

Validation record

Assessment plan and selected instruments for TAE40116 Workplace Assessment cluster

Covering:

- TAEASS401 Plan assessment activities and processes
- TAEASS402 Assess competence
- TAEASS403 Participate in assessment validation
- TAEASS502 Design and develop assessment tools

master copy

Validation date

12 August 2020

Final version of this report published

01 September 2020

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Validation details

Validation details	
Validation led by	Chemène Sinson (Blackwater Projects)
Validation date and times	Wednesday, 12 August 2020, 11:00am to 1:00pm
Validation approach	Online meeting plus feedback emailed before and after the online meeting

Purpose and focus of the Validation	
Purpose	<p>Validate the:</p> <ul style="list-style-type: none"> • Assessment plan • Selected assessment instruments: <ul style="list-style-type: none"> – ASS Task 1 – ASS Task 9 – (time permitting) ASS Knowledge questions
Relevant unit/s	<p>TAEASS401 Plan assessment activities and processes TAEASS402 Assess competence TAEASS403 Participate in assessment validation TAEASS502 Design and develop assessment tools</p>
Resources needed (emailed to validators before the validation meeting)	<ul style="list-style-type: none"> • This validation questionnaire • Selected documents from version 6, draft 1 of the assessment tool to be validated: <ul style="list-style-type: none"> – Assessment overview for this cluster – Instrument 1: <ul style="list-style-type: none"> ○ ASS Task 01 Assessment book ○ ASS Task 01 Case study handout (HO) – Instrument 2: ASS Task 09 Assessment book – Instrument 3: ASS Knowledge questions – ASS Competency map – mapped to knowledge questions, task 1 and task 9 – ASS Marking guide – completed for the knowledge questions, task 1 and task 9 • For general reference: <ul style="list-style-type: none"> – ASS Templates – TAE40116 Assessment tools – instructions for use • Access to the unit/s covered and their assessment requirements

Participants			
	Name	Organisation / RTO	Position
Online meeting attendees			
1	Chemène Sinson (meeting chair and minute-taker)	Blackwater Projects	Principal
2	Matthew Conway	Life Saving Victoria and Scouts Australia (formerly HBA Learning Centres)	TAE trainer and assessor
3	Karina Day	Western Sydney University	TAE trainer/assessor
4	Vicky Sanos	Monash Training and Professional Development	TAE trainer, assessor and instructional designer
5	Georgina Mason	Sole Trader	Trainer and assessor in governance and government investigations
6	Helen Chesbrough	Box Hill Institute	TAE trainer and assessor
7	Alison Webb	Fire and Rescue NSW	Acting manager curriculum design
Contributors by email			
8	Hannu Heikkilae	Macarthur Community College	VET and Compliance Manager (and TAE trainer/assessor)

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 airtime**
 - Speak up – everyone's input is important
 - Let others speak – give others time to speak, 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 your RTO needs from this assessment tool, 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 meeting such diverse needs with one product can be tricky. 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 not end up purchasing the licence to use them. All validation materials are provided commercially, in confidence. Do not distribute them to others.
- 6. Confidentiality**
I will produce a documented validation record for the validation and will post the validation record on the Blackwater Projects website: <http://blackwaterprojects.com.au/tae-resources/download-materials.html>. Anyone who visits the website will be able to access and download this validation record.
Unless you request otherwise, on the validation record, I will name you as a participant.
Please email me to advise if you prefer that I not list you by name (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 to be named.
- 7. Mute mic when not speaking**
Just protocol, to reduce background noise during the online meeting.

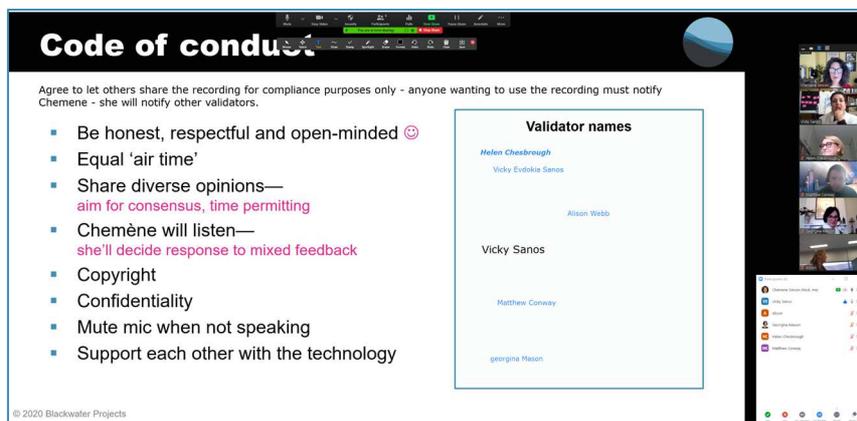
Did all participants agree to these terms:

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

Yes

No (details below)

Screenshot showing participants' agreement in the online meeting (email participants agreed separately):



Validation questionnaire

Key

In the comments column below:

- **Charcoal grey** text shows validators' comments
- **Purple** text shows Chemène's responses to comments and/or summaries of what validators agreed on, following discussion.

General comments and typos

Question	Comments
<p>1 What immediate, general comments do you have, if any?</p>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Did you purposely leave out the final marking guide in Q6, task 9? It is listed in the marking criteria but I have a feeling people do not read them thoroughly. 2. Initially I found the overview document with instructions as difficult to follow as a first time reader of the document as I am unsure who it is for. If I was the student I would want to know what I needed to do over the cluster. As the RTO what does the trainer need to know and as an auditor what is being given to the participant and how does it map to unit of competency. <p>Is it possible to make the assessment overview/check sheet a little easier to follow for a participant capturing some of the requirements of the differing instruments being used eg remove the mapping as this is not helpful for me as a participant at this stage</p> <p>The overview talks about assessment books, case study workbooks and portfolio of evidence. This is quite confusing. Can the terms be streamlined or defined so the participant knows what is what in line with the common definitions.</p> <p>Can the overview include or capture as a road map and checklist:</p> <ul style="list-style-type: none"> • The Portfolio of evidence required (taken perhaps from assessment book) – then divided into the relevant columns case study book, etc (a bit like the competency mapping list?) <p>Assessment book - knowledge</p> <ul style="list-style-type: none"> • Task 1 - Practical Case study workbook – to make the distinction between the assessment book and a case study workbook • Helpful to Indicate which tasks are case study based • I don't understand what an early assessment task is or what is meant by allocating time between sessions to complete work...? This is not explained anywhere else that I could find. <p>early assessment tasks will be completed during your TAE40116 program:</p>

Question	Comments
	<ul style="list-style-type: none"> – some of these will be based on case study scenarios that we will provide – please allocate time between sessions to complete work for these tasks <p>3. Too many booklets. Too many handouts.</p> <p>Feedback and conclusions reached in online meeting</p> <p>4. Competency map – totals for each task (totals do not match in numbers) – please check.</p> <p>5. Overview document:</p> <ul style="list-style-type: none"> a. as a first time reader, noticed the overview. I couldn't understand it. Questions that remained: What do I need to do? How much do I need to do? Didn't understand the black dots. Couldn't follow it. Revisit that first table and see if it could be clearer. Understood its purpose but not its intent. This validator will also send info about possible remedies. b. 'early assessment tasks' – please clarify (p2) <p>6. Agree with No3 re some confusion with instructions.</p> <p>7. Overall, my pick up was the 'early' and 'subsequent' and 'portfolio' assessment tasks (in overview document) – perhaps a glossary of terms (any glossary used must match the whole TAE framework which seems to be quite prescribed – glossary must be consistent)</p> <p>8. Resources are so busy – hard to know where we're going next. Need a roadmap (provided but confusing) – not necessarily from the learners' point of view, the easiest to find.</p> <p>9. Questions – esp: define Principles of Assessment and how they apply them (participants often miss the second part). Reference: knowledge questions</p> <p>10. The overall feel is that there is so much going on I don't where to start and where I am going.</p> <p>11. The questions do make sense but sometimes they are missed due to confusion of format. Reference: knowledge questions</p> <p>12. What about increasing the option for more RPL to be undertaken given the lack of understanding that often surrounds the process and the use of the term.</p> <p>13. For the overview document – make the audience clearly the student (participant)</p> <p>Summary of the discussion</p> <p>Overall, there was much discussion about whether to continue presenting all assessment tasks in one document (current format) or split assessment task instructions into separate documents. Most participants felt that separate documents is more manageable (so students can progress one task at a time), but:</p> <ul style="list-style-type: none"> • All resources needed for each task should be consolidated into one document (meaning one document per task – in the draft, some tasks had two documents per task)

Question	Comments
	<ul style="list-style-type: none"> • The assessment overview document that explains the assessment process and requirements must be more plain-English and pitched at the student (the participant). <p>There was also further discussion about the clarity of information provided. General consensus was that:</p> <ul style="list-style-type: none"> • Blackwater Projects should clearly explain one approach (e.g. which tasks are completed during training and which are to be completed on the participants' own time), rather than leaving some information out so that RTOs can specify how, when and where tasks will be complete. In other words, make instructions more clear/explicit, and less 'flexible'. • Then, add stronger support documents to explain that RTOs must review the materials and adjust instructions to reflect their TAS. There was some discussion about whether Chemène could produce a video to emphasise the need for RTOs to contextualise the resources, and what this means. <p>Agreed actions</p> <p>Chemène will:</p> <ul style="list-style-type: none"> • (in response to comment 1) check the marking guide for question 6, task 9 and make sure it is there. • Update the assessment overview document and: <ul style="list-style-type: none"> – Pitch it at for the TAE participant (and not for the auditor or the assessor) – Remove the competency map – Add a summary of each assessment task – Remove reference to "early" and "subsequent" tasks – Consider adding a glossary of terms to explain the following terms: <ul style="list-style-type: none"> ▪ Submission– refers to the collection of evidence that TAE participants provide for each task (e.g. "In your submission, include...") – Consider adding information about word count required for responses (in response to items raised) – Indicate which assessment tasks will be completed during training and which must be completed on participants' own time (NB RTOs will need to review and adjust as needed to reflect their TAS) • Consolidate assessment documents: <ul style="list-style-type: none"> – Rename all assessment books as 'TaskXX_Instructions' – For those tasks that include a case study, merge the case study handout with the 'instructions' document, so there is only one document for each task • Look at the possibility of developing a short video that emphasises the need for RTOs to customise the resources (note from Chemène – this will become even more important if we merge case study information with the task submission information – original intent was for RTOs to not use a case study if not useful to them). • For the response to comments 9 and 11 above, see responses to question 11 of this questionnaire.

Question		Comments
		<ul style="list-style-type: none"> For the response to comment 12 above, see responses to question 5 of this questionnaire.
2	List any typos you notice	<p>Email feedback received</p> <ol style="list-style-type: none"> ASS Task 1: Plan assessment (RPL) <i>Ass Task 2 page 5 – not sure why this is task 2?</i> <i>Evidence to provide page 7</i> To the participant: replace this text with information about what additional evidence you have provided, if any, and where you assessor will find the additional evidence. Competency map (matrix) page 9 The final version of the competency map may presented in the case study handout or as a stand-alone document. Assessment cluster overview document Competency map summary check totals, (Page 5) clarify what the totals refer to. Assess Task 1 booklet, page 5 refers to Assessment Task 2 RPL <p>Feedback and conclusions reached in online meeting</p> <ol style="list-style-type: none"> In the assessment task 1, there was also an assessment task 2. Chemene to check (on p.5 of asst task 1) and on p.7 Reports to be sent. <p>Agreed actions Chemène will correct all typos listed in comments 1, 2 and 3 above.</p>

Questions specific to this assessment tool

Question	Yes	No	Comments
<p>3 Do you agree with a separate assessment book for each task? (rather all tasks in one asst book)?</p> <p>If so, have I used the correct terms for the documents:</p> <ul style="list-style-type: none"> • Assessment book – one for each task • Assessment task case study handout (where required) <p>Should I change the titles? - e.g. assessment information handout or submission sheet (instead of assessment book)?</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><i>More information about the titles of the assessment documents—I wasn't sure if the term, 'assessment book' might feel 'heavy' to some participants, or am I being too sensitive?</i></p> <p>☺</p> <p>Email feedback received</p> <ol style="list-style-type: none"> 1. YES: Say as it is, it is an assessment book. Separate booklets for each task is preferred so it can be handed out as needed. <ul style="list-style-type: none"> Use the word “assessment” for any document or task that is part of the formal assessment. Practice tasks should be called “practice task” or “learning tasks” to make it absolutely clear to learners what the task is. If an assessment task is based on a case study put all parts in one document so that the “kit” is a standalone task that includes all documents needed to complete the task, even the templates, maybe. 2. I believe having separate books will allow participants to tackle the assessments without being overwhelmed and could become confusing as there is quite a lot of detail in each task. <ul style="list-style-type: none"> Can provide a mental breakdown of each assessment which may be a little less stressful for participants. May still be a little confronting seeing nine assessments. 3. I think this is overly complicated and potentially confusing. I would recommend that the tasks requiring a case study assessment have the assessment book information included with it. <ul style="list-style-type: none"> In terms of titles – you are really gathering a portfolio of evidence so part of that process is completing a case study workbook for example, completing a template, getting a TPR completed, answering questions etc. so maybe call it a portfolio? If it is just the assessment book task 9 then have all in one book but again this includes additional evidence. 4. I agree with the titles of each Ass Task, however, if I may suggest that each task has a break down to clearly defined Parts, Steps. In my experience with candidates, they needed more clarity as to what they were expected to do for each Ass Task. Providing them with How many parts and 'These are the steps....' Information early in each Task this helped them understand the sequence/order in which to complete and what documents goes with what and where.

Question	Yes	No	Comments
			<p>More information about the titles of the assessment documents—I wasn't sure if the term 'assessment book' might feel 'heavy' to some participants, or am I being too sensitive? 😊</p> <p>Feedback and conclusions reached in online meeting</p> <ol style="list-style-type: none"> 5. Each task as a separate document helps to ensure clarity. 6. If we make the assessment tasks more student centred in the initial document, then it will be easier for participants to follow – give a summary of each task in the overview document. 7. Suggestions: For assessors summarise what their learners are expected to submit overall – also refers to learning preferences. 8. The task file names are long and need to be clarified just to reduce confusion of documents 9. Assessment book – can some of the information that is in the assessment book be in the overview document that participants receive? Perhaps transfer to the overview document, which lightens up the assessment book. <p>Agreed actions</p> <p>Chemène will:</p> <ul style="list-style-type: none"> • Stick with separate documents for each task • Review the names of assessment documents and identify a more 'plain English' name that can be used for all documents—comment 3 above suggests 'portfolio' but not all tasks require a collection of documents as the term 'portfolio' suggests (e.g. knowledge questions) – the term 'submission' can be used consistently across all tasks, so we will try this term. • Review the task overview document as described in the agreed actions for question 1 of this questionnaire. • Consider what can be done to better brief RTOs on their responsibility to contextualise assessment tasks—including perhaps preparing a video for RTOs to help them contextualise their tools • Shorten the file name of all documents, by removing the TAE40116 qualification code from the start of the file name—e.g. a document called: <ul style="list-style-type: none"> – TAE40116_ASS_Task01_Instructions_v1 will be changed to: – ASS_Task01_Instructions_v1
4	Do you think the proposed assessment plan (the 10 tasks) will work?	<input checked="" type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. YES 2. May need to identify one assessment plan to be developed for a training and assessment pathway.

Question	Yes	No	Comments
			<p>3. (feedback provided after the online meeting) From previous experience and feedback presenting so many handouts is overwhelming and does not encourage learners. However, from our validation discussions today, this is helpful if the candidates are expected to submit tasks individually.</p> <p>On the other hand, In reference to my previous feedback, having 10 tasks for the Ass Cluster would be similar approach and still makeup of the for the breakdown of 5 Ass Tasks as opposed to 10 Ass Tasks.</p> <p>4. Yes</p> <p>Feedback and conclusions reached in online meeting Validators agreed that the new approach will work.</p> <p>Agreed actions Chemène will stick with the proposed plan.</p>
<p>5 Should we require one more assessment in the proposed Task 10 assess competence (this would raise the number of assessments to conduct from 4 to 5)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><i>More information: the first of the five required assessments takes place as part of a case study. One audit consultant suggested that we should keep the case study (currently ASS Task 1, where they assess competence) <u>plus</u> add one more assessment to the current ASS Task 4 (meaning they must conduct 5 assessments, not 4) – however, this is the opinion of one audit consultant, and this comment has never been made previously. I would appreciate your thoughts.</i></p> <p>Email feedback received</p> <ol style="list-style-type: none"> I think there should be 2 practice tasks based on case studies, one RPL and one TR/ASS. Suitable units could be BSBWOR203 and BSBSUS201, they are familiar to most. The assessments should include 5 assessments as suggested by the auditor, one RPL and 4 normal. This provides enough practice and use own assessment tool for assessment, making it highly relevant. So in the end the learners have completed 7 assessments of which 2 are practice and 5 assessments. Is there value in adding an extra assessment? Would this technically be over assessing? I think that we could look at a little different with including more RPL which would create that extra assessment environment. It would also fit with some of the discussion around the fact that RTO's are not good with RPL Assessments. Add practice task (received after the online meeting) As per our discussions, this refers to trial and review; providing candidates with the opportunity to practice assessment and provided feedback on how they apply principles of assessment.

Question	Yes	No	Comments
			<p>Feedback and conclusions reached in online meeting</p> <p>General consensus among validators was that the existing tasks are sufficient, provided all tasks where participants must assess competence requires all steps in the assessment process and includes:</p> <ul style="list-style-type: none"> • At least one RPL assessment • Four training-based assessments <p>Validators agreed that participants should ‘practice’ assessing competence numerous times before they are assessed, assessing competence. Some validators suggested emphasising RPL assessment in these practice assessments, as RPL assessment is less well-understood.</p> <p>We discussed the fact that the existing learning and assessment structure gives four opportunities to practice assessment:</p> <ul style="list-style-type: none"> • The learning activities book features a case study-based RPL assessment – this is clearly identified as a learning activity (this case study was previously called Case Study 1) • For the unit, TAEASS502, participants must trial the draft assessment tool that they develop—in each trial, participants must ‘pilot’ their assessment tool; in doing this, they practice assessing competence. <p>Agreed actions</p> <p>Chemène will:</p> <ul style="list-style-type: none"> • Keep tasks as they are • Keep the practice assessment opportunities as they are.
<p>6 Are you happy with the task instructions in the draft assessment books provided? If not, what changes, deletions or additions do you recommend?</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Instructions have been sufficient , however in proposed task 9 it does not clearly say what portion of the tool must be learners own work. In reality, assessments tools are rarely developed from scratch but they are contextualised from already existing assessment tools and ideas. Some tools’ properties show clearly that the tool was created years ago by someone else and edited for this task, sometimes for only few minutes. So; insert something like you have in the marking criteria: “...the sole or principal developer of the assessment tool...” <p>I think most people do not read the criteria carefully enough. This is difficult to assess because I do not know how much of the tool is from an existing tools (which is allowed to a point) and how much is the work of the learner. I was thinking of even going as far as to say that: “the tool must have at least 50% of the learners own work and the document properties must reflect that.</p> <ol style="list-style-type: none"> 2. Simple clear. 3. Yes 4. The instructions are fairly clear but again I would merge the book and the case study book together. In terms of providing an area or space for responses, I think areas such as Ass task 9 – question 1 it would be a lot easier for the

Question	Yes	No	Comments
			<p>candidate to have a separate section to complete after each point rather than having to scroll up and down to see what they need to provide or copying the questions as it is duplicating the work.</p> <p>5. This also depends on the individual RTO approach and their TAS. Re: marking guide, to include the competency map overview in the guide for the TAE trainers and assessors.</p> <p>Feedback and conclusions reached in online meeting</p> <p>6. From a student experience having lots of different requirements about what I must do in different areas is confusing – the more I need to know in one area the better.</p> <p>7. The only danger of one assessment document is that we need them to go away and take time at home.</p> <p>Agreed actions</p> <p>Chemène will:</p> <ul style="list-style-type: none"> • Merge instructions for each task into one document, meaning that there is one instructions document for each task, regardless of whether the task is based on a case study or not. • Review marking criteria for Task 9 and for all other tasks where participants must design and develop an assessment tool—add the criterion that participants must develop the tool from scratch, or (if improving an existing tool) they must: <ul style="list-style-type: none"> – update at least 50% of the tool – provide evidence of this—e.g. they provide the previous version of the tool as a starting point, then show the first draft of their updated tool as well as the final version of their updated tool, after trialling (participants may not use the previous version of the assessment tool as the first draft of their tool).
<p>7 Are you happy with the evidence to be submitted for Tasks 1 and 9? If not, what changes, deletions or additions do you recommend?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Evidence is satisfactory 2. Task 9—Could give indication of word count for report in 5a. you already do this in 3b for report on draft. 3. Yes <p>Feedback and conclusions reached in online meeting</p> <p>4. Comment from one validator describing how they have adjusted this task: for Task 1 (currently task 2) they require plan plus two instruments (not just one); participants may not modify any existing instrument.</p> <p>There was significant discussion about whether or not a required word count should be listed for responses. There are benefits and disadvantages of both:</p>

Question	Yes	No	Comments
			<ul style="list-style-type: none"> • A word count gives a rough indication of the level of detail required, but it highlights quantity, as opposed to 'quality' • The most skilled writers can 'say more in fewer words' and there is the risk that a word count may limit opportunities for participants who can answer all parts of the question succinctly, accurately to get a satisfactory response – sometimes long responses are cumbersome and contain a mix of factual and non-factual information. • Another option discussed was whether to remove word counts from individual questions, but add general information about word counts to the assessment overview document, instead. <p>Agreed actions</p> <p>Chemène will:</p> <ul style="list-style-type: none"> • keep evidence requirements as they are for Tasks 1 and 9, knowing that some RTOs will chose to adjust these to suit their purposes • remove word counts from all questions related to the practical tasks, and add broad information about word counts to the assessment overview document.
8	☑	☑	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. All assessment tools they create should have Q9a, to demonstrate that they have considered the rules of evidence and principles of assessment when creating the tools. 2. Should add questions for one RPL task. this will show how they have to consider principles, rules and dimensions for evidence regardless of the pathway. 3. The evidence to be submitted section makes it confusing as there are links to be provided and then questions (eg Question 8 with the justification component. I think there needs to be some integration here that these questions are answered in the creation of the assessment tools.) We acknowledge that the evidence includes a mix of attached documents or videos, plus responses to questions – consistent client feedback has said that they value this 'list' showing items to submit, so I will leave the general look unchanged. 4. We don't want to be over assessing. I would say no but what about RPL. It is the process we want to capture. <p>Feedback and conclusions reached in online meeting</p> <ol style="list-style-type: none"> 5. Concern about over-assessing if we ask the same questions for all tasks 6. General question: are we over-assessing? With the assessing competence unit, how many do we really need? 7. General feedback—add questions once for RPL plan and tool, and once for training and assessment plan and tool.

Question	Yes	No	Comments
			<p>8. Question 8 was often missed—maybe some way to integrate that into the assessment tool</p> <p>9. People should be able to articulate to us the use of the rules of evidence and the principles of assessment (at least)—can observe this in the case study, and they should answer these questions in the tasks to be completed on their own time.</p> <p>Agreed actions</p> <p>Chemène will add questions about how they developed the tool and considered the principles of assessment and rules of evidence, to two assessment tasks:</p> <ul style="list-style-type: none"> the first RPL assessment tool they develop the first assessment tool they develop on their own (i.e. not based on a case study).
<p>9 Are you happy with the competency map?</p> <ul style="list-style-type: none"> Does it accurately reflect the assessment tasks? If not, what changes do you recommend? 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> Current mapping is good Mostly agree with mapping. Questioning on PC 4.1 mapped to task 1 3.1 and task 9 mapped to task 4. Can we consider the 'draft' assessments as 'available assessments'? I think the mapping document is consistent with what is presented. Yes I thought so. Yes: Thorough and precise. <p>Feedback and conclusions reached in online meeting</p> <ol style="list-style-type: none"> No additional comments <p>Agreed actions</p> <p>Chemène will follow up on comment 2 above and revise mapping if required.</p>
<p>10 Are you happy with the marking criteria? If not, what changes, deletions or additions do you recommend?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> Happy with marking criteria Yes Yes Yes <p>Feedback and conclusions reached in online meeting</p> <ol style="list-style-type: none"> Number of words required for a response could be more clear in the marking criteria. More clarity in some areas. Word count added to the assessment by one RTO – some give and take – the RTO should make that decision It's not about the word count – the quality vs quantity. <p>Agreed actions</p>

Question	Yes	No	Comments
			<p>Chemène will:</p> <ul style="list-style-type: none"> Add suggestions about the word count – review where I have and haven't added word counts and make adjustments and invite RTOs to add/remove these as desired. Look at whether the overview document could have information about word counts.
<p>11 Are you happy with the knowledge questions? If not, what changes, deletions or additions do you recommend?</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><i>More information: We will only cover this if time permits – other than some minor wording adjustments, the knowledge questions remain unchanged from generation 1, have received generally favourable reviews to date, and have passed audit numerous times.</i></p> <p>Email feedback received</p> <ol style="list-style-type: none"> Questions are ok Sorry read through but did not have a chance to review (email comment after the online meeting) I believe that the questions need to be separate as you showed in the online validation. The current format is difficult to navigate given the amount of questions that are in one square. I do not believe that it affects ACSF requirements. These are simply knowledge questions they shouldn't be confusing in format (not that I find them particularly confusing but it can be easy to miss things). (received after the online meeting) Yes but change the format as it would be easier for the participant to respond. (received after the online meeting) As per our discussions in validation, changing the layout for each knowledge question to have an individual answer box included will be helpful and easy for candidates to follow. However, there is no wrong or right answer here and we must be mindful of the LLN levels we would have from the diversity of learners. <p>Feedback and conclusions reached in online meeting</p> <p>See comments above for a summary of the diverse opinions discussed. Comments did not relate to the questions themselves, but how they are presented:</p> <ul style="list-style-type: none"> Benefits of current format are – questions are presented reasonably concisely; assessors mark the result for each question, beside the response for the questions, rather than on a separate marking page. Disadvantages of the current format – most questions have multiple parts, with one space allocated to answer all parts of each question. Some students miss some parts of the questions. <p>Close to the end of the validation webinar Chemène shared an example of how the questions could be re-worked to give a box for people to answer each part of each question. She first did</p>

Question	Yes	No	Comments
			<p>this in December 2019 but received feedback that the current format works well and that participants should demonstrate the learning skills needed to check and respond to all parts of all questions. Most said that the new format leads participants too much and reduces the level of assessment. However, in this validation, and in subsequent email comments (see comments 3, 4 and 5 above) most participants felt the new format is easier without leading participants too much.</p> <p>Agreed actions</p> <p>Chemène will keep the wording of the knowledge questions as they are, and will introduce the new format for this cluster, only. If the response is positive, she will update the format of the knowledge questions for other clusters at a later date.</p>

Other, more general questions

Question	Yes	No	Comments
VALIDITY – Is, does or will the assessment instruments (and other assessment tool documents provided):			
12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> Yes Yes Yes <p>Feedback and conclusions reached in online meeting</p> <p>Not discussed.</p> <p>Agreed actions</p> <p>No changes.</p>
13	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> Yes Yes There could be some input around collaboration as often assessment tools are made in conjunction with a team of people including SME's and other interested parties Yes <p>Feedback and conclusions reached in online meeting</p> <p>Not discussed.</p> <p>Agreed actions</p> <p>Chemène will review marking criteria for all tasks that require planning or designing assessment, to ensure criteria allows participants to collaborate as would be required in a realistic</p>

Question	Yes	No	Comments
			work context, whilst still ensuring that evidence demonstrates the participant's competency.
<p>14 Include activities and marking criteria that meet the conditions for assessment</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes <p>Feedback and conclusions reached in online meeting</p> <p>Not discussed.</p> <p>Agreed actions</p> <p>No changes.</p>
<p>15 Cover the elements and performance criteria at the required AQF level?</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Chemène's finding before the validation: TAEASS401 PC 3.2 – there is no evidence of gaining approval of the plan from relevant stakeholders – propose updating the assessment plan template to include space to note who will approve the plan (other option is to add another question about who would approve it) – would like to discuss. 2. Yes 3. Yes 4. Check requirements for RCC task 9 What if learners are not currently in workplace or employment? RE: Impact of COVID? <p>Feedback and conclusions reached in online meeting</p> <p>Not discussed.</p> <p>Agreed actions</p> <p>Chemène will:</p> <ul style="list-style-type: none"> • Add space to the assessment plan template for participants to note people who will approve the plan—change will be applied to all examples of the assessment plan in the participant manual, to the templates document, and to all case study learning and assessment activity resources. • Chemène will take no action on comment 4 above—it is the RTO's responsibility to modify assessment to ensure their clients have fair access to it.
<p>16 Assess application of the foundation skills needed to perform the relevant work activity/ies, at the levels required to meet workplace expectations?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes 2. Get the work done task 1 – could we map evaluate effectiveness to activity 1.6 in task 1? 3. Yes <p>Feedback and conclusions reached in online meeting</p>

Question	Yes	No	Comments
			<p>4. Blah</p> <p>Agreed actions Chemène will action the suggestion in comment 2 above.</p>
<p>17 Cover all performance evidence that the mapping suggests should be covered?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <p>1. Yes 2. Yes 3. Yes</p> <p>Feedback and conclusions reached in online meeting Not discussed.</p> <p>Agreed actions No changes.</p>
<p>18 Cover all knowledge evidence that the mapping suggests should be covered, at the required AQF level?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <p>1. Yes 2. Yes 3. Yes 4. Yes</p> <p>Feedback and conclusions reached in online meeting Not discussed.</p> <p>Agreed actions No changes.</p>
<p>19 Free from any unnecessary tasks?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <p>1. Yes 2. Note: this is why you should not add extra assessment otherwise this will add unnecessary tasks. 3. Refer to the comments around question 8 on the task 9 but in general the answer is YES 4. Yes 5. Check criteria for RCC? How many validations are required? Assess competence four or five times? T&A pathway x3 and RPL x2.</p> <p>Feedback and conclusions reached in online meeting Not discussed.</p> <p>Agreed actions No changes, although Chemène will check criteria for RCC as suggested in comment 5 above, and adjust assessment tasks if a gap is identified. We don't anticipate this.</p>

Question		Yes	No	Comments
				<p>In response to comment 5 above:</p> <ul style="list-style-type: none"> TAEASS403 requires 3 validations of assessment tools— these are addressed in the proposed tasks 4, 6 and 8. TAEASS402 requires 5 assessments to be conducted in total. Of these, at least one assessment must be RPL (the RPL assessment is covered in Task 10).
Based on the assessment documents provided, will the assessment plan and tool produce evidence that is:				
20	Valid	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> Yes Yes Yes <p>Feedback and conclusions reached in online meeting Not discussed.</p> <p>Agreed actions No changes.</p>
21	Sufficient	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> I would suggest to add the fifth assessment as required by the unit to remove the chance being challenged for having too short time between learning and completing the assessment tasks. Also ensuring that a practice task has not been used as an assessment task. Yes Yes <p>Feedback and conclusions reached in online meeting Comment 1 was discussed with question 5 of this questionnaire.</p> <p>Agreed actions See agreed actions listed for question 5 of this questionnaire.</p>
22	Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> Yes Yes Yes <p>Feedback and conclusions reached in online meeting Not discussed.</p> <p>Agreed actions No changes.</p>
23	Authentic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> Yes

Question	Yes	No	Comments
			<p>2. Yes 3. Yes</p> <p>Feedback and conclusions reached in online meeting Not discussed.</p> <p>Agreed actions No changes.</p>
RELIABILITY – Based on the assessment instruments provided, is, does or will the assessment tool:			
24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <p>1. Yes 2. Yes 3. Yes</p> <p>Feedback and conclusions reached in online meeting Not discussed.</p> <p>Agreed actions No changes.</p>
25	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <p>1. Yes 2. Yes 3. Yes but helpful if there was a clear scaffold for the trainer</p> <p>Feedback and conclusions reached in online meeting This item was indirectly discussed with question 1 of this questionnaire.</p> <p>Agreed actions Chemène will need to revisit the structure of the marking guide to ensure it works well with the new structure of the assessment tasks. Also see agreed actions arising from question 1 of this questionnaire.</p>
26	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <p>1. Yes 2. Yes - Very clear and easy to read 3. Yes however some terms could be defined eg assessment book, case study workbook, portfolio in this context.</p> <p>Feedback and conclusions reached in online meeting This item was discussed with question 1 of this questionnaire.</p>

Question		Yes	No	Comments
				<p>Agreed actions</p> <p>See actions listed for question 1 of this questionnaire.</p>
27	Follow a logical flow	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes 2. Yes – follows the process to develop instruments and tools 3. A scaffold would help navigate the differing tools and evidence required 4. Revisit the presentation of handouts vs one assessment tool including all tasks. <p>Feedback and conclusions reached in online meeting</p> <p>Comments 3 and 4 above were discussed with our discussion of questions 1 and 3 of this questionnaire.</p> <p>Summary of the discussion:</p> <ul style="list-style-type: none"> • the tasks follow a logical flow • the documents that explain this flow can be presented more simply, so the flow easier to understand. <p>Agreed actions</p> <p>See agreed actions listed with questions 1 and 3 of this questionnaire.</p>
28	Include provision to record details of the assessment, including: <ul style="list-style-type: none"> • assessor • candidate • assessment date/s & locations • candidate consent to be assessed • assessment results and feedback. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes <p>Feedback and conclusions reached in online meeting</p> <p>Not discussed.</p> <p>Agreed actions</p> <p>No changes.</p>
29	Enable assessors to review and record the quality of evidence provided by the candidate (with a checklist or equivalent)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes <p>Feedback and conclusions reached in online meeting</p> <p>Not discussed.</p> <p>Agreed actions</p> <p>No changes.</p>

Question		Yes	No	Comments
30	Clearly identify version control	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes <p>Feedback and conclusions reached in online meeting Not discussed.</p> <p>Agreed actions No changes.</p>
FLEXIBILITY and FAIRNESS – based on the assessment plan and instruments provided, is, does or will the assessment tool:				
31	Offer a range of flexible options for assessment that: <ul style="list-style-type: none"> • meet the diverse needs and circumstances of the target candidate/s • all maintain integrity of the assessment 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes – it does, the students have a number of opportunities to demonstrate their skills in their own work environment. 2. Not sure. 3. Would this be for the RTO to develop? 4. Yes <p>Feedback and conclusions reached in online meeting Validators discussed the fact that it is up to the RTO to determine what flexible options are available. Nonetheless the generic Blackwater Projects product must make the application of such flexibility easy.</p> <p>Agreed actions No changes.</p>
32	Include information about available support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes - This is really up to the RTO to provide and explain in the pre-enrolment information. This is also a TAS item. 2. Yes – refers to trainer (I think) 3. RTO input? <p>Feedback and conclusions reached in online meeting Validators discussed the fact that it is up to the RTO to determine what support options are available.</p> <p>Agreed actions No changes.</p>
33	Feature objective, non-biased language and scenarios	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Email feedback received</p> <ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes <p>Feedback and conclusions reached in online meeting</p>

Question	Yes	No	Comments
			Not discussed. Agreed actions No changes.

end of validation questionnaire

Outcomes & recommendations

Summary of feedback and recommendations

Validators recommend the following changes to the draft assessment tool documentation reviewed in the validation:

General approach

Keep the proposed assessment task structure (knowledge questions plus 10 practical tasks)

Assessment overview document

Update the assessment overview document:

- Direct it at for the TAE participant (and not for the auditor or the assessor)
- Remove the competency map
- Add a summary of each assessment task
- Remove reference to “early” and “subsequent” tasks
- Consider adding a glossary of terms to explain the following terms:
 - Submission – refers to the collection of evidence that TAE participants provide for each task (e.g. “In your submission, include...”)
- Add information about word count required for responses (in response to items raised)
- Indicate which assessment tasks will be completed during training and which must be completed on participants’ own time (NB RTOs will need to review and adjust as needed to reflect their TAS)

Assessment books and case study handouts for each task

- Rename all assessment books as ‘ASS_TaskXX_Instructions’
- For those tasks that include a case study, merge content of the case study handout with the assessment book into the new ‘instructions’ document, so there is only one document for each task.
- Correct the following typos in the Task 1 instructions document:
 - (from assessment book) Page 5 – change reference from ASS Task 2 to ASS Task 1
 - (from assessment book) Page 7 (list of evidence to provide) – change **you** to ‘your’: *To the participant: replace this text with information about what additional evidence you have provided, if any, and where **you** assessor will find the additional evidence.*
 - (from assessment book) Page 9 Competency map (matrix) – add the word ‘**be**’ where required: The final version of the competency map may **be** presented in the case study handout or as a stand-alone document.
- In the Task 9 instructions document, check the marking criteria for question 6 and update if needed, to ensure criteria are clear.
- In the Task 9 instructions document, add a marking criterion that says participants must develop the tool from scratch, or (if improving an existing tool) they must update at least 50% of the tool and provide evidence of this (e.g. previous versions of the tool may NOT be used as the draft tool)
- For Task 5 Plan and develop an RPL assessment tool and task 9, ensure there are questions at the end of the task that ask how the participant incorporated the principles of assessment and rules of evidence into the tool. Task 7 Plan and develop one assessment tool will not have such questions added.

Summary of feedback and recommendations

- Tasks 5, 7 and 9—check marking criteria and ensure that criteria allows participants to collaborate on development of the tool as would be required in a realistic context, whilst still ensuring that the participant is the principal developer
- Remove word counts from all questions in the assessment instructions document for tasks 1 and 9 (word count will be explained in the assessment over document, instead).

Templates

Update assessment plan template to include provision to note people who will approve the plan. Apply this change consistently across the entire cluster where this template is featured, including:

- Templates document
- Participant manual—update examples of RPL assessment plan and training-based assessment plan
- All task handouts (task instruction documents) where the assessment plan template is used.

Knowledge questions

Re-format knowledge questions using the draft shown in the online meeting—this will give participants a fill-in-the-blanks version of the questions that will ensure their responses cover all parts of each question.

Competency map

- Check mapping for PC 4.1 of TAEASS401 and TAEASS502—ponder: “can we consider draft assessments as available instruments”? Adjust map if needed (ref: questionnaire question 9, comment 2).
- Map Task 1 to TAEASS401 or 502, foundation skill 1 Get the work done.
- Check what criteria for RCC exists in TAEASS401 and 502, and make sure the planned assessment tasks cover any relevant criteria.

Remaining assessment tool documents

Use the improved ‘instruction’ documents for ASS Tasks 1 and 9 as templates for remaining tasks (2-8)
Map new assessment tasks.

Marking guide

- Revisit marking guide once the above changes have been made and complete it, following the agreed format and approach for all tasks.

Miscellaneous

- Shorten file names of all documents in the Cert IV TAE suite – remove the TAE40116 qualification code from the start of the file names.
- Explore the possibility of developing a short video that emphasises the need for RTOs to customise the resources (note from Chemène – this will become even more important if we merge case study information with the task submission information – original intent was for RTOs to not use a case study if not useful to them).
- Consider what else can be done to ensure RTOs understand what they must do to contextualise the assessment tools—something to supplement this document: https://blackwaterprojects.com.au/wp-content/uploads/2018/07/TAE40116_1stTimeUsers_ReadThisFirst_v3.1.pdf
- At a later date: update assessment tool for the other clusters to match the new assessment tool format—do this only after clients have offered feedback on the ‘next gen’ ASS cluster tool.

Next steps			
Action required		By whom?	Date completed
1	Prepare draft 1 of this report and send to validators to review and endorse or request changes	Chemène	19 August 2020
2	Act on validator feedback to finalise this report	Chemène	01 September 2020
3	Make recommended improvements to the draft assessment tool	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 document