### watto_newlogo

### Assessment Validation Checklist

**Assessment validation**refers to a process where assessors compare and evaluate against the relevant competency standard/s to ensure, validity, reliability, fairness, flexibility and effectiveness of their: assessment methods, assessment tools and assessment procedures.

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| **Unit Code:** |  |
| **Unit Name:** |  |
| **Date of validation meeting:** |  |
| **Who participated:** |  |
| **General suitability** |
| **Questions** | **Y / N** | **Comments** |
| Are the assessment instructions clearly explained? |  |  |
| Is the level of difficulty of the assessment appropriate to the competency being assessed? |  |  |
| Are the assessment tools and checklists logically structured to support the assessment? |  |  |
| Are the training and assessment practices appropriate for this unit? |  |  |
| Are there sufficient resources, including facilities and equipment to deliver the unit? |  |  |
| Do the assessors have current industry skills? |  |  |
| **Validity** |
| **Questions** | **Y / N** | **Comments** |
| Are the assessment tasks based on realistic activities? (ie relevant to real life application and/or work place application) |  |  |
| Is the evidence being collected related directly to the unit of competence being assessed? |  |  |
| Does the assessment assess the learner’s ability to meet the level of performance required real life application and/or workplace application? |  |  |
| Are the methods being used appropriate for the environment in which they will be used? (eg workplace or real life scenarios) |  |  |
| Has assessment mapping been completed to confirm that the entire unit is being assessed? |  |  |
| **Sufficiency** |
| **Questions** | **Y / N** | **Comments** |
| Is the assessment evidence gathered using a range of assessment methods collected over a number of different assessment activities? |  |  |
| Is the assessment evidence collected from a range of the learner’s performances over time? |  |  |
| Is there sufficient evidence of the learner’s knowledge and skills being considered in the assessment? |  |  |
| **Authenticity / Currency** |
| **Questions** | **Y / N** | **Comments** |
| Does the assessment method used guarantee that the evidence collected is the learner’s own work? |  |  |
| Does the assessment gather evidence from the learner that is current or based on their recent activities? |  |  |
| **Reliability** |
| **Questions** | **Y / N** | **Comments** |
| Are appropriate assessment checklists available to record evidence based on the unit of competence? |  |  |
| Are clear guidelines available to ensure that assessors make consistent decisions over time and with different candidates? |  |  |
| Are there suitable instructions that support the same judgement being applied by different assessors? |  |  |
| **Flexibility** |
| **Questions** | **Y / N** | **Comments** |
| Can the assessment be adapted to meet the specific learning needs (eg learning difficulties) of all learners such as English second language, language, literacy and numeracy? |  |  |
| Is the opportunity available for the candidate to have their previous experience recognised? |  |  |
| Do the assessment methods support flexible arrangements with candidates that have low LLN skills? |  |  |
| **Fairness** |
| **Questions** | **Y / N** | **Comments** |
| Does the assessment process result in the learner(s) being given clear and timely information on assessment? |  |  |
| Is the assessment structured so that appropriate opportunities for feedback is provided to the learner(s)? |  |  |
| Are there clearly documented mechanisms for appeal against assessment decisions? |  |  |
| **Safety** |
| **Questions** | **Y/N/?** | **Comments** |
| Were/are potential hazards identified in the assessment area prior to assessment? |  |  |
| Were/are learners informed of potential hazards? |  |  |
| Did/does the assessment potentially place learners at risk? |  |  |
| Does the assessment require the setting up of any potentially unsafe conditions? |  |  |
| Is safety equipment/gear available for the assessment? |  |  |
| Were/are contingency plans considered for the assessment? |  |  |
| Is the assessment stopped is unsafe actions are enacted by the learner? |  |  |
| **Opportunities for Improvement** |
| Are there any opportunities for improvement identified as a result of this assessment validation? Explain. |  |

**Meeting Team**

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| --- | --- | --- | --- |
| **Name** | **Role** | **Signature** | **Date** |
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