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| --- | --- | --- | --- | --- | --- |
| **Unit code and name:** | |  | | | |
| **Validation date:** | |  | | | |
| **Item No.** | **Discussion item** | | | **Yes/No** | **You must justify your decision for each discussion item.** |
| **General** | | | | | |
| **Item 1:** | Purpose of validation activity is discussed. | | |  |  |
| **Item 2:** | Scope of validation process is discussed. | | |  |  |
| **Item 3:** | Legal and ethical responsibilities of assessors are discussed. | | |  |  |
| **Item 4:** | All relevant documentation is present at the validation session. | | |  |  |
| **Item 5:** | All documents have been recorded for version control. | | |  |  |
| **Item 6:** | Latest version of assessment materials is being validated. | | |  |  |
| **The assessment** | | | | | |
| **Item 7:** | The evidence requirements of the unit of competency are covered. | | |  |  |
| **Item 8:** | The context and conditions of assessment specifically relate to the assessment conditions within the unit of competency. | | |  |  |
| **Item 9:** | The assessment activity is relevant to a number of different situations/contexts | | |  |  |
| **Item 10:** | Assessment instruments within the tool meet the required standards expected in the workplace. | | |  |  |
| **Item 11:** | Instructions to the learner are clear, concise, and outline the evidence requirements. | | |  |  |
| **Item 12:** | Written information is at the appropriate AQF level and grammatically correct. | | |  |  |
| **Item 13:** | The level of difficulty is appropriate to the unit of competency. | | |  |  |
| **Item 14:** | The unit of competency could potentially be combined with another unit of competency. | | |  |  |
| **The assessor** | | | | | |
| **Item 15:** | Assessor/marking guide instructions clearly identify standard decision-making rules and processes to ensure consistent decision-making outcomes. | | |  |  |
| **Item 16:** | Benchmark responses in the assessor guide are clear and sufficient to ensure a reliable assessment. | | |  |  |
| **Item 17:** | Recording mechanisms in assessment tool are clear and allow for sufficient information to be recorded (e.g., feedback) | | |  |  |
| **The mapping matrix** | | | | | |
| **Item 18:** | Assessment mapping matrix covers all competency standards within the designated unit. | | |  |  |
| **Item 19:** | The assessment methods identified in the assessment mapping matrix are valid in gathering evidence for the specified competency standards. | | |  |  |
| **The principles of assessment** | | | | | |
| **Item 20a:** | Valid: The overall assessment assesses all of the required skills and knowledge which could be replicated in a real workplace environment. | | |  |  |
| **Item 21a:** | Reliable: The evidence provided by the learner can be interpreted consistently based on the assessor guide. | | |  |  |
| **Item 22a:** | Flexible: The assessment has the potential to cater for the learner’s individual needs. | | |  |  |
| **Item 22b:** | Flexible: The range of assessment methods is suitable in measuring the learner’s performance. | | |  |  |
| **Item 23a:** | Fair: Where appropriate, a reasonable adjustment could be applied to take into account the individual learner’s needs. | | |  |  |
| **Item 23b:** | Fair: The assessment instructions are sufficient to fully inform the learner regarding their assessment. | | |  |  |
| **The rules of evidence** | | | | | |
| **Item 24:** | Valid: The assessor can be sure that the collected evidence accurately reflects the unit of competency and associated assessment requirements. | | |  |  |
| **Item 25:** | Current: The assessor can be sure that the collected evidence represents competency in the present or in the very recent past. | | |  |  |
| **Item 26:** | Sufficient: The assessor can be sure that the learner will submit enough quality evidence to demonstrate competency. | | |  |  |
| **Item 27:** | Authentic: The assessor can be sure that the learner’s evidence is actually the learner’s own evidence. | | |  |  |
| **Issues identified:** | | | | | |
|  | | | | | |
| **Recommendations for improvement:** | | | | | |
|  | | | | | |
| **Amendments made to the assessment tool:** | | | | | |
|  | | | | | |
| **Administrative protocols:** | | | | | |
| **How do these changes impact the Assessment Plan?** | | |  | | |
| **Feedback on the overall trial process:** | | |  | | |
| **File naming protocol of assessment tool:** | | |  | | |
| **Reviewer’s name:** | | |  | | |