

## PRE-ASSESSMENT VALIDATION

### RECORD OF VALIDATION OF ASSESSMENT AGAINST THE PRINCIPLES OF ASSESSMENT AND THE RULES OF EVIDENCE

This form is used to record if the assessment tools and process meet the requirements of the Principles of Assessment AND have the capacity to enable an assessor to gather valid, reliable, authentic, current, and sufficient evidence in order to make their judgement against the Rules of Evidence.

PRE-ASSESSMENT VALIDATION ATTENDEES		
Name	Position	Signature

## PRINCIPLES OF ASSESSMENT

VALID				
No	Pre-assessment Validation Criteria	Yes	No	Comment
1	The assessment tasks are based on realistic workplace activities and situations that are essential for a student to demonstrate competence that is aligned to the unit/s of competency and associated assessment requirements.	<input type="checkbox"/>	<input type="checkbox"/>	
2	The assessment requires practical application of a broad range of knowledge and skills that are essential to competent performance	<input type="checkbox"/>	<input type="checkbox"/>	
3	The assessment covers the:			
4	Elements and Performance Criteria	<input type="checkbox"/>	<input type="checkbox"/>	
5	Performance Evidence	<input type="checkbox"/>	<input type="checkbox"/>	
6	Knowledge Evidence	<input type="checkbox"/>	<input type="checkbox"/>	
7	Assessment Conditions	<input type="checkbox"/>	<input type="checkbox"/>	
8	Foundation Skills <i>(if clearly defined in the unit)</i>	<input type="checkbox"/>	<input type="checkbox"/>	

9	Assessment evidence will be gathered on more than one occasion where required by the unit of competency	<input type="checkbox"/>	<input type="checkbox"/>	
10	Assessment is appropriate for the AQF level across on the qualification	<input type="checkbox"/>	<input type="checkbox"/>	
11	Assessment covers the four (4) Dimensions of Competency:			
	1. Task Skills	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Task Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Contingency Management Skills – students could demonstrate these skills and knowledge in other similar situations	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Job/Role/Environment Skills	<input type="checkbox"/>	<input type="checkbox"/>	
<b>RELIABLE</b>				
No	Pre-assessment Validation Criteria	Yes	No	Comment
1	Assessment marking guides or benchmark answers and checklists have been prepared for use by the assessor to ensure consistent interpretations are made by assessors with different students	<input type="checkbox"/>	<input type="checkbox"/>	
2	Consistent instructions and guidelines are available for students including information about ensuring authenticity and currency of the evidence they provide	<input type="checkbox"/>	<input type="checkbox"/>	
<b>FAIR</b>				
No	Pre-assessment Validation Criteria	Yes	No	Comment
1	Students are supplied with clear and timely information on assessment and the opportunity for re-assessment	<input type="checkbox"/>	<input type="checkbox"/>	
2	Students are supplied with information on how they will be given feedback	<input type="checkbox"/>	<input type="checkbox"/>	
3	Students are given information on the Appeals process	<input type="checkbox"/>	<input type="checkbox"/>	
4	The assessor guide or other relevant documents outlines appropriate reasonable adjustments that could be made to meet the learner's needs in the gathering of assessment evidence	<input type="checkbox"/>	<input type="checkbox"/>	

5	The assessment process provides an opportunity for the details of any reasonable adjustment to be recorded for post-assessment validation	<input type="checkbox"/>	<input type="checkbox"/>	
FLEXIBLE				
No	Pre-assessment Validation Criteria	Yes	No	Comment
1	The assessment approach can be adapted to meet the needs of all students and workplaces	<input type="checkbox"/>	<input type="checkbox"/>	
2	Opportunities for students to be assessed through Recognition of Prior Learning (RPL) is available and has been explained to the students	<input type="checkbox"/>	<input type="checkbox"/>	
3	The assessment timing can be negotiated and agreed between the assessor and the student	<input type="checkbox"/>	<input type="checkbox"/>	
VALID				
No	Pre-assessment Validation Criteria	Yes	No	Comment
1	The assessment process ensures the assessor gathers evidence that the learner will have the skills, knowledge and attributes directly related to the unit(s) of competency being assessed	<input type="checkbox"/>	<input type="checkbox"/>	
2	The evidence to be supplied is based on everyday workplace activities and situations	<input type="checkbox"/>	<input type="checkbox"/>	
AUTHENTIC				
No	Pre-assessment Validation Criteria	Yes	No	Comment
1	The assessment process ensures the evidence to be supplied can be confirmed to be the students own work	<input type="checkbox"/>	<input type="checkbox"/>	
CURRENT				
No	Pre-assessment Validation Criteria	Yes	No	Comment
1	The evidence to be collected will reflect current industry practice	<input type="checkbox"/>	<input type="checkbox"/>	
SUFFICIENT				
No	Pre-assessment Validation Criteria	Yes	No	Comment
1	The assessment process has the capacity to ensure the evidence to be collected covers the full range of required knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	

2	The overall assessment process provides opportunities for the evidence gathered to be sufficient to support the assessment judgement to be made	<input type="checkbox"/>	<input type="checkbox"/>	
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**OVERALL COMMENTS**

The overall assessment approach is valid, reliable, fair, and flexible and has been designed to provide valid, authentic, current, and sufficient evidence for an assessor to make their judgement against the requirements of the units being validated and the assessment requirements of the unit and the training package

YES     NO

**FURTHER COMMENTS – Mandatory if response above is 'No'**

**PRE-ASSESSMENT VALIDATION ACTION PLAN**

Recommendations	Responsibility	Required Date

Date Validation was completed: \_\_\_\_\_

Validation Facilitator's Signature: \_\_\_\_\_