

# Validation Record

## Part 1: General Information

Validation details		
Validation led by	Chemène Sinson (Blackwater Projects)	
Validation date and times	Tuesday, 19 April 2016	
Validation approach	Webinar	
Purpose and focus of the Validation		
Purpose	Validate the approach to be used in the assessment tool	
Relevant unit/s	<ul style="list-style-type: none"> <li>• TAEASS401 Plan assessment activities and processes</li> <li>• TAEASS402 Assess competence</li> <li>• TAEASS403 Participate in assessment validation</li> <li>• TAEASS502 Design and develop assessment tools</li> </ul>	
Resources needed (emailed to validators prior to the validation webinar)	<ul style="list-style-type: none"> <li>• This validation questionnaire</li> <li>• Issues and Options paper prepared for this validation</li> <li>• Copies of unit/s covered and their assessment requirements</li> </ul>	
Participants (final participant list TBC)		
Name	Organisation / RTO	Position
<b>Webinar attendees</b>		
Jenny McFarlane	Keeping It Simple Solutions and Training P/L	RTO Compliance Manager
Colin McKenzie	Eurobodalla Community College	Trainer/Assessor
Helen Devlin	TAFE NSW Riverina Institute	Trainer / assessor
Monica Watt	ELMO Learning Services	RTO Manager
Melanie Carter	Australian Breastfeeding Association	Senior Manager Training and Education
Tamara Reeves	Independent VET TAE trainer	Trainer/Assessor
Jeanette Cheney	Site Skills Training	Operations Support, Compliance & Quality Mgr
David Wurth	Ctrain Pty Ltd	CEO
Juliana Bengard	Management Consultancy International	RTO Manager
<b>Participants by email</b>		
Madeleine Hopkins	St. George & Sutherland Community College	TAE trainer and assessor
Jeremy Trott	Training Services Australia	Quality Manager
<b>Technical support</b>		
Urszula Richards	OnlineIQ	Online business specialist

## Part 2: Code of conduct

Participants in this validation acknowledge and agree that:		
1.	<b>Be honest, respectful and open-minded</b> With Chemène and with each other	
2.	<b>Equal 'air time'</b> Allow everyone to have their say without interruption	
3.	<b>Share diverse opinions—aim for consensus, time permitting</b> With these assessment tools, Chemène is 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.	<b>Chemène will listen—she'll decide the response to mixed feedback</b> 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.	<b>Copyright</b> Please respect copyright of the materials and templates we'll use in the validation. We realise that your RTO may not end up purchasing the licence to use them. All validation materials are provided commercially, in confidence. Do not distribute them to others.	
6.	<b>Confidentiality</b> Chemène will produce a documented validation record for the validation, and will post the validation record on the Blackwater Projects website. Anyone who visits my website will be able to access and download this validation record.  Unless you request otherwise, Chemène will list you (name and RTO) as a participant on the validation record. Please email Chemène to advise if you prefer that you are not listed as a participant (in this case you would be listed as 'anonymous' on the validation record). If Chemène does not hear from you, we'll assume you are willing to be named on the validation record.	
7.	<b>Mute mic when not speaking</b> Just protocol, to reduce background noise during the webinar.	
<b>Did all participants agree to these terms:</b>		
<ul style="list-style-type: none"><li>verbally at the start of the validation meeting</li><li>or by email beforehand?</li></ul>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (details below)

### Part 3: Questionnaire

All comments noted on this questionnaire were provided in the validation webinar unless otherwise indicated.

#### KEY –

In the comments column

- **Black** font indicates validator feedback (direct quote or paraphrase)
- **Purple** font indicates conclusions reached, or Chemène’s responses to the feedback.

If both ‘yes’ and ‘no’ boxes are ticked, it means that opinions were mixed and a consensus was not reached.

Question	Yes	No	Comments
<b>General comments</b>			
1			<p><b>Email comments</b></p> <ul style="list-style-type: none"> <li>• Order of tasks (paraphrase): Assuming that Task 1 does not involve any interaction between the student assessor and the candidate, I would be included to run this later in the course. Consider running Tasks 1-4 in the following order: Task 3, Task 4, Task 2, Task 1. Furthermore, BSBCMM401 (Tasks 3 and 4) may be easier for participants to ‘get their heads around’ than BSBWOR201 (Tasks 1 and 2) because it relates to a defined activity, whereas BSBWOR201 relates to general workplace behaviour (which I found more difficult to unpack and assess).</li> <li>• I can see a lot more withdrawing from the TAE course than before. I think that pre-course interviews will need to take place and be quite rigorous!</li> </ul> <p><b>Webinar feedback</b></p> <ul style="list-style-type: none"> <li>• Volume of learning – must measure learning occurring and not just the assessment hoops: suggestions: pre-reading, webinars, space out training days to allow learning/study between days, adding more time to face to face delivery mode.</li> </ul> <p>Chemène to add a fifth training delivery day and consider other means of addressing VOL requirements—e.g. webinar support post-training, etc.</p>
2			<p>From Chemène: I added this question the night before the webinar, after receiving 2 emails querying role and requirements for the ‘qualified assessor’.</p> <p><b>Email</b></p> <ul style="list-style-type: none"> <li>• Note typo in Issues and Options paper: “under direct supervision...” (word direct not used). <b>Response: Thanks!</b></li> <li>• I’ve been troubled about how this can be addressed if a student does not have access to a qualified assessor in their workplace, and it is not practical for the TAE assessor to go to the student’s workplace.</li> </ul>

Question	Yes	No	Comments
			<ul style="list-style-type: none"> <li>• It may be possible to mount an argument that, in cases where the assessment decision of the student assessor does not lead to issuance of a SOA (i.e. it's not a 'real' assessment decision) then review of the student assessor's work by their TAE assessor would be sufficient supervision.</li> <li>• There may be benefit in seeking feedback from PwC (as the SSO) on whether the proposed approach meets the intent of the statement, "under supervision of a qualified assessor"</li> <li>• <b>(for assessments completed in the workplace)</b> The qualified assessor should verify that the assessment occurred and write comments about the student assessor's performance. Perhaps they should also make notes about how they supervised the assessment (e.g. what they observed and what documentation they reviewed).</li> <li>• I agree with your comments about 'who is qualified to assess them in the workplace?'!! Whoever does this would, at the least, have to have the same qualification – not the TAE40110.</li> <li>• ... the more I think about it the less I agree that this person would have to be employed by the TAE RTO so it would be good to have clarity on that...</li> </ul> <p><b>Webinar feedback</b></p> <ul style="list-style-type: none"> <li>• Conduct as many assessments as possible in training, but still mandate assessments in the workplace.</li> <li>• <b>Definition of qualified assessor:</b> Assessors must be an RTO assessor or agree to the RTO's terms and conditions of RTO standards for assessment.</li> <li>• <b>Supervision = supervising all stages of process</b> – look at plan, look at how organised, get evidence of conducting (completed paperwork, observation) plus evidence of review). Validators agreed that some form of direct observation may be required—e.g. <ul style="list-style-type: none"> <li>○ Skype?</li> <li>○ Live f2f?</li> <li>○ Recorded video?</li> <li>○ "come and assess days" – not ideal as some assessments should be conducted in a 'real' workplace (will need to be adapted for students with no workplace)</li> </ul> </li> </ul> <p>Chemène to approach PwC to get definition of 'under supervision' and 'qualified assessor'. If clear definitions are not available, we will base the assessment tools for this cluster on the definitions above, agreed by validators.</p>
<p>3</p> <p><b>Is the proposed model for assessment tool documents sufficient?</b> To include:</p> <ul style="list-style-type: none"> <li>• Assessment booklet</li> </ul>	☑	☑	<p><b>Email</b></p> <p>Email contributor #1: About the templates—</p> <ul style="list-style-type: none"> <li>• Suggest a single assessment plan template that can be used for RPL or training based assessments</li> </ul>

Question	Yes	No	Comments
<ul style="list-style-type: none"> <li>• Task handouts (one per task where needed)</li> <li>• Templates</li> <li>• Competency map</li> <li>• Marking guide.</li> </ul>			<ul style="list-style-type: none"> <li>• Assessment tool template—consider including templates within the assessment tool template to support a range of assessment methods, with the expectation being that students will delete the instrument templates that they don't need.</li> <li>• RPL assessment template—consider having a single assessment tool template which can be modified for RPL</li> <li>• Validation template – needs to cover assessment plan as well as the assessment tool.</li> <li>• Yes this would be useful. The trainer/assessor is going to have to be on their toes the whole time so the more tools at hand the better.</li> </ul> <p>Email contributor #2: Yes this would be useful. The trainer/assessor is going to have to be on their toes the whole time so the more tools at hand the better.</p> <p><b>Webinar feedback</b></p> <p>Mixed—some wanted everything in one book, some wanted template with the task, etc...</p> <p>The only difference of opinion was with how to present / offer templates—validator preferences from:</p> <ul style="list-style-type: none"> <li>• All templates in one document</li> <li>• Present templates as different documents—e.g. assessment plan, assessment tool, etc</li> <li>• Present each template with the assessment task it relates to.</li> </ul> <p>There are advantages and disadvantages to all options presented above. Chemène will decide how to organise templates and present these for validation in Stage 2.</p>
<p>4 <b>Is four days sufficient?</b> If no, additional options:</p> <ul style="list-style-type: none"> <li>• Option 1—keep at 4 days but offer an optional, 'come and assess' day for people who can't assess in workplace?</li> <li>• Option 2—Increase to 5 days and complete all assessments as case study scenarios.</li> <li>• Option 3—recommend webinar support post-training to ensure participants keep pace with tasks.</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Email</b></p> <ul style="list-style-type: none"> <li>• I think at least 5-days plus post-course activities will be required.</li> <li>• I am thinking 5-days (including some on-course activities) plus one or two unstructured support days (possibly optional?) to help people design their assessment tools for the post-course activities.</li> <li>• No. My experience shows that with the TAE40110 4 days is a tight squeeze. With this new version at least another day. Case studies may work. Also though doing as much as possible in the 'real world' would work too.</li> </ul> <p><b>Webinar feedback</b></p> <ul style="list-style-type: none"> <li>• All agreed; we need at least 5 days if f2f, and at least some days non-consecutive to show better volume of learning.</li> </ul>

Question	Yes	No	Comments
			Decision: Option 4: Five days of training with additional, post-training assessments.
<p>5 <b>Tasks 1-5 are to be completed during training time—is it okay if all tasks are completed in pairs or threes</b>, provided all participants document their own work?</p>	☑	☑	<p><b>Email</b></p> <p>I think it is okay for students to work in teams to brainstorm their approach/es, providing they document their plans and tools individually.</p> <p><b>Webinar feedback</b></p> <ul style="list-style-type: none"> <li>• Agree with email comment.</li> <li>• Problem where the majority of the evidence is generated in a group situation—so there needs to be mandated individual work—individuals must be accountable for their contributions to group work.</li> </ul> <p>CS to word assessment instructions to ensure sufficient individual work.</p>
<b>Practical assessment tasks—tasks to be conducted during training time</b>			
<p>6 Can case study tasks proposed be adapted for online use?</p>	☑	☐	<ul style="list-style-type: none"> <li>• I think they are a great idea and provide flexibility but leave them as an option.</li> <li>• At the webinar: one participant noted that for online delivery she must adapt wording of instructions to remove reference to working with other 'participants'</li> </ul>
<p>7 <b>Task 1: Assess competence and validate decision</b></p> <p>Will <b>Task 1</b> sufficiently cover:</p> <ul style="list-style-type: none"> <li>• One RPL assessment (TAEASS402)</li> <li>• One assessment validation (TAEASS403)—this is a 'moderation' – okay?</li> </ul>	☑	☐	<p><b>Email</b></p> <ul style="list-style-type: none"> <li>• I am concerned that it may not be sufficient for either unit</li> <li>• (paraphrase) A thought: Make this a practice activity, not an assessment task—principles of instructional design suggest that we practice before we assess, anyway. This program is light on practice activities.</li> <li>• I think it will have to be 'sufficient'.</li> </ul> <p><b>Webinar feedback</b></p> <ul style="list-style-type: none"> <li>• Webinar feedback was to include one moderation and 2 validations in the assessment tasks (all but one)</li> <li>• One participant preferred 3 validations of tools.</li> <li>• Note: hard to do online</li> <li>• One validator commented that they are currently using this assessment instrument for TAE40110 and they "love" it.</li> </ul> <p>Question posed: Should this task remain an assessment task or become a learning activity?</p> <ul style="list-style-type: none"> <li>• Task with moderation as validation – 100% of votes here.</li> <li>• Task without moderation as validation – 0 votes</li> </ul>

Question	Yes	No	Comments
			<ul style="list-style-type: none"> <li>Learning activity – 0 votes</li> </ul> <p>Decision: This will remain an assessment task, and will include both the assessment (RPL) and moderation (counting as 1 x validation that meets definition of validation in Standards for RTOs).</p>
8	<p><b>Task 2: Plan assessment (RPL)</b></p> <p>Will <b>Task 2</b> sufficiently cover:</p> <ul style="list-style-type: none"> <li>One contextualised RPL assessment plan &amp; instrument (TAEASS401)</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <p><b>Email</b></p> <ul style="list-style-type: none"> <li>Yes, provided it includes mapping.</li> <li>Yes, to add more adds to the complexity of an already complex assessment</li> </ul> <p><b>Webinar feedback</b></p> <p>Not directly discussed.</p> <p>Decision: Will develop this task as described and present for validation Stage 2.</p>
9	<p><b>Task 3: Plan assessment (training &amp; assessment pathway)</b></p> <p>Will <b>Task 3</b> sufficiently cover:</p> <ul style="list-style-type: none"> <li>One contextualised assessment plan &amp; instrument (TAEASS401)</li> <li>Provision for reasonable adjustment</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <p><b>Email</b></p> <ul style="list-style-type: none"> <li>This sounds like a good task.</li> <li>As above (yes, to add more adds to the complexity of an already complex assessment)</li> </ul> <p><b>Webinar feedback</b></p> <p>Not directly discussed.</p> <p>Decision: Will develop this task as described and present for validation Stage 2.</p>
10	<p><b>Task 4: Contextualise instruments and assess competence (RPL)</b></p> <p>Will <b>Task 4</b> sufficiently cover:</p> <ul style="list-style-type: none"> <li>One contextualised instrument (TAEASS401)</li> <li>One RPL assessment (TAEASS402)</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <p><b>Email</b></p> <ul style="list-style-type: none"> <li>Would like TAE assessor to observe student assessor interacting with candidate in assessment interview. CS: This will happen, but in current plan, participants do this in group of 3—an observer directly observes the interaction; the TAE trainer/assessor supervises the entire scene (i.e. observes 3 or perhaps 4 groups at once)—is this insufficient? To create time for the TAE trainer/assessor to individually observe students will be tricky.</li> <li>Q: Will this task include the course facilitator observing the participant who is conducting the assessment? A: Yes</li> <li>It could be argued that 2 presentations would be required to meet rule of sufficiency... include evidence of a second presentation with the portfolio.</li> <li>As above (yes, to add more adds to the complexity of an already complex assessment)</li> </ul> <p><b>Webinar feedback</b></p> <p>Not directly discussed.</p> <p>Decision: Chemène will develop this task as described and present for validation Stage 2. She will ensure that email comments above are taken into</p>

Question	Yes	No	Comments
			consideration and will devise a strategy to promote direct observation by the assessor.
<p><b>11</b> Is <b>Task 4</b> sufficient to cover requirement for a second RPL assessment plan (TAEASS401)</p> <ul style="list-style-type: none"> <li>• If 'yes' move to next question</li> <li>• If 'no'—comment on: <ul style="list-style-type: none"> <li>– How should we address this: <ol style="list-style-type: none"> <li>1. Option 1—mandate that one of the assessments planned for subsequent tasks are RPL</li> <li>2. Option 2—enhance this task?</li> </ol> </li> <li>– If mandating an RPL plan in another task, which task?</li> </ul> </li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Email</b></p> <p>Consider making the Task 3 assessment plan an RPL plan.</p> <p>Thank you. Decision taken: Task 3 is purposely a training and assessment-pathway plan and follows Task 2, which was to plan a RPL assessment. So my preference is for Task 3 to remain training and assessment pathway.</p> <p>To be safe I will mandate that one of the two assessments planned and developed post-training must be RPL.</p>
<p><b>12</b> <b>For the role play verbal questioning activity in Task 4:</b> Should we make the 'observer' role a separate task, or keep it as part of Task 4? (in current TAE40110 materials, the observer role is part of the same task)</p>	<input type="checkbox"/>	<p>Keep observer role as part of Task 4 (as in current TAE40110 materials)</p>	
	<input checked="" type="checkbox"/>	<p>Make the observer role a separate 'gathering evidence' task</p>	
	<input checked="" type="checkbox"/>	<p>N/A I don't think the role play should be conducted with an observer.</p>	
	<p>Comments:</p>		<p><b>Email</b></p> <ul style="list-style-type: none"> <li>• The observer should be a qualified TAE assessor</li> <li>• One email contributor selected option for a separate task</li> <li>• Two other email contributors selected N/A—should not be conducted with an observer.</li> <li>• Comment from one email respondent: Twos can role play online but an observer makes it more complicated.</li> <li>• With regards to the observer issue – we use triads for a number of learning and assessment situations i.e. counselling skills etc – I think people miss the point that the observer actually learns a lot from being in that role and critically evaluating the process – it helps them to clarify what they need to do as well and practice giving feedback – I would be keen to see the observer remain – though I do think given the requirements for the TAE assessor to observe this is also a closer approach...</li> </ul> <p><b>Webinar feedback</b></p> <p>Not directly discussed.</p>

Question	Yes	No	Comments
			Decision: Will develop this task as described and present for validation Stage 2. She will ensure that email comments above are taken into consideration and try to organise logistics so that the TAE trainer/assessor (and not a participant observer) observes the assessment.
13	<p><b>Task 5: Plan assessment &amp; design 1 assessment tool</b></p> <p>Will <b>Task 5</b> sufficiently cover:</p> <ul style="list-style-type: none"> <li>• One contextualised plan (TAEASS401)</li> <li>• One validation of an assessment tool (TAEASS403)</li> <li>• One assessment tool (TAEASS502)</li> </ul>	<input checked="" type="checkbox"/>	<p><b>Email</b></p> <ul style="list-style-type: none"> <li>• Not sure if 'validation' is sufficient for 'trailing' under TAEASS502</li> <li>• This comment for all of those below. I think what you've done is sufficient. To add more will simply complicate further an already complex assessment.</li> </ul> <p><b>Webinar feedback</b></p> <p>Robust discussion of how to define trialling.</p> <p>Email feedback—suggesting that a 'dry run' is required—was shared and discussed.</p> <p>Validators voted on what they felt was 'sufficient' evidence of "trial and review" which is required for each assessment tool. Vote outcome was mixed, with no clear 'winner'. Some felt that sufficient evidence of trialling was:</p> <ul style="list-style-type: none"> <li>• Evidence of feedback</li> <li>• Drafts of the tool, plus the final version</li> <li>• Validation</li> <li>• Trial run (validation not sufficient).</li> </ul> <p>Also noted: Chemène has a validated version of an assessment to cover TAEASS502A. Validation report is:  <a href="http://blackwaterprojects.com.au/images/pdfs/2010.10.26 Validation Report TAEASS502A.pdf">http://blackwaterprojects.com.au/images/pdfs/2010.10.26 Validation Report TAEASS502A.pdf</a></p> <p>Decision re trialling – Chemène will review previous validation of assessment tool to cover this unit and will see what consensus was reached on that occasion. She will decide whether the same choice can be made with the assessment of TAEASS502 and will present her choice for validation in Stage 2. Also will ask PwC for definition.</p>
14	Should the assessment validation for <b>Task 5</b> be set up as a separate task?	<input checked="" type="checkbox"/>	<p><b>Email:</b></p> <ol style="list-style-type: none"> <li>1. Separate task, less confusing for participants.</li> <li>2. Should be part of same task</li> <li>3. Would prefer it as a separate task that can be performed independently if required.</li> </ol> <p><b>Webinar feedback</b></p> <p>Robust discussion here, with preferences shown to make the validation a separate task, but then others</p>

Question	Yes	No	Comments
			<p>felt that assessment tools should be trialled through a validation.</p> <p>Decision: Make the assessment validation a separate task. Possibly also place another validation activity—equivalent to the Current Task 3 in the TAE40110 materials within training time. This could be used as a good learning activity to consolidate understanding of a well-written assessment tool.</p>
<p>15</p> <p><b>Task 6: Assess competence</b></p> <p>Will <b>Task 6</b> sufficiently cover:</p> <ul style="list-style-type: none"> <li>One assessment (TAEASS402)</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Email</b></p> <ol style="list-style-type: none"> <li>Perhaps – if it links to the assessment plan developed for Task 5. If the task is only about assessing a portfolio of evidence (with no planning or preparing needed), I would be concerned that the first 3 elements of TAEASS402 are not being addressed.</li> <li>I think what you've done is sufficient. To add more will simply complicate further an already complex assessment.</li> </ol> <p><b>Webinar feedback</b></p> <p>Not explicitly discussed.</p> <p>Decision: Will develop this task and present at validation stage 2.</p>
<p>16</p> <p><b>Task 7: Plan assessment and develop assessment tools (x2)</b></p> <p>Will Task 7 sufficiently cover:</p> <ul style="list-style-type: none"> <li>2 assessment plans &amp; instruments (TAEASS401)</li> <li>1 assessment tool validation (TAEASS403)</li> <li>2 assessment tools (TAEASS502)</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Email</b></p> <ol style="list-style-type: none"> <li>Consider a validation for each assessment tool</li> <li>This is sufficient.</li> </ol> <p><b>Webinar</b></p> <p>Discussed when and how to mandate validations in the webinar. See item 17 for details.</p>
<p>17</p> <p>Should we make the assessment tool validation a stand-alone task?</p> <ul style="list-style-type: none"> <li>Pros—would offer more flexibility for how it is done</li> <li>Cons—may confuse participants with too many choices.</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Discussion of validations—both in email and in webinar comments—expanded to include general thoughts that affect all assessment tasks.</p> <p><b>Email</b></p> <ul style="list-style-type: none"> <li>Because they are beginner assessors, I think we should get them to make sure all of their assessment tools are validated—i.e. 3 validations of tools, one for each of the 3 tools they develop</li> <li>Like the flexibility. Agree with the confusion.</li> </ul> <p><b>Webinar feedback</b></p> <p>Thoughts put forward were mixed and included:</p> <ul style="list-style-type: none"> <li>Most validators felt that the 3 validations required for this unit should include 1 moderation (to fit definition of 'validation' in Standards for RTOs) and 2 validations of assessment tools 9 (to fit element 2 of TAEASS403).</li> </ul>

Question	Yes	No	Comments
			<ul style="list-style-type: none"> <li>One validator felt that all 3 validations should be assessment tool validations.</li> <li>One participant commented that it would be hard for participants to validate after training, unless they're working in an RTO.</li> <li>Another participant said their assessors must validate as part of their job, and they want the flexibility to be able to use these for their assessment.</li> </ul> <p>Consensus was not reached. Chemène will go with majority vote:</p> <ul style="list-style-type: none"> <li>Stick with validation 1 as moderation in task 1</li> <li>Re this task: <ul style="list-style-type: none"> <li>See if it's possible to fit a 3<sup>rd</sup> stand-alone validation into training time, if we go to a five-day delivery model</li> <li>OR</li> <li>make this task a stand-alone workplace-based task and allow students to choose whether to base this task on a validation</li> </ul> </li> </ul> <p>Contact PwC and request a clear definition of validation in this context—may it include moderation (as in Standards for RTOs) or not?</p>
<p>18 <b>Task 8: Assess competence (x2)</b></p> <p>Will Task 8 sufficiently cover:</p> <ul style="list-style-type: none"> <li>2 assessments conducted?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Email</b></p> <ul style="list-style-type: none"> <li>... inclined to wrap the conducting up with the development and trialling. Task 7 could be plan and conduct assessment #1 and Task 8 could be plan and conduct assessment #2. If additional flexibility is needed (e.g. student can't conduct an assessment they have developed in their workplace)—the course facilitator could then negotiate an adjustment to the assessment process with them. <i>CS: Thoughts from others?</i></li> <li>Candidate briefing: we have converted the assessment plan template into a briefing checklist by adding tick boxes against each item in the plan. Your suggested briefing approaches are more flexible and better reflect how assessment briefings are typically carried out. However, I think there is benefit in encouraging student assessors to carry out a formal briefing using the assessment plan to provide structure. <i>CS: Thoughts from others?</i></li> </ul> <p><b>Webinar feedback</b></p> <p>In the webinar we discussed the pros and cons of either option:</p> <ul style="list-style-type: none"> <li>Option 1—Create one task with Plan, develop, validate and assess (different units in one task,</li> </ul>

Question	Yes	No	Comments	
			<p>but this way we see one scenario carried from start to finish):</p> <ul style="list-style-type: none"> <li>– Pros—Start to finish opportunity (good learning); clear, streamlined process</li> <li>– Cons— <ul style="list-style-type: none"> <li>• Not flexible (doesn't account for people who may already be validating in other ways, or for people who are already assessing and who can't use assessment tools that they have developed)</li> <li>• May be overwhelming (most felt this and this is why they recommended that the validation should be presented as a separate task)</li> </ul> </li> <li>• Option 2—Keep tasks as-is: Plan and develop in one task, and assess in another task (allow participants to choose whether or not to link scenarios between the two tasks) <ul style="list-style-type: none"> <li>– Pros—More flexibility, and allows people to complete assessment in a way that is more relevant to them</li> <li>– Cons—Some participants may find this choice confusing.</li> </ul> </li> </ul> <p>Decision: Chemène to:</p> <ul style="list-style-type: none"> <li>• Make the validation a separate assessment task (not yet sure if during or post training)</li> <li>• Reflect on Options 1 and 2 above for assessment tasks 7 and 8, and make a decision about how to develop draft tools for presentation in stage 2 of the validation.</li> </ul>	
<b>Performance evidence</b>				
<b>Items below were not explicitly discussed in the webinar validation. Feedback shown came from one or more participants who sent feedback by email</b>				
<b>Will the proposed approach cover all performance evidence requirements?</b>				
<b>TAEASS401 Plan assessment activities and processes</b>				
19	5 assessments planned and organised, 2 of which must be RPL plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20	Each plan covers one full unit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
21	A different unit covered each time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22	A documented assessment plan each time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
23	Contextualisation of the unit(s) of competency and the selected assessment tools, where required	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Question	Yes	No	Comments
24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
25	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
26	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>TAEASS402 Assess competence</b>			
27	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
28	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Email comment</b></p> <p>Not sure how we capture two way feedback with candidate for each of the 5 assessment events.</p> <p>Good point! Not sure how to cover this with the assessments to be conducted during training time, especially:</p> <p><b>Tasks during training</b></p> <p>Task 1 – no interaction planned</p> <p>Task 4 – role planned that will allow feedback</p> <p>Task 6 – no interaction: written portfolio planned</p> <p><b>Workplace assessment tasks</b></p> <p>Task 8 – this can be mandated (e.g. with feedback forms from the candidate) so no problems for the 2 assessments that make up this task.</p> <p>Chemène's conclusion reached: I think this is sufficient. For the two tasks we could ask how participants could communicate and interact with the candidate before / throughout / after the assessment.</p>
29	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>TAEASS403 Participate in assessment validation</b>			
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
32	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Question	Yes	No	Comments
<ul style="list-style-type: none"> <li>collating and presenting documentation for each validation in a logical manner</li> <li>communicating and liaising with relevant people</li> <li>providing feedback and interpreting documentation in validation sessions</li> <li>recording their contribution to validation findings.</li> </ul>			
<b>TAEASS502 Design and develop assessment tools</b>			
33	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
34	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
35	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Knowledge evidence</b>			
<b>Will the proposed approach cover all knowledge evidence requirements?</b>			
36	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>Email</b></p> <p>I support the inclusion of Question 8—re version control system (CS comment: would need to rephrase Q6 as it is similar, or more strongly emphasise version control in Q6 and not include Q8)</p> <p>Other additional questions recommended:</p> <ul style="list-style-type: none"> <li>TAEASS401, KE1 - Perhaps have a question relating to the requirements of assessors under the standards for RTOs (could also cover TAEASS402, KE4)</li> <li>TAEASS401, KE2 - I would have a question asking them to identify the major features of a UOC</li> </ul>

Question	Yes	No	Comments
			<ul style="list-style-type: none"> <li>• TAEASS401, KE4 - I would include a question asking them to explain what is allowed when contextualising a UOC (could also cover TAEASS502, KE5)</li> <li>• TAEASS402, KE1.6 - I would ask a question about the distinction between assessment tools and instruments</li> <li>• TAEASS402, KE1.8 - I would ask a question about different assessment purposes and contexts</li> <li>• TAEASS402, KE1.12 - I would ask a question about assessment policies and procedures</li> <li>• TAEASS402, KE2 - I would include a question about RPL policies and procedures. May need to provide sample policy and procedure for them to refer to if their organisation does not have any.</li> <li>• TAEASS402, KE5 - I argued against having this in the unit (or at least having so many dash points), however as it is there, I think we need a question to address it. The tricky part is to figure out how much detail we ask for. Perhaps the question could be linked back to one of the assessments they are conducting for one of the other tasks. (could also cover TAEASS502, KE10)</li> <li>• TAEASS403, KE7 - I argued against having this in the unit, but it fell on deaf ears. We need a question to address this. May need to be different to the question used to address TAEASS402, KE5.</li> <li>• TAEASS403, KE8 - I can see that Q1e may cover this, but would be inclined to include a separate question just to make sure.</li> <li>• TAEASS502, KE1 and 3 - These should also be shown (in the mapping) as being addressed by the validation tasks</li> <li>• TAEASS502, KE2 - consider asking a question about how assessment tools for RPL assessments may differ from those for training and assessment pathway assessments</li> <li>• TAEASS502, KE5 - I would include a question about contextualisation</li> <li>• TAEASS502, KE6 - I would include a question about the components of Training Packages relevant to the development of assessment tools</li> <li>• TAEASS502, KE8 - I would include a question about evaluation methods</li> <li>• TAEASS502, KE10 - As above for TAEASS402, KE5</li> </ul>

Question	Yes	No	Comments
			<b>Webinar feedback</b> Knowledge questions were not explicitly discussed. Chemène to consider feedback above and adjust questions as deemed appropriate, for presentation at Stage 2 of the validation.
<b>Principles of assessment</b>			
Does the proposed assessment approach support the Principles of assessment?			
37	Validity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
38	Reliability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
39	Fairness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
40	Flexibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Rules of evidence</b>			
Will the proposed assessment approach result in evidence that meets the Rules of Evidence?			
41	Valid	<input checked="" type="checkbox"/>	<input type="checkbox"/>
42	Sufficient	<input checked="" type="checkbox"/>	<input type="checkbox"/>
43	Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
44	Authentic	<input checked="" type="checkbox"/>	<input type="checkbox"/>

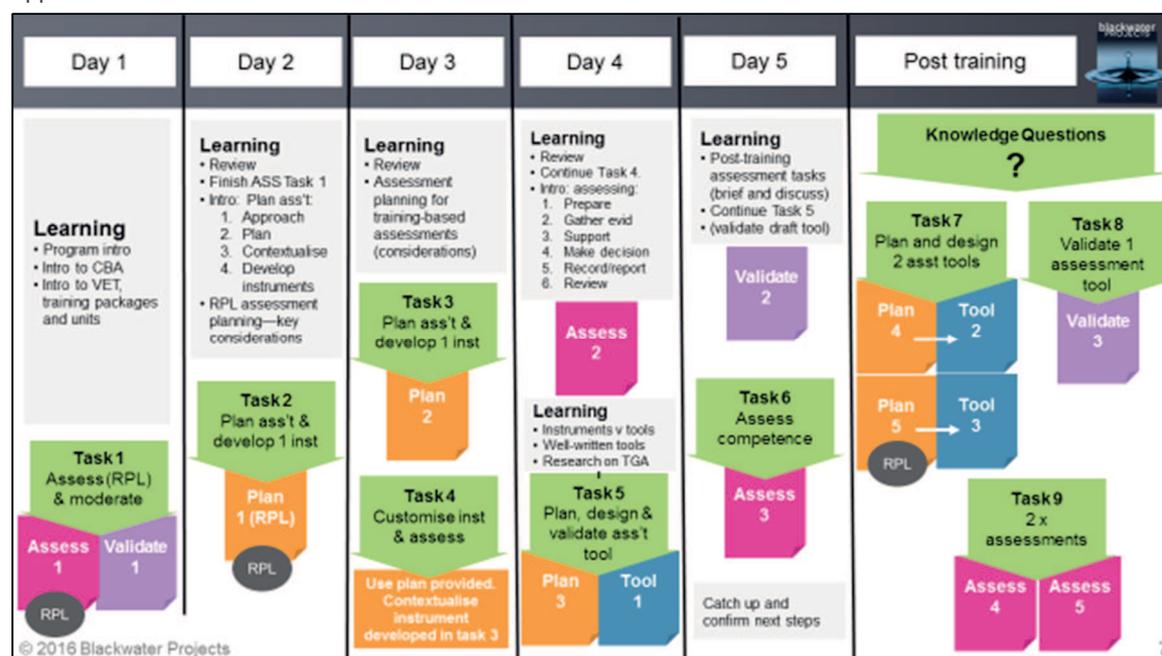
## Part 4: Outcomes and recommendations

### Summary of feedback and recommendations

Chemène will set up the assessment approach:

- Based on a 5-day, non-consecutive delivery model (face to face)
- Adding more time for learning activities.

Approach to look like this:



### Tasks 7-9

Will be grouped according to units:

- Task 7 TAEASS401 and TAEASS502
- Task 8 TAEASS403
- Task 9 TAEASS402

In instructions, candidates will be encouraged to 'mix and match' assessment activities in the different tasks—TAE trainers will be asked to discuss these options with participants.

### Definitions of terms

Chemène will contact PwC's Skills for Australia and request a clear definition of the following:

1. Referring to: TAEASS402 PE "The assessments must be undertaken under the supervision of a qualified assessor..." Please define:
  - a. "qualified assessor"
  - b. "under the supervision"
2. Referring to: TAEASS502 PC 4.2 "Trial assessment tools..."  
Please define: "trial" (i.e. may it include review, evidence of numerous drafts; validation, practice run?)
3. Referring to: TAEASS403 Participate in assessment validation  
Please define "assessment validation" in this context (i.e. may we use definition of validation given in Standards for RTOs—i.e. that 'validation' is a "quality check" that includes validation of tools or decisions, or do we stick with narrower definition inferred—not clarified—in TAEASS403, that validation is of assessment tools, only)

Chemène hopes to hold off on assessment tool development until she has received PwC's response.

Recommended Actions			
Action required		By whom?	By when?
1	Validators endorse this report or request changes	Each validator	ASAP
2	Prepare a draft of the assessment tool documents based on outcomes from stage 1 validation	Chemène	ASAP
3	Organise stage 2 validation	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