing the endorsed version of the unit TAEDEL401A Plan, organise and deliver group-based learning, I see that the critical aspects of evidence have changed. They now read that one of the sessions delivered must be ‘substantial’ (i.e. 40 – 60 minutes long). To reflect this, I have modified project 2 instructions to say that one of the two consecutive sessions delivered must be ‘substantial’ (i.e. at least 40 – 60 minutes long). I have added reference to this new time requirement throughout this assessment tool (e.g. in ‘introduction’ sections of the tool).</p> <ul style="list-style-type: none"> • Project 2, task 3: Removed requirement that candidate needs to have developed some learning resources used, themselves, as per suggestions. • Project 2, task 4: Adjusted required timelines noted for task 4 so that they are consistent with project 2 overview. Also added some guidance about the choice of workplace observer. • Project 2, task 6: Removed word ‘weaknesses’ and changed to ‘areas for improvement’ as suggested. • Project 2, observer checklist: Completely re-worked this so that it is much more simple and streamlined than previous version. Hopefully you’ll like it! 😊 • Project 2, observer checklist: Removed word ‘workplace’ from title: Workplace Observer Declaration, as requested. • Project 3: Completely re-worked observer checklist to be consistent with new format of observer checklist in project 2. 	
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Validation Report:

Cluster 3—Workplace Assessment

Recommendations from validators

Cover sheet	
Purpose of validation	<p>Validate version 1, draft 1 of the assessment tool developed by Blackwater Projects to address the units listed below. Tool includes the documents:</p> <ul style="list-style-type: none"> • TAE40110 Program information—Includes general assessment information for candidates • Assessment booklet—TAE40110 Workplace Assessment Cluster • Competency matrix—TAE40110 Workplace Assessment Cluster.
Relevant competency standard/s (if applicable)	<p>TAEASS301A Contribute to assessment TAEASS401A Plan assessment activities and processes TAEASS402A Assess competence TAEASS403A Participate in assessment validation.</p>
Resources needed	<ul style="list-style-type: none"> • Copy of assessment tool: <ul style="list-style-type: none"> – Assessment booklet – Assessment booklet for project 1 (task during training) – Master record of assessment results for project 1 • Copies of relevant units of competency • Blank assessment map (competency matrix) • This validation record.
Validation date/time	Thursday, 13 May 2010, 9:00am – 1:00pm
Validation location	Australian Institute of Management, NSW/ACT
Validation approach	Face-to-face meeting
Validation moderator	Alison Webb (MacArthur Community College)
Other participants	<ul style="list-style-type: none"> • Tom Bettle (Hornsby Ku-ring-gai Community College) • Linda Mumford (Parramatta Community College) • Peter Adamow (Benchmark College) • Roxanne Sanjar (Australian Institute of Management).

Preparation required		<ol style="list-style-type: none"> 1. Read through assessment tool to be validated and form preliminary opinions—no written preparation required 2. Read through units of competency 3. Review validation criteria (page 2 of validation record) 		
Validation Criteria Checklist				
Criteria—Does/is the assessment tool:		Yes	No	Comments
PART 1: COMPLIANCE				
1	Clearly identify units assessed by code and title?	<input type="checkbox"/>	<input type="checkbox"/>	From Chemène: Box not ticked.
2	Address all aspects of the competency standard/s: <ul style="list-style-type: none"> • Elements and performance criteria • Critical aspects of evidence and evidence required • Required knowledge and skills? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Reflect the dimensions of competence (i.e. reflect realistic working conditions): <ul style="list-style-type: none"> • Task skills • Task management skills • Contingency management skills • Job / role environment skills • Transfer skills? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Comment that job/role environment skills and transfer skills are both part of one dimension.
4	Reflect the Rules of Evidence: <ul style="list-style-type: none"> • Valid • Sufficient • Current • Authentic? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Free of unnecessary assessment tasks?	<input type="checkbox"/>	<input type="checkbox"/>	From Chemène: Box not ticked.
FLEXIBILITY and CLIENT FOCUS				
6	In their current wording, offer candidates flexibility in terms of how each task may be approached? <ul style="list-style-type: none"> • using relevant, real work activities as the basis for assessment tasks, where possible. • do candidates have the opportunity to base assessment tasks on a simulated work scenario? 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Very specific. Not overly flexible.
7	'Friendly' in its structure and wording?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
RELIABILITY				
8	Clear: <ul style="list-style-type: none"> • Clear & complete instructions for assessors • Clear & complete instructions for candidates • Plain English • Version control clearly shown? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not sure.
9	Address administrative requirements? <ul style="list-style-type: none"> • Have space to document: <ul style="list-style-type: none"> – Name of assessor/s & candidate/s – assessment date/s and location/s – candidate's written consent to be assessed – quality of evidence gathered 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

	– assessment results.			
	<ul style="list-style-type: none"> • Code & title of the unit/s clearly displayed? • Enable easy administration? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Suitable and streamlined: <ul style="list-style-type: none"> • Contain holistic activities • Enable efficient evidence-gathering activities 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
IN GENERAL				
11	Does the assessment tool reflect the four Principles of Assessment? <ul style="list-style-type: none"> • Valid • Reliable • Flexible • Fair? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Summary of feedback/results				
What is good:				
<p>Assessment cover sheet with signed declaration: compliance, own work, acknowledges info on assessment</p> <p>Results sheet on page 4: Allows feedback.</p> <p>Page 6: Elements of units of competency listed.</p> <p>Mapping good.</p> <p>Page 8. Explanation is good as gives outline of what standard is expected.</p>				
Changes				
<p>Maybe just add a line about speaking with your assessor to adjust.</p> <p>Project 1, page 7: Plan and conduct 3 [interpretation: currently project 1 requires candidates to plan and conduct 3 assessments; suggestion to require a third to ensure compliance; some verbal discussion of whether or not an assessment task should be completed during training]</p> <p>Third party report not friendly to the manager:</p> <ul style="list-style-type: none"> • Third party not relevant for _____[Chemène can't read] candidate • Employability skills not clear to employer. Ask questions specific to industry. <p>Do not use 'optional' word. It is in or out.</p> <p>Are there still 5 dimensions of competency? Confirm if 5 or 4. (also page 9)</p> <p>Short answer questions: question 6 missing (page 9)</p> <p>Divided opinion on:</p> <ul style="list-style-type: none"> • Adding all guidance (could be too much info) • Third party—simple observation that shows behaviour. 				
Recommended Actions				
Action required		By whom?	By when?	
1	<p>Compile recommendations and make decisions about steps to take.</p> <p>Implement steps in collaboration with validators.</p>	Chemène	ASAP!	
Signatures of validators				
Signatures provided in hard copy validation record.				

end of recommendations from validators

Workplace Assessment tool: Chemène's response and to-do list

Validators' recommendations are listed below. Beside each recommendation Chemène has noted her response. These responses form the 'to do' list of actions to take to finalise this assessment tool:

Chemène has ticked here (☑) if already completed ➤

Recommendation		Chemène's response: to do list	
1	Maybe just add a line about speaking with your assessor to adjust.	Done. This info added to the Assessment Information document. I was hesitant to add it to each assessment booklet, for fear that the document would start to get too big.	☑
2	Project 1, page 7: Plan and conduct 3?	<p>Added a new project 1: to be completed during training. This should address queries around sufficiency and authenticity (i.e. trainer has the chance to observe and give feedback on one assessment). For practical reasons, this activity will be conducted in groups of 3 with a participant acting as the 'observer'. The trainer will oversee the activity and sign-off on each person's assessment as appropriate. This is set up as a formative assessment task, whose purposes is to allow trainer to observe interpersonal skills first-hand, and to confirm that the candidate is ready for the work-based assessment tasks. Two new documents have been developed:</p> <ul style="list-style-type: none"> • Assessment booklet for project 1 (set up as team activity) • Master assessment record for completion of assessment tasks. <p>Assumptions made about how to define an 'evidence gathering activity' as required in TAEASS301A:</p> <p>In the unit TAEASS301A, critical aspects of evidence require candidates to participate in 3 'evidence-gathering activities' to demonstrate competence.</p> <p>There is no definition provided in the range statement of this unit, as to what an 'evidence-gathering activity' is. Therefore...</p> <p>Validators agreed on a definition of an 'evidence gathering activity' as:</p> <p><i>'Gathering evidence using one method of assessment'</i></p> <p>Based on this definition, when conducting a full competency-based assessment, as required for TAEASS402A, 2 - 3 evidence-gathering activities should be undertaken for each assessment (e.g. observation plus questioning = two evidence-gathering activities for each assessment).</p> <p>Project 1 of the version of the assessment tasks validated addresses TAEASS401A and TAEASS402A. This project asks candidates to plan and conduct two full competency-based assessments. It can be assumed that by doing this, candidates will complete in at least 4 – 6</p>	☑

Chemène has ticked here (☑) if already completed ➤

Recommendation		Chemène's response: to do list	
		<p>evidence-gathering activities, and will therefore satisfy the critical aspects of evidence required for TAEASS301A.</p> <p>However, the critical aspects of evidence required for TAEASS301A also specify that three evidence gathering activities are undertaken with different candidates for each evidence-gathering activity. This aspect of the requirements was not addressed in the original version of the assessment tools developed. Therefore, we added a new Project 1, an 'evidence-gathering' activity to be conducted during training. By adding this activity, the critical aspects of evidence for TAEASS301A are fully addressed.</p> <p>This means that the projects included in this assessment tool are:</p> <ul style="list-style-type: none"> • Project 1—Plan assessment and participate in one evidence-gathering activity (to be conducted during training) • Project 2 (originally called project 1)—Plan, organise and conduct two competency-based assessments (one RPL and one training and assessment pathway) • Project 3 (originally called project 2)—Participate in 2 assessment validations. 	
3	<p>Third party report not friendly to the manager:</p> <ul style="list-style-type: none"> • Third party not relevant for _____ [Chemène can't read] candidate • Employability skills not clear to employer. Ask questions specific to industry. 	<p>Have revised third party report (now called Third Party reference). Employability skills removed, so no longer an issue.</p>	☑
4	<p>Do not use 'optional' word. It is in or out.</p>	<p>Have gone through the assessment tool and removed the word 'optional' where this was listed.</p>	☑
5	<p>Are there still 5 dimensions of competency?</p>	<p>No. Have adjusted question about dimensions of competency to remove reference to transfer skills.</p> <p>Will also adjust information about dimensions of competency to reflect this change to the assessment tool.</p>	☑
6	<p>Short answer questions: question 6 missing.</p>	<p>Have adjusted numbering so that question 6 is found again! 😊</p>	☑
7	<p>Correct other typos and make other small changes identified in hard copy of</p>	<p>Done. Typos repaired and other small changes made included:</p> <ul style="list-style-type: none"> • Project 1 in 'general information about this project' section: Removed wording 'assessment tool' and used only assessment 	☑

Chemène has ticked here (☑) if already completed ➤

Recommendation		Chemène's response: to do list	
	assessment tool.	instruments, as requested. I remain uncomfortable with this because the competency requirements state that candidates must plan and conduct a 'complete' assessment (meaning a complete assessment that includes 2 – 3 assessment methods). Candidates need to have the complete assessment tool (defined as all documents needed to fully assess one unit) to conduct the assessment, but they only need to have developed or modified one part (one instrument) of the tool. I want to make sure these distinctions are clear: conduct full assessment (using complete tool); develop one instrument from tool. I'm not sure this is clear enough in revised wording.	
8	Divided opinion on: <ul style="list-style-type: none"> Adding all guidance (could be too much info) 	Action taken: Guidance notes left in all assessment documents. Good for reliability. Auditors will like it. I have found that many candidates also like it too, and it gives clearer marking guides for assessors. Those RTOs that feel there is too much detail can remove, but then must actively manage how assessors mark assignments.	☑
	<ul style="list-style-type: none"> Third party— simple observation that shows behaviour. 	Done! 😊	☑

Global recommendations / changes for all assessment tools

The following changes made to the global template for all TAE40110 assessment tools. These changes were based on recommendations by one or more group of validators:

Recommendation		Chemène's response: to do list	
1	On assessment cover sheet: In 'ASSESSOR to complete' section: Terms portfolio and assessment are inconsistent. (suggestion put forward by one validation team)	Have changed phrase: 'Date assessment completed' to 'Date portfolio Review completed'	<input checked="" type="checkbox"/>
2	On Assessment Results sheet: Add phrase 'if needed' to the heading, '2 nd SUBMISSION' (suggestion put forward by one validation team)	Done.	<input checked="" type="checkbox"/>
3	Reference unit codes in titles of each project. (suggestion put forward by one validation team)	No action taken to date. Rationale: Units covered in each project are clearly listed in competency matrix, both in assessment booklet and in more detailed competency matrix document that also forms part of the tool. Happy to review this in the future. Options to consider include: 1. Don't add codes (leave project titles as they are)—this is what I have done for now 2. Add codes to titles (pros: clear identification of units; cons: will make titles bulky) 3. Incorporate a statement in the 'project overview' section, noting the units that this project contributes to, and don't change the project titles (pros: get clear link to units; cons: adds more 'words' to the project).	<input type="checkbox"/>
4	Reference templates to use for each project (suggestion put forward by two validation teams)	Have not added reference to templates in the assessment booklets, but have added reference to the templates to the: <ul style="list-style-type: none"> • General Assessment Information document for candidates and • Assessment tools: Instructions for Use document for 	<input checked="" type="checkbox"/>

Recommendation		Chemène's response: to do list	
		<p>trainers and assessors.</p> <p>Rationale for above actions:</p> <p>Pros of adding reference to templates to assessment booklet:</p> <ul style="list-style-type: none"> • Easy for candidates <p>Cons of adding reference to templates to assessment booklet:</p> <ul style="list-style-type: none"> • It may be limiting to those candidates who have workplace examples relevant to their own workplace. They may feel compelled to use the templates provided, which shouldn't be the case, they should use templates relevant to them. • I didn't want to assume that all RTOs who use the assessment tools will also purchase the other resources, including templates. If RTOs do purchase the templates, then offering them would be fine. If they don't?? 	
5	Result for this task (query raised by one validation group) 'What happens after second attempt?'	<p>No action taken at this time.</p> <p>Rationale: General assessment information document already explains that candidates may have as many repeat attempts as needed to get to 'competent' (i.e. if more than 2 attempts needed, it's okay). More than two attempts is rarely needed, so I feel the assessment results template should be as simple as possible.</p> <p>Happy to explore thoughts down the track: Should there be some note about 'if more than 2 attempts are needed please record on separate document, or would this be self-explanatory?'</p>	<input type="checkbox"/>
6	Mention reasonable adjustment options somewhere in the tool (suggestion put forward by two validation teams).	<p>Have added this information to:</p> <ul style="list-style-type: none"> • Assessment information and • Assessment Tools: Instructions for use documents. 	<input checked="" type="checkbox"/>
7	Modify 'stop and check' checklist at the end of the tool to include a summary of evidence provided.	Done 😊	<input checked="" type="checkbox"/>

end of document