

Validation Record

Part 1: General Information

Validation details	
Validation led by	Chemène Sinson (Blackwater Projects)
Validation date and times	06 August 2015, 1:30 – 3:30pm
Validation approach	Webinar
Purpose and focus of the Validation	
Purpose	Validate an assessment tool
Relevant unit/s	TAEDES401 Design and develop learning programs TAEDES402 Use training packages and accredited courses to meet client needs
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
Moya Hancock	CQ University
Pamela Halnon	Australian Breastfeeding Association
Lisa Bale	North Coast TAFE (NSW)
Beverley Doyle	Brush Farm Corrective Services Academy
Allison Miller	Vanguard Visions
Helen Magnussen	CQ University

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)

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>	☑	☐	<ul style="list-style-type: none"> ● The information is relevant and informative, unless there is a valid reason to remove it I would prefer it to stay—contents page. ● Also stay ● Relevant but still spread over too many pages. Seems to be a lot of pages. ● Felt that it was quite clear. There really isn't anything that anyone couldn't work out what to do by looking at it, but perhaps spread out a bit, but also allows people to know exactly what it is and what they have to do. <p>Chemene to review introductory stuff again and consider condensing / simplifying even more.</p>
<p>2 Should we keep assessment guide as part of the main booklet or present as a stand-alone document?</p>	☑	☑	<ul style="list-style-type: none"> ● The more documents there are the more daunting it can look to participants. I think this is an appropriate place for it to be located. ● Keep assessment guide. It should stay in this document. Suggestion: have guide for each project right after the project. ● Project then the guide straight after. TAE candidates get overwhelmed and stuck: then after explained everything, THEN go to the project. <p>Mixed feedback: Chemène to take this on board and add to feedback given at other validations, then make a decision from there.</p>
<p>3 From participant manuals: Should we remove blank templates from appendices to reduce bulk?</p>	☑	☑	<ul style="list-style-type: none"> ● Historically we have found these to be useful for participants—2 people thought this ● Remove the templates but if we had the examples at the back—remove the examples from where they are currently, and go to Appendix for worked examples—two people suggested. <p>50:50 Chemene to take this on board...</p>

Question		Yes	No	Comments
4	From templates: Should we remove non-essential templates (e.g. client consultation plan in DES)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> One person: If it's non-essential then why would there be a need to keep it, unless there is a valid reason for including it then I would say remove them. Two people: Agree with removing non-essential (x2) One person: Keep them all but clarify what is required for assessment and what isn't (x2) <p>50:50 Chemene to take this on board...</p>
5	Change term 'project' to 'task' Should I change the term 'project' (e.g. Project 1) to Task (e.g. Task 1?)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> I think this is just a case of semantics, I would be happy for it to be either, not sure why there needs to be a change. Doesn't matter: preference is task Happy to stick with project Doesn't matter <p>Keep project—but will consult with other validators</p>
6	Should I change DES Project 1 to require 1 unit, not 2?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>I would want to know the rationale behind the change before agreeing: happy to keep the 2 units.</p> <p>Don't mind having the extra unit in there because we use that and it follows nicely.</p> <p>Project 1 can be just one unit and Project 2 can be a unit or some other bench mark - this will also meet requirements of the DES units.</p> <p>Two units covers it completely with the other question, but probably agree that it's overkill.</p> <ul style="list-style-type: none"> One unit: x 3 Two units: x1 <p>Going with one unit</p>
7	Can we remove or streamline any short answer questions? – e.g. Q11 about the parts of a unit?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>I don't see any reason to make changes however I would be happy to hear reasons for change if others thought they were necessary</p> <p>Question 11 can go – 1</p> <p>Question 11 stays – 1, 1</p> <p>Ambivalent.</p>

Question	Yes	No	Comments
8			<p data-bbox="268 275 571 309">Other general comments?</p> <ul style="list-style-type: none"> <li data-bbox="699 286 1337 320">• I believe this assessment tool is clear and user friendly <li data-bbox="699 342 866 376">• Fine with it <li data-bbox="699 398 1345 510">• Assessment cover sheet: is there a way of putting space to add a USI number? All validators agreed this was a good idea <li data-bbox="699 533 1353 689">• Change C/NYC to Competency achieved and competency not achieved—most validators still use C/NYC rather than CA and NC; no changes made in this regard <li data-bbox="699 712 1361 958">• Change module to cluster on assessment results page: <ul style="list-style-type: none"> <li data-bbox="746 768 906 801">• Indifferent <li data-bbox="746 824 834 857">• Yes <li data-bbox="746 880 834 913">• Yes <li data-bbox="746 936 834 969">• yes <p data-bbox="699 969 1337 1003">Chemène will try to add USI to assessment cover sheet</p> <p data-bbox="699 1014 1393 1126">Chemène will ask question about module vs cluster in other validations and change all materials to suit if other validators agree.</p>

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 checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Address all aspects of the competency standard/s assessed: <ul style="list-style-type: none"> • Elements and performance criteria • Foundation Skills to the level described in the unit • Performance evidence • Knowledge evidence • Conditions for assessment 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Include realistic work tasks that are relevant to the unit/s assessed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Perhaps add to Instructions for Use a section about qualifications needed to train/assess TAE units.
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 type="checkbox"/>	
5	Reflect the Rules of Evidence: <ul style="list-style-type: none"> • Valid • Sufficient • Current • Authentic 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Pitched at the correct AQF level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Free of unnecessary assessment tasks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Will make DES Project 1 require a learning program based on one unit (not two)

Validation Criteria				
Does/is the assessment tool:		Yes	No	Comments
FLEXIBILITY AND FAIRNESS				
8	Offer a reasonable range of flexible options for how candidates complete and submit assessment tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Include information about available support and guidance if needed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
RELIABILITY				
10	Clear and easy to read: <ul style="list-style-type: none"> • Structure and layout is logical and easy-to-follow • Plain English 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Include clear and complete: <ul style="list-style-type: none"> • instructions for assessors • instructions for candidates 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	'Yes' response came from 2 validators who had read the instructions use and marking guide draft Some validators said they'd send detailed comments later. These comments to be integrated with comments arising from other validations.
12	Clearly identify version control	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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"/>	Suggestion to add USI information to assessment cover sheet.

Validation Criteria			
Does/is the assessment tool:	Yes	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"/>	<p>Preference for assessment results and cover sheet at the front as per new template.</p> <p>Put table of contents at very front after cover and copyright info – 1 person</p> <p>Keep assessment results and cover at front – 1 person</p> <p>Chemène to tentatively place TOC at front before assessment cover sheet and results. Will ask same question at other validations.</p>

Part 5: Validation outcomes

Summary of feedback and recommendations			
<p>Pre-webinar comments from one validator: I found the tools used for this assessment to be user friendly and comprehensive, both from the point of view of the participant and also the assessor.</p> <p>Summary of recommendations:</p> <ul style="list-style-type: none"> ● DES Project 1: Move to one unit required for this project (not two) ● No other content changes ● Some changes requested to assessment booklet master template (all changes below to be presented for consideration at other validation sessions, as any changes made will affect the global assessment template): <ul style="list-style-type: none"> – Add USI info to cover sheet – Assessment result sheet: change word 'module' to 'cluster' – Move TOC to front after copyright info page – Learning materials—explore possibilities with use of worked templates vs blank ones at the end of the manual. Ask at subsequent validations – Explore opportunities to reduce info / pages needed to explain how assessment works at start of assessment booklet. 			
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