

Validation Record

Part 1: General Information

Validation details	
Validation led by	Chemène Sinson (Blackwater Projects)
Validation date and times	Thursday, 13 August 2015, 6:00-8:00pm
Validation approach	Webinar
Purpose and focus of the Validation	
Purpose	Validate an assessment tool
Relevant unit/s	TAEDEL301 Provide work skill instruction TAEDEL401 Plan, organise and deliver group-based learning TAEDEL402 Plan, organise and facilitate learning in the workplace BSBCMM401 Make a presentation
Resources needed (emailed to validators prior to the validation webinar)	<ul style="list-style-type: none"> • This validation record • Copies of unit/s covered • Assessment requirements for each unit • Assessment booklet for the unit/s covered • Assessment tools: Instructions for use and marking guide
Participants	
Name	Organisation / RTO
Melanie Carter	Australian Breastfeeding Association
Jenny Mcfarlane	Keeping It Simple Solutions and Training
Ray Vidler	RTV Training
Ann Brady	Learning Lines (not an RTO) (by email)
Madeleine Hopkins	St George and Sutherland Community College (by email)
Monica Watt	Elmo Learning
Graham Thom	St George and Sutherland Community College

Part 2: Code of conduct

Participants in this validation acknowledge and agree that:

1. **Be honest, respectful and open-minded**
With me and with each other
2. **Equal 'air time'**
Allow everyone to have their say without interruption
3. **Share diverse opinions—aim for consensus, time permitting**
With these assessment tools, I'm trying to produce a 'one-size-fits-all' product that suits as many RTOs as possible and that is flexible enough for RTOs to adapt to suit their needs. Please share what you need in your RTO, and I'll do my best to accommodate this in the final product.
4. **Chemène will listen—she'll decide response to mixed feedback**
Further to above: I'll do my best to meet everyone's needs, knowing that fully meeting such diverse needs with one product is impossible. But I'll try to get as close as possible!!
5. **Copyright**
Please respect copyright of the materials and templates we'll use in the validation. I realise that your RTO may or may not end up purchasing the licence to use them. Do not distribute them to others.
6. **Confidentiality**
I will produce documented validation record for each assessment tool validated. I will distribute this record to all RTOs who purchase the TAE40115 resource suite. I may also post the record on my website (still undecided)

Unless you request otherwise, I will list you (name and RTO) as a participant on the validation record. Please let me know if you prefer that I not list you as a participant (in this case I would list you as 'anonymous' on the validation record). If I don't hear from you I'll assume you are willing for me to name you as a validation participant.
7. **Mute mic when not speaking**
Just protocol, to reduce background noise during the webinar.

Did all participants agree to these terms:

- verbally at the start of the validation meeting
- or by email beforehand?

Yes

No (details below)

Key

Throughout the rest of this document, text typed using:

- **Black** or **coloured** font—notes items discussed and validator feedback
- **Purple** font—notes Chemène's response to feedback and conclusions drawn about that feedback.

Part 3: General questions about this particular assessment tool

Question	Yes	No	Comments
<p>1 Should we keep all introductory information in the assessment booklet?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> 1. Yes. I have found, though, without serious prompting my students don't read it. 2. Needs to be clear and concise. It also needs to explain the requirements of the training package. 3. Because this is the TAE training course I think it is critical learners be aware of the need for this information – best practice! 4. More than one document just causes confusion for people. <p>Webinar comments Most people say keep.</p> <p>Outcomes (based on this validation and on feedback received by validators of other tools) Chemène to keep existing information and edit to ensure as concise as possible. Will also all 'welcome' info as per comment from one validator (see this record, Part 4, item 11, bullet 2)</p>
<p>2 Should we keep assessment guide as part of the main booklet or present as a stand-alone document?</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> 1. Yes—Less documents to lose if it's kept in one document. 2. No—Standalone document 3. Yes—Too many different documents gets confusing – it being included ensures everyone has received and is able to access the information 4. Yes: Ditto (comment 4 above) <p>Webinar comments</p> <ul style="list-style-type: none"> • Too many different documents gets confusing – it being included ensures everyone has received and is able to access the information • Yes—I believe we would separate them within the RTO though, so participants don't think assessment is really big • less docs are easy • One suggestion to separate: smaller is better. <p>Another suggestion— Place the guide for each task immediately after the task itself—webinar discussion:</p> <ul style="list-style-type: none"> • 3 people saying the guide could go right after the task. • One person saying it's not a good idea • Thought that the unit is easier to map if we have the guide right after the instructions. We are training them to be

Question	Yes	No	Comments
			<p>assessors, so they must understand why the instructions must be what they are.</p> <ul style="list-style-type: none"> This is a qualification that we're training people to be trainers and assessors and we're modelling best practice of them understanding that these instructions are important, they need to know why they're there, they need to understand what the steps and processes are, and they're learning to put assessments together in a considered an thoughtful way. It's an important aspect. We put books together. They get confused by too many bits of paper. I think we could use this information as a final check before they submit and confirmation / clarification of their work I've found people get lost when they are hit with several docs I've found people like to start at page one and continue without going to other docs <p>Outcomes (based on this validation and on feedback received by validators of other tools)</p> <p>Chemène will:</p> <ul style="list-style-type: none"> Keep the Assessment Guide as part of the assessment booklet (everything in one document) Move guidance information about the Short Answer Questions from the Assessment Guide to the Questioning instrument. Keep guidance info about the Projects/Tasks in the Assessment Guide. RTOs may choose whether to keep the Guide as part of the same assessment booklet, or make a stand-alone document.
3	<p>From participant manuals: Should we remove blank templates from appendices to reduce bulk?</p>	<input checked="" type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> No: I find these useful to have during training. Students will write on them in class it's a memory aid for assessments. Yes—Provide them as separate documents that they can populate (CS comment: we already do this in the 'templates' document) No—Very useful when delivering and you want to demonstrate stuff! Yes (no comment). <p>Webinar comments No keep them: x 4</p> <p>Outcomes (based on this validation and on feedback received by validators of other tools)</p>

Question	Yes	No	Comments
			Feedback on this has been mixed across all four validations. For now Chemène will keep them as part of the manual. We may revisit this in the future.
4	<p>From templates: Should we remove non-essential templates (e.g. client consultation plan in DES)</p>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/></p> <p>Email comments</p> <ol style="list-style-type: none"> 1. Yes: If it's non-essential – in that it won't be used, then take it out 2. No: Advise that they are not an assessment task and can be used as an example 3. No: Provides ideas and discussion for other situations – teaching range of skills 4. Yes (no comment). <p>Webinar comments</p> <ul style="list-style-type: none"> • No Provides ideas and discussion for other situations – teaching range of skills • Four people said 'no'. <p>Outcomes (based on this validation and on feedback received by validators of other tools)</p> <p>Chemène will:</p> <p>Remove some of the DES templates that are not used, but will retain templates in all other modules.</p>
5	<p>Change term 'project' to 'task' Should I change the term 'project' to Task (e.g. Task 1, not Project 1?)</p>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/></p> <p>Email comments</p> <ol style="list-style-type: none"> 1. Yes: I like the term 'task' 2. Yes: Simplifies the term, but be consistent in the term, and what needs to be submitted. 3. YES!!!! These terms get very very confusing! 4. Yes (no comment). <p>Webinar comments</p> <ul style="list-style-type: none"> • One person wants project • Five people ask for tasks • Provides ideas and discussion for other situations – teaching range of skills <p>Outcomes (based on this validation and on feedback received by validators of other tools)</p> <p>Chemène will replace term 'project' with 'task'. TBC: Will short answer questions be Task 1, or will short answer questions not have a task number allocated to them, meaning that Task 1 will be the current Project 1?</p>
6	<p>DEL Task/Project 1 'handout' Change name of Task</p>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/></p> <p>Email comments</p> <ol style="list-style-type: none"> 1. Yes, although change it to 'Assessment Task 1'. Then "Assessment Task 2" and so on.

Question	Yes	No	Comments
<p>1 assessment booklet to Task 1 handout. This way only one assessment booklet per module—reduces confusion. Thoughts?</p>			<p>2. Anything to stop the confusion helps to reduce the questions we get asked. One document would be better, with strong links to assessment name and assessment task title.</p> <p>3. Go further than this – why is it a separate document? Why is it a ‘handout’ – our learners get very confused</p> <p>4. Yes (no comment).</p> <p>Webinar comments</p> <ul style="list-style-type: none"> • Discussion about number of documents that make up the assessment tool—some preference for everything in one document. • If it’s called a <u>handout</u> it may not be treated as an assessment document. Response from Chemène: Good point; I was concerned about this also. I have been trialling this and there has been no issue. In the new 2015 templates all ‘assessment’ documents (including the assessment booklet and the handouts to support assessment) have a red square on the front cover that has clearly written on the inside: ASSESSMENT DOCUMENT. I think this has helped with confusion. <p>Outcomes (based on this validation and on feedback received by validators of other tools)</p> <p>Chemène will:</p> <ul style="list-style-type: none"> • Change the name of all documents that support the assessment to ‘handouts’ rather than keep term, ‘assessment booklet’ • For the Delivering Training assessment, look at the possibility of moving all tasks and instructions for the Delivering Training module into one document. If not possible, we’ll make sure cross referencing is SOLID and terms are used consistently. • Make sure that any changes I make are consistent across clusters.
<p>7 Should we keep master record of assessment results for assessments completed during training? Do people use this?</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> 1. No: I don’t use it. I have my own ‘mapping’ for assessments. However, SGSCC (Graham) may have a different view. I will bow to his say so! 2. No: We do not use this. 3. Not sure – have used at times – not at other times 4. No: I’m guessing that most RTOs will have a results process in place and that this part may not be needed. <p>Webinar comments</p> <p>Most respondents stated that they do not use this document.</p>

Question	Yes	No	Comments
			<p>Outcomes (based on this validation and on feedback received by validators of other tools)</p> <p>Chemène will remove this document from the TAE40115 suite of materials.</p>
8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> 1. Yes: It does say 'presentations' rather than presentation. However in the absence of a clear guideline, I'm going with one!! Doesn't say timing either! 2. No: It's contradictory in that it says presentations and then has the note for where not specified it is one. I think we need to use it from another, it does not mean PPT as many seem to think, and it is about presentation of information. 3. It would seem so – only in the knowledge evidence does it seem to indicate plural or multiple presentations 4. Yes (no comment) <p>Webinar comments</p> <ul style="list-style-type: none"> • 2 would be safe - especially for RPL • 8. I believe it does say one but my feeling is that if we are training them as presenters I don't believe one is enough • Use one of the others, and have two • I agree with that as well - and with writing units of competency at this time it does mean what it says - that you have to specifically state what the amount is that is required <p>Outcomes</p> <ol style="list-style-type: none"> 1. With current assessment strategy this tool captures evidence of 3 presentations (in the 3 group sessions to be delivered). Therefore, we are already meeting and exceeding evidence requirements for BSBCMM401 2. Chemène to modify instructions for group delivery tasks to include explicit reference to BSBCMM401 (see validator email comment noted in this record: Part 4, Item 2) 3. Validators agreed that: <ul style="list-style-type: none"> • wording of BSBCMM401 performance requirements is unclear <ul style="list-style-type: none"> – one could interpret the performance requirements to mean that that only one presentation is required to determine competence – use of the term "presentations" (plural) in the PE suggests that evidence of more than one presentation delivery <i>should</i> be captured. • Validators agree that 'best practice' assessment should require delivery of at least 2 presentations.

Question		Yes	No	Comments
9	Will the assessment strategy produce sufficient evidence?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> 1. Yes (no comments) 2. Yes it will in total. Clustering minimise the workload, but what if it needs to be individual units completed. The mapping needs to identify how it can be pulled apart. 3. On review there is sufficient evidence generated to be able to make a decision on competence 4. Yes <p>Webinar comments</p> <p>Participant 1</p> <p>One participant described concern expressed by an auditor that they were not assessing unit-by-unit. They re-wrote all the assessments to break into separate tasks. They believe the assessment should be clustered but we must be mindful of meeting minimum requirements.</p> <p>Our consultant did argue what would happen if a student left mid cluster what then would we give them as far as SOA is concerned.</p> <p>Participant 2</p> <p>Another participant said they are due for re-registration. They were involved in writing the current standards and are heavily connected to the current ministers. They were very impressed with resources. No non-compliance with any TAE materials whatsoever.</p> <p>The mapping needs to demonstrate how it can be pulled apart should it need to be.</p> <p>General consensus from webinar</p> <p>Yes</p> <p>Outcomes</p> <p>Chemène will retain the current assessment strategy for this cluster—i.e.</p> <ul style="list-style-type: none"> • Task 1 – Short answer questions • Task 2 – Plan, organise and deliver one x 30 minute group session • Task 3 – Plan, organise and deliver two x 40 minute, consecutive group sessions • Task 4 – Plan, organise and facilitate 1:1 learning in the workplace (on two occasions).
10	Any significant changes to accommodate TAEDEL401 requirement for 8 people?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> 1. No: It looked comprehensive 2. No 3. Could not identify any 4. No, just a nightmare for everyone involved.

Question	Yes	No	Comments
			<p>Webinar comments</p> <ul style="list-style-type: none"> • No more changes to accommodate changes to this unit. • Validators agreed that this will pose logistical challenges for RTO providers and for candidates. <p>Outcomes</p> <p>No other changes will be made to this tool, to accommodate new requirement for 8 in a learner group.</p>
11	Other general comments you want to make?		<p>Email comments</p> <ol style="list-style-type: none"> 1. I acknowledge the huge amount of work you have put into these documents, Chemene 2. Must be auditable documents that achieve consistent outcomes from candidates. It needs clear instructions and expected outcomes that does not. Needs a word count as in my last audit they required word counts. Clustering is preferred for ease of assessment and over assessing however, units should also be offered separately to cater to for learners coming in with SOAs for some units. Alternative they should be able to be pulled apart to be individual or Skill Sets i.e. Assessor SS TAEASS401/2/3 Trainer Assessor the above plus TAEDEL301 <p>Webinar comments</p> <ul style="list-style-type: none"> • Generally the new units say that the competency has to be shown over time—generally happy that the assessment demonstrates skills over time (no changes) • How will the foundation skills requirements be auditable? <ul style="list-style-type: none"> – We should add foundation skills to the competency map – Chemene agrees and knows it's a good idea. <p>Outcomes—these apply to assessment tools for all clusters</p> <p>Chemène will:</p> <ul style="list-style-type: none"> • Amend competency matrices for all modules to include map to Foundation Skills. • Review all assessment tools after completing the mapping exercise for all units and possibly identify minor changes to assessment tasks to ensure that all foundation skills are met • Ensure that mapping documents make the alignment of tasks to each unit clear and explicit enough for RTOs to be able to isolate assessment tasks for individual units, if needed • Review instructions for responses to questions (including short answer questions and questions about practical tasks completed) to ensure information is given about required word count, and that these word counts are consistent across all clusters.

Part 4: Validation Checklist

Validation Criteria				
Does/is the assessment tool:	Yes	No	Comments	
VALIDITY				
1	Clearly identify units assessed by code and title	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> Yes: On the front of the document. Inside, though, does it need to be clearer? –e.g. on page 4 of ‘Task 1 Handout’ could it state: Delivering Training: Task 1 (UOC TAEDEL401) Plan, organise and deliver a 30-minute training session for a group Typo with unit code on front cover of assessment booklet—Chemène response: Doh! Good pick up! I have already changed TAEDEL403A to TAEDEL402 Noted that Task 1 handout lists only 3 units as being covered—Chemène response: this is correct, because this task captures evidence of these 3 units, only No: Does not show what projects/tasks relate to which unit, or how they relate to the specific unit. <p>Outcome</p> <p>Upon reflection Chemène proposes to make no changes to now units are referenced in each individual task. Rationale:</p> <ul style="list-style-type: none"> Competency matrix at front of assessment booklet clearly maps each task to the units, so listing this information again is repetitive I’m trying to reduce ‘bulk’ of the assessment tasks: original versions of the practical tasks listed the units relevant to each task. It was just bulky and was removed in subsequent versions of the tools, in response to client feedback. I believe the RTO needs this information, not the candidate. I already product a “About these resources” handout that includes a competency map showing all tasks and which units they align to. Perhaps we just need to make this map more visible. I wonder how many people at RTO level know that this is part of the product suite?
2	Address all aspects of the competency standard/s assessed:			<p>All comments below were picked up by validators who emailed comments. In webinar we discussed broadly that the assessment tools have met audit requirements on numerous occasions—we did not map specific items.</p> <p>General comments about unit coverage gathered by email:</p> <ol style="list-style-type: none"> Yes: (all parts of the unit and assessment requirements) Yes: Uses a range of tasks to demonstrate these

Validation Criteria			
Does/is the assessment tool:	Yes	No	Comments
<ul style="list-style-type: none"> Elements and performance criteria 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>3. BSBCMM401. There are no specific points in the evidence guide which refer to the presentation. Suggest tweaking evidence requirements to make reference to the planning, delivery and review of the presentation in either DEL Project 1 or DEL Project 3.</p> <p>4. Q: Is the delivery of the program flexible or is it designed to be delivered sequentially i.e. Design, Deliver, Assess. If it's flexible or can be delivered independently of the other units suggest you add that a TNA must be done. Okay: Answer from Chemène: yes, they are intended as independent assessments.</p> <p>5. Same for TAEDEL402.</p> <p>Specific email comments:</p> <p>1. TAEDEL401 4.2 Using diversity is not demonstrated or captured</p> <p>2. TAEDEL301, E1 – could ask learners to conduct a short TNA so that they can demonstrate that they have gathered info about their learners.</p>
<ul style="list-style-type: none"> Foundation Skills to the level described in the unit 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1. TAEDEL401 Foundation skills: Interacts with others, nothing to capture collaborates with others, and consultation and negotiation with others</p>
<ul style="list-style-type: none"> Performance evidence 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1. TAEDEL401 No evidence of access an using resources or support personnel</p> <p>2. TAEDEL401_AR Performance evidence – suggest they should submit the evidence of conducting TNA (in the design part) and briefly explain how it informed the planning process.</p>
<ul style="list-style-type: none"> Knowledge evidence 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Knowledge of policies and procedures relevant to the learning environment (query from Chemene: so not covered?)</p>
<ul style="list-style-type: none"> Conditions for assessment 	<input type="checkbox"/>	<input type="checkbox"/>	<p>Outcome</p> <p>Chemène will:</p> <p>1. Map current assessment tasks to the units</p> <p>2. Review observation checklists for all tasks—checklists may contain criteria relevant to points made above</p> <p>3. Identify gaps (and pay particular attention to the items noted above—all good points!) and adjust assessment tools (and observation checklists) to ensure all aspects of the units and their assessment requirements are met.</p>
<p>3 Include realistic work tasks that are relevant to the unit/s assessed</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email comments</p> <p>1. Yes: particularly if videoed in the workplace.</p>

Validation Criteria			
Does/is the assessment tool:	Yes	No	Comments
			2. Yes 3. Yes 4. Like the mix of in-class observation and workplace application. Outcome No changes will be made in this regard.
4 Reflect realistic work conditions and requirements (dimensions of competence): <ul style="list-style-type: none"> • Task skills • Task management skills • Contingency management skills • Job / role environment skills 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Email comments 1. Yes: (all dimensions) 2. Yes 3. Yes 4. Yes Email: Not sure if any of the tasks reflect what to do if what they have planned doesn't work Outcome Upon reflection, Chemène thinks contingency management skills are covered by questions: 1: Question about learning styles and how we adapt training to suit different styles (perhaps I could emphasise this more in the revised question) 3: Question about WHS including emergency evacuation procedures 4: Question about inclusivity and how it's practiced (not strong alignment to contingency mgt skills) 8: Questions about how candidates respond to learners having trouble and to bad behaviour (direct connection to contingency management skills) Next steps: <ul style="list-style-type: none"> • Chemène will review Question 11 and perhaps discuss technology-based aids and what they could do if something goes wrong (i.e. enhance question 11). • Chemène will review the observation checklists for practical delivery tasks and perhaps add criterion to allow observer to capture evidence of managing when things don't go as planned—e.g. with time management, technology fails, a student struggles more than expected, or students do better than expected, etc.
5 Reflect the Rules of Evidence:			Email comments 1. Yes

Validation Criteria			
Does/is the assessment tool:	Yes	No	Comments
<ul style="list-style-type: none"> • Valid • Sufficient • Current • Authentic 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>2. Consider that the bare minimum is not always the best.</p> <p>3. See comments in step 2 above (this respondent identified some gaps)</p> <p>Outcome Changes described above should address validity and sufficiency issues identified.</p>
<p>6 Pitched at the correct AQF level</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email comments</p> <p>1. Yes</p> <p>2. Yes</p> <p>Webinar comments</p> <ul style="list-style-type: none"> • Validators noted some inconsistency in instructions for required length of responses. Chemène to go over everything and ensure a consistent approach that is also consistent with other modules. Look specifically at questions in projects/tasks. • One validator commented: That is a hard question - it can help but there are times where they think they are wrong if they do write that amount and just write twaddle to fill the amount. Chemène response to this comment: I agree! It takes longer to write (craft) a succinct response that says the same thing as someone who waffles on for pages and pages. I'd rather read something short and good! <p>Outcome Chemène will review instructions for all responses to questions (short answer questions and questions asked about practical tasks) and will try to ensure word count is suggested but assessors may use discretion when well-worded, succinct responses are given.</p>
<p>7 Free of unnecessary assessment tasks</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email comments</p> <p>1. Yes: There's an awful lot for the candidate to cover. I think to achieve this your assessment documentation needs to be this rigorous.</p> <p>2. Yes</p> <p>3. Yes</p> <p>4. See comment in point 11 below</p> <p>Outcome Chemène will review comments in point 11.</p>

FLEXIBILITY AND FAIRNESS

Validation Criteria				
Does/is the assessment tool:	Yes	No	Comments	
8	Offer a reasonable range of flexible options for how candidates complete and submit assessment tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> Response: Yes and I liked the FAQ part of the document. Yes Consider options other than video of session – what if TAE assessor is able to directly observe? <p>Webinar comments</p> <p>Consider options other than video of session – what if TAE assessor is able to directly observe (ref Project 2 and Project 3)</p> <p>Outcome</p> <p>Chemène will review instructions and options currently listed for the video evidence, and make sure the option of the RTO's TAE trainer/assessor directly observing candidates is listed.</p>
9	Include information about available support and guidance if needed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> Yes: As above. Yes Yes Yes
RELIABILITY				
10	<p>Clear and easy to read:</p> <ul style="list-style-type: none"> Structure and layout is logical and easy-to-follow Plain English 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> Yes Yes: be consistent in terminology No: Find the 2 parts of the assessment confusing for learners and terms also confusing – project/tasks etc – what is problem with putting in one booklet? Yes. <p>All email comments and validators agreed that assessment tasks were worded in plain English.</p> <p>Nonetheless, validators shared the following suggestions to make instructions even MORE plain English:</p> <p>Email comments</p> <p>Mostly, although all my learners have, in the past, said they had a hard time interpreting some of the questions. Example from question 3C page 19 of the assessment booklet:</p> <p>It's critical to ensure that workplace learning is safe for everyone involved in or affected by the learning, and causes</p>

Validation Criteria			
Does/is the assessment tool:	Yes	No	Comments
			<p>little or no disruption to workplace routines or productivity. Describe the extent to which you feel you achieved this. Explain your answer.</p> <p>The bit I have highlighted in blue may be better written as. Explain how you achieved this.</p> <p>Chemène response: Sounds much clearer to me. I will do this.</p> <p>Another suggestion—telephone feedback from another validator the morning of the webinar: Question 1 is multi-barrelled. Should ask one question at a time. Current wording: Summarise your understanding of the following and discuss how you use this knowledge to plan and deliver effective training:</p> <ol style="list-style-type: none"> a. Adult learning principles b. Adult learning styles—e.g. <ul style="list-style-type: none"> • visual/auditory/kinaesthetic • theorist/pragmatist/reflector/activist learning styles. <p>Maybe break up into smaller parts as follows:</p> <ol style="list-style-type: none"> a. List and explain at least 5 adult learning principles b. Describe how you can use your knowledge of adult learning principles to deliver effective training c. List and explain at least 3 adult learning styles d. Describe how you can use your understanding of adult learning styles to deliver effective training. <p>Thoughts: keep it!</p> <p>Another suggestion from a validator of LLN—came in after LLN validation: Should we define terms used in the questions, somewhere? E.g. (below are Chemène's ideas based on this person's suggestion):</p> <ul style="list-style-type: none"> • List means—itemise (bulleted or numbered list is fine) • Describe means—describe in detail and event or concept. • Explain means—describe in a way that helps the reader learn or understand the subject matter • Summarise means—explain the most important elements or concepts that underpin the subject matter. <p>Consensus: Unanimous 'yes' from all webinar participants. They all made comments like, 'brilliant'.</p>

Validation Criteria				
Does/is the assessment tool:	Yes	No	Comments	
			<p>More questions that arose from above discussion in webinar:</p> <ol style="list-style-type: none"> 1. Where should this glossary list go? In Assessment Guide, beside the requirements for satisfactory completion of the assessment questions? 2. One validator (another validation) said that she wanted the detailed instructions for questions with the questions, not in the assessment guide at the bac of the book. So the guide would only cover the practical tasks. Thoughts? <p>Webinar comments</p> <ul style="list-style-type: none"> • Yes move instructions and glossary from Assessment Guide to front of questions: 3 voted for this • Not sure: 2 voted for this <p>Outcomes to this discussion Chemène will:</p> <ul style="list-style-type: none"> • Change question about 1:1 workplace training task (question about how safe workplace learning is achieved) as suggested above • Change Short answer question 1 as suggested above • Add glossary of terms to instructions and requirement for short answer questions • Set up draft of this page and send to validators, and seek feedback about where this information should go in the assessment booklet: <ul style="list-style-type: none"> – With the questions as part of the questioning instrument, or – In the assessment guide? 	
11	<p>Include clear and complete:</p> <ul style="list-style-type: none"> • instructions for assessors 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email comments</p> <ol style="list-style-type: none"> 1. Yes: I found them clear. 2. Yes 3. Yes 4. No (to both parts of this question) <ul style="list-style-type: none"> • Page 7 of the Assessment Booklet. There is an asterisk – I couldn't find the corresponding info – might just be me. <p>I wasn't sure whether my 2 consecutive sessions could be conducted as part of my workplace learning task. (I think not, but I was a little confused). I'm understanding there are 5 tasks:</p> <ul style="list-style-type: none"> – 30 minute group training

Validation Criteria			
Does/is the assessment tool:	Yes	No	Comments
<ul style="list-style-type: none"> instructions for candidates 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> – 2 consecutive 40 min sessions – 2 workplace individual learning – 1 short answer questions. <p>If this is correct suggest remove OR and * from page 7.</p> <ul style="list-style-type: none"> • BSBCMM401 - There are no instructions about the presentation, how long, what constitutes a presentation vs a discussion, etc. <p>Email comments</p> <ol style="list-style-type: none"> 1. Yes: My learners have been overwhelmed by the amount of instructions. Even though as a trainer/assessor I go through the assessment tasks, when they return home they need a reminder. Perhaps a 'welcome' note at the beginning of the assessment booklet. It might state something like: "Welcome to your assessment tasks. It is very important that you read through each task before you tackle it. That way you will not miss anything. Remember to contact your trainer/assessor if you need clarification." <p>Chemène response: I like this. If we all like it I would add it to the introductory information of the assessment booklet for all modules.</p> 2. Yes 3. First handout booklet and what to do with it gets confusing – also the assessment guide at the back seems to be a problem for some – not for others 4. See comments from this validator with 'instructions for assessors' <p>Outcome Chemène will:</p> <ul style="list-style-type: none"> • Add 'welcome' statement to general instructions at front of booklet • Review information provided in the competency map (in the assessment information at front of booklet) and see how I can clarify the asterisk-based info—FYI the idea here is to show how the tasks align to the different units. If someone wants to do only TAEDEL301 the point is made that EITHER the 2 group delivery sessions OR the 2 1:1 workplace learning activities are sufficient... they don't need to do both. I may just add a footnote to clarify this. • Modify instructions for the two group-delivery tasks to make explicit reference to the need to include a presentation component in the session.

Validation Criteria				
Does/is the assessment tool:		Yes	No	Comments
12	Clearly identify version control	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All respondents (email and webinar) agreed, yes
13	Enable easy administration: <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 – comments about quality of evidence gathered – assessment results 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Email comments Response: yes from all (no comments)
	<ul style="list-style-type: none"> • Can the above easily be located in the assessment documentation? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Email comments <ol style="list-style-type: none"> 1. Yes—I had no trouble locating 2. Yes 3. Yes 4. Yes

Part 5: Validation outcomes

Summary of feedback and recommendations

Global changes: changes to be made to the learning & assessment materials for all four clusters

Based on feedback from all four validations of the TAE40115 clusters

- **All materials**
 - Re-name reference to TAE 'modules' to TAE 'clusters' (feedback from DES validation)
 - Ensure absolute consistency in terms between all document (learning and assessment materials)
- **Participant manuals**
 - Keep blank templates in all participant manuals—allow RTOs to choose whether to keep or delete.
 - Remove reference to the blank templates throughout the manual, so that if participants delete them, referencing won't start reading: "Error: bookmark not defined"
- **Templates**
 - Designing Learning cluster—Remove un-essential templates from the templates document and from the Appendix of the participant manual
 - All other clusters—Retain all templates, as participants must choose which templates best suit their workplace-based training delivery and assessment activities.
- **Competency matrices for each assessment tool**
 - Add Foundation Skills to the competency map, meaning that the competency matrix will map the assessment to: Elements, performance criteria, foundation skills, performance evidence, knowledge evidence, and selected assessment conditions.
 - Review all assessment tools in light of the new maps created, and revise assessment tools to ensure all aspects of the units and their assessment requirements are transparently met.
- **Assessment booklet and supporting document (e.g. current Project 1 Assessment booklets)**
 - **Replace term project with 'task'.**
 - **TBC: How will Short Answer Questions fit into new 'task' naming system?** Options are below. Chemène would appreciate thoughts, otherwise she'll make an executive decision:
 - Option 1—Short answer questions become Task 1, and all practical tasks become Task 2 onwards
 - Option 2—Keep name, Short Answer Questions, then keep term, Task 1, Task 2 etc for practical tasks (as it is with the projects, now)
 - (ASS and DEL clusters) Change title of the Project 1 Assessment Booklet to **Task 1 Handout**
 - To **Assessment Cover Sheet**: add space for the student to note their USI number
 - To **about this assessment and instructions for candidates**: Add 'welcome' paragraph with reminder of how important it is to read all information about each assessment task—goal is to make info less 'scary' and get them to read it!
 - Keep **Assessment Guide** at back of assessment booklet, where it currently is
 - To **Assessment Guide for short answer questions**, add a glossary of terms to clarify what students must do when asked to, list, describe, explain, or summarise.
 - **TBC: Move Assessment Guide for short answer questions to be placed with the questions themselves** (i.e. move this info out of the assessment guide).

- **Discontinue use of the master record of assessment results template** for assessments completed during training. Remove this document from the suite of TAE40115 materials (DEL and ASS clusters).
- **Review instructions for written responses relating to projects (Tasks):**
 - Ensure that a word count is listed for all
 - Ensure that assessor instructions invite assessors to use their discretion when reviewing responses (in light of the fact that it takes more skill to write a concise yet complete answer than it does to write a longer and complete answer).

Summary of outcomes and recommendations to assessment tasks for this cluster (Delivering Training)

Outcomes—summary

Validators agreed that the current assessment strategy—generally speaking—produces sufficient evidence for the units included in this cluster.

Suggestions for continuous improvement

Validators identified some suggestions to address minor gaps and user-friendliness of this assessment tool. These are:

- Consider options for incorporating materials relevant to the current Project 1 Assessment Booklet (now the Task 1 Handout) into the main assessment booklet
- Add stronger reference to BSBCMM401 to instructions and observation criteria for the two group training tasks
- In relation to the following comments, Chemène will first map the current assessment task to all parts of the units and their assessment requirements, then review each suggestion below. If there is, indeed, a gap, she will enhance the assessment to more strongly address these items:
 - TAEDEL401 4.2 Using diversity is not demonstrated or captured
 - TAEDEL301, E1 - could ask learners to conduct a short TNA so that they can demonstrate that they have gathered info about their learners.
 - TAEDEL401 Foundation skills: Interacts with others, nothing to capture collaborates with others, and consultation and negotiation with others
 - TAEDEL401 No evidence of access an using resources or support personnel
 - TAEDEL401_AR Performance evidence - suggest they should submit the evidence of conducting TNA (in the design part) and briefly explain how it informed the planning process.
 - Knowledge of policies and procedures relevant to the learning environment (Chemène comment: assume this relates to TAEDEL401 or TAEDEL402—will check after mapping)
- Check coverage of contingency management skills:
 - Review all short answer questions and see if a stronger link can be made to the dimensions of competency (see detailed comments in this record, Part 3, item 4)
 - Review observation checklists for practical tasks and make sure criteria includes ability to manage unexpected occurrences.
- Provide information about options to video evidence for the two assessment tasks that require video evidence.
- Make all changes described in Part 3, item 10 of this Validation Record (re plain English instructions)

<ul style="list-style-type: none"> Review competency matrix shown in the competency map in the About this Assessment section. Explore ways to remove asterisk relating to options for how TAEDEL301 could be addressed, so that the information is more clear. 			
Recommended Actions			
Action required		By whom?	By when?
1	Finalise this report	Chemène	Within 10 days
2	Prepare next draft and email to validators for optional review	Chemène	ASAP
3	Finalise assessment tool and make available to clients	Chemène	ASAP
Signatures of validators			
Did all participants agree—either verbally or by reply email—that this report represents an accurate reflection of discussions and their outcomes?		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (details below)

end of template