Template 1

This template has two purposes. It can be used:

- during the validation meeting
- as a record keeping document

Name of RTO:

Qualifications/Units: Date:

Participants:

Validation Item	Points of Discussion	Outcomes of Validation	Follow up that may need to be taken
Assessment Process			
Assessment methods and tools			
Assessment evidence			
Assessment judgements			
Action to improve quality and consistency of assessment			
Other			

Template 2

Use this checklist to ensure that validation plans are valid. This form can be used pre and post assessment.

Does the assessment plan	Yes	No	Comment
Address the unit(s) of competence being assessed			
Use plain English			
Make clear how and when assessment will take place			
Provide avenues for feedback			
Indicate timelines and assessment activities that are possible			
Allow for practical evidence gathering activities			
Provide opportunity to gather sufficient evidence over a period of time			
Show version control			
Allow for cost effective assessments			
Allow for fair, non discriminatory and inclusive assessment			
Provide space for signatures and comments			

Assessment plan validated: Yes □   No □

Explain modifications required:

Names and signatures:

Date:

Template 3
Use this template to validate assessment tools

Do the Tools?	Yes	No	Action to be taken
Use "Plain English"			
Use language appropriate for the intended audience			
Include clear instructions on how the tool is used			
Reflect the assessment environment			
Reflect the AQF level requirements			
Contain activities that are holistic			
Ensure assessment of the relevant competence(s)			
Contribute to validity and reliability of assessment			
Clearly identify skills, knowledge and understanding relating to competence(s) being assessed			
Ensure evidence collected is current			
Ensure evidence collected is authentic			
Ensure evidence collected us sufficient			
Provide guidance on reasonable adjustment (where relevant)			

Do the Tools?	Yes	No	Action to be taken
Use methods that can be adjusted to suit special needs			
Enable evidence to be collected in a timely and cost effective way			
Include assessment of the dimensions of competence			
Contain version control			

Recommendations:

_____
_____
_____

Modifications to be made by:

Due date of modifications:

Signatures of participants in validation:

Template 4

This form will provide a basis for reviewing and evaluating assessment evidence collected from candidates, and used by the assessor.

Training Package: _____

Unit (s): _____

Names of participants in validation:

Date:

List of evidence sampled:

Clearly describe in the comments column any issues or concerns against the criteria as to why the evidence is or isn't relevant.

Is the evidence?	Yes	No	Comments
Sufficient to make a decision about competence			
Directly related to the units of competence being assessed			
Based on realistic workplace activities and contexts			

Based on the critical aspects of evidence			
Sufficient to cover the full range of knowledge and skills needed to demonstrate competence			
Appropriate for the AQF level			
Taken from more than one source over a period of time			
Valid			
Current			
Authentic			
Collected in a timely and cost effective way			
Demonstrating the dimensions of competence			

Recommendations for modification:

_____
_____
_____

Action officer: _____ Due date of modifications: _____

Signatures of participants in validation: _____

_____

Template 5

Validating the assessment process

Use this checklist to validate the assessment process to ensure consistency amongst assessors. The assessment process is *the series of key steps in the assessment cycle i.e. preparations for assessment, enrolment of candidate, information provided to candidate, recording and reporting of assessment outcomes*.

Is the activity: Pre   During   Post Assessment   (please circle)

Date of activity:_____

Does the Process:	Yes	No	Comments
Document confidentiality and privacy processes			
Clearly identify the steps involved in the assessment process for example in a flow chart			
Provide plain English instructions to assessor			
Provide guidance to the assessor on preparing the candidate			
Provide guidance to the assessor on collecting evidence			
Provide guidance to the assessor on making decisions			
Provide guidance to the assessor on reviewing the process			
Provide advice on reasonable adjustment in			

assessment			
Provide guidance to the assessor on providing feedback to the candidate			
Provide guidance to the assessor in case of appeal			
Allow for feedback to be provided by candidates			
Provide plain English instructions to candidates			
Allow for flexibility to be adapted to suit specific candidates and/or workplace needs			
Allow for documentation of agreement between assessor and candidate			
Allow for support mechanisms			
Clearly document and disseminate appeals process			
Clearly document RPL processes			
Provide assessors with documentation to complete for record keeping			

Recommendations/Modifications:

_____

_____

Modifications to be followed up by:

_____

_____

Due date of modifications: _____

Validation participants

Name: Signature:

_____
_____
_____
_____
_____
_____

Template 6

Assessment validation action plan

Qualification name and code: _____

Name of RTO :   _____

Plan for the period: _____

Unit of competency	Activity undertaken	Proposed date pre-assessment validation	Proposed date post-assessment validation

Signed: _____

Date: _____

Template 7

Assessment Validation Strategies

Use this checklist to document strategies already occurring in your RTO to help plan useful assessment validation.

Qualification/unit name and code: _____

_____

Assessment validation Strategies	
Do **groups of assessors meet** to compare their processes, assessment tools and judgements. If yes, please specify how often they meet and whether minutes or records are kept.	
Are assessors using **standardised assessment tools?** If yes, are these tools developed locally, by a product development or commercially produced?	
Is there any **sampling of assessments** to check the consistency? How is this done?	
Is there an **assessment panel or team** used for assessment? Who is included on the panel/team? And how does it operate?	
Is there any **industry involvement** in the development and carrying out of assessment? How is it done?	
Is there a **mentoring system** in place for the new assessors? Is the process documented?	
Do more experienced assessors act in **a lead assessor** role assisting less experienced teachers/assessors. Is this process documented?	
Is **feedback on the assessment process** collected from candidates? If yes, how is this feedback used as part of a quality improvement process?	
Has there been any **benchmarking** of assessment processes and tools done between different delivery sites or with other RTOs?	

Assessment validation Strategies	
Do any assessors belong to an **assessor network**? If yes, how does it operate? How is the information collected passed on or other assessors?	
What **professional development** activities are provided by assessors that focus on improving assessment strategies	
What **other methods** are used by the assessors to validate their assessment processes?	

Date: _____

Completed by: _____

Position in RTO:_____

Template 8

Post-Assessment Validation Checklist

Use this checklist as part of an assessment validation meeting to evaluate assessment evidence provided.

Name/code of unit/s of competency/ies _____

Description of evidence provided: _____
_____
_____
_____

Evidence Criteria	Yes/ No	Comment
Valid		
Is the evidence provided relevant to what is being assessed?		
Have a variety of assessment strategies been used?		
Are skills and knowledge assessed in an integrated way?		
Is evidence consistent with that from other assessments?		
Authentic		
Can you verify the experience provided is the work of the candidate?		
Currency		
Does the evidence meet current industry standards		
Sufficient		
Is the evidence provided by this assessment sufficient for a judgement of competence?		If no, What additional evidence is required?

General Comments about the evidence presented:
_____
_____
_____
_____

Signed: _____

Date: _____

Template 9

Pre-Assessment Validation Checklist

Use this checklist as part of an assessment validation meeting to evaluate assessment tools, tasks or strategies that you have developed.

Name/code of unit/s of competency/ies _____

Assessment activity	Yes/No	Comment
Assessment task instructions and assessment conditions are clearly identified.		
Written information is worded appropriately.		
The assessment activity addresses the evidence requirements for the competency or competencies being assessed.		
The level of difficulty of the activity is appropriate to the competency of competencies being assessed.		
Evidence guides or assessment checklists are available for use in making an assessment decision.		
Is the assessment activity suitable for use in other assessment contexts? Eg recognition, trainees, workplace		

Modification required (as identified under comments):   Yes / No

Changes made to assessment items: Yes / No Date: _____

Assessment task is ready for use: Yes / No Date: _____

_____
Validating peer or mentor

Template 10

Assessment validation benchmarking summary

Use this template to record details of decisions made and areas for review identified during a benchmarking process.

RTO name:	
Name of Benchmarking partner	
Name of Benchmarking partner contact	
Contact details	
Scope of benchmarking activity	Insert scope of the area to be benchmarked eg Specific area of assessment, qualifications or assessment process to be reviewed
Benchmarking team members	Insert name of RTO staff participating in the benchmarking activity
Benchmarking site	Record details of site where benchmarking took place
Date	Insert the date (s) on which the benchmarking activity took place
Benchmarking summary	Summarise any significant outcomes or findings of the benchmarking activity. Record any areas identified for improvement, further action or information to be gathered, who is responsibly for any follow up or implementation and the planned timeframe.
Future benchmarking activities	Insert dates or details of future or follow up activities planned
Signed: **Date:**	

Template 11

Assessment tools, processes and evidence checklist

Use this checklist to assist you to design assessment tools and strategies. Gauge your assessment against the following statements, and where you are unable to answer YES, re-work your approach.

VALIDITY	Yes/No	Comment
1. The assessment tasks are based on realistic workplace activities and contexts	Y/N	
2. The evidence relates directly to the units of competence or learning outcomes being assessed	Y/N	
3. The instrument will assess the candidate's ability to meet the level of performance required by the unit (s) of competency	Y/N	
4. The assessment tasks have been designated to allow holistic and integrated assessment of knowledge, skills and attitudes	Y/N	
5. More than one task is the source of evidence will be used as the basis for judgement, with evidence drawn from a variety of performances over time where practical	Y/N	
6. Different sources of evidence of knowledge and skills that underpin the unit of competency will be considered in the assessment	Y/N	
7. The purpose, boundaries and limitations of the interpretations of evidence have been clearly identified.	Y/N	
8. The methods and instruments selected are appropriate for the assessment system specified by the industry (where applicable)	Y/N	
9. Where practical, the methods and processes for assessment have been validated by another person with the expertise I the competencies being assessed.	Y/N	

RELIABILITY	Yes/No	Comment
1. Critical elements have been identified and sampling will be used to ensure that the most important aspects are assessed.	Y/N	
2. Assessment exemplars and checklists have been prepared for use by assessors.	Y/N	
3. Guides for observing and recording evidence are based on units of competency.	Y/N	
4. Clear guidelines are available to ensure that assessors make consistent decisions over time and with different candidates.	Y/N	
5. Where multiple assessors are involved in conducting parallel assessment events, the strategies used have been agreed.	Y/N	
6. Consistent instructions to candidates and procedures for undertaking assessment are available to all assessors.	Y/N	
7. Where work samples are to be used as evidence, candidates will receive specific guidelines on requirements, including information about ensuring authenticity and currency of the evidence.	Y/N	
8. Where a unit or units of competency are to be assessed in different situations, the situations are generally comparable.	Y/N	

FLEXIBILITY	Yes/No	Comment
1. The assessment approach can be adapted to meet the needs of all candidates and workplaces.	Y/N	
2. Where practical and appropriate, assessment will be negotiated and agreed between the assessor and the candidate	Y/N	
3. Candidates will be able to have their previous experience or expertise recognised.	Y/N	
4. The assessment strategy adequately covers both on and off the job components of the training.	Y/N	

FAIRNESS	Yes/No	Comment
1. Candidates will be given clear and timely information on assessment.	Y/N	
2. Information for candidates will cover assessment methods, procedures, the criteria against which they will be assessed, when and how they will receive feedback and the mechanism for appeal.	Y/N	
3. Candidates will be included in discussions on the choice of assessment methods and timing.	Y/N	
4. Candidates will be made aware of their responsibilities with regard to assessment.	Y/N	
5. The assessment approach chosen caters for the language, literacy and numeracy needs for all candidates.		
6. The special geographic, financial or social needs of candidates have been considered in the development and conduct of the assessment.		
7. Reasonable adjustment can be made to the assessment strategy to ensure equity for all candidates, while maintaining the integrity of the assessment outcomes.		
8. Opportunities for feedback and review of all aspects of assessment will be provided to candidates.		
9. There are clearly documented mechanisms for appeal against assessment processes and decisions and these will be provided to candidates prior to assessment.		