

Assessment (including RPL) Validation Form

This form is to be used at assessment validation meetings when validating assessments (including RPL tools). The priority order of assessment validation activities is determined by the Head Teacher in conjunction with the Assistant Director Faculty based on the [Assessment Validation Risk Matrix](#), [Assessment Validation Plan – Faculty](#) and [Assessment Validation Plan – Section](#). Please refer to Sydney Institute [Assessment Validation Policy](#) and [Assessment Validation Procedure](#) before undertaking validation.

This form is to be used for completing:

Section A: Principles of Assessment - validating one assessment tool and instruments.

Section B: Rules of Evidence - statistically significant sample of judgments (student assessments) made.

Faculty:	CET	Section name and College:	
Qualification Number and Name	UEE62111 Advanced Diploma of Engineering Technology-Electrical		
Unit of Competency /Module) Number and Name:	UEENEEK151A Develop effective engineering strategies for energy reduction in buildings		
Assessment Task (e.g. Written Assessment 1)	Final Theory Test		

Team Validation Members must collectively have the following: (Boxes 1-3 must be crossed ☒)

- 1. Vocational competency and current industry skill
- 2. Current knowledge of vocational teaching and learning
- 3. Current Training and Assessment qualification or Assessor Skill set

Note: At least (1) validation team member must not be directly involved in the delivery & assessment of this training product. (e.g. industry expert). Minimum of (2) persons to validate. Validation team leader cannot be the person who delivered or assessed the unit / module being validated. Final validation decision made cannot be made by a person directly involved in the delivery / assessment of the unit of competency being validated.

Team Member Name	Position	Organization	Signature & Date
	Validation Team Leader (see note above)		
	Person not directly involved in the delivery & assessment of this training product.		
	Team Member		
	Team Member		

Assessment/RPL Activity	Y/N or NA	Please ensure you comment on how the assessment meets the defined criteria.
Is the assessment related to a unit of competency considered a high risk unit for the qualification? Refer to the Assessment Validation Risk Matrix .	N	
Confirm industry been engaged in refining this assessment? (Please verify with Head Teacher if necessary). Industry can include industry enterprises (e.g. employers), industry skill councils, industry associations, industry regulators, group training organisations. Evidence to be kept of industry engagement.	Y	(yes) Educational Industry Open Universities

Section A - Principles of Assessment

(Validation of the assessment tools and instruments)

Validity

a. Assessment is [mapped](#) to the unit or units (if clustered) of competency from the Training Package including elements, performance criteria, performance evidence, evidence of knowledge and assessment conditions.

N

b. Assessment reflects workplace standards and regulatory requirements.

N/A

c. Assessment is consistent with the training and assessment strategy.

Y

Fairness

d. Assessment provides for special needs of learners and reasonable adjustment.

N

Currently no learners are present in this Unit, but can be developed to suit specific students

e. An Assessment appeals process and information regarding attempts at assessment is made available to learners. This information is provided to students at student orientation and in the [Student Assessment Guide – Unit of Competency \(template\)](#).

Y

Detailed in the Student Assessment guide

f. Assessment takes into account language, literacy and numeracy needs of learners to the standard that would be expected in demonstrating competence in the workplace.

Y

Flexibility

g. Assessment may be used to recognise competencies no matter how, where or when they have been acquired and draw on a range of methods appropriate to the context.

Y

According to the answers for the specific questions asked

Reliability

h. The assessment is likely to provide similar results when used with different groups of learners?

Y

Most assuredly

i. Assessment instructions to the learners are clear, concise and accurate to ensure consistent, reliable and fair results for all candidates.

Y

Specified in the Assessment Test

j. Assessment instructions to the assessor are available for assessors to achieve consistent, reliable and fair results for all candidates.

N

k. Assessment marking guide that has model responses and/or performance requirements is provided for assessors.

N/A

All objective tasks

l. The assessment criteria for competence have been clearly defined.

N/A

General Requirements

The assessment tool includes the appropriate [Assessment Cover Sheet](#) and [Assessment Feedback Sheet](#).

Y

it certainly does

The assessments validated are stored securely within the teaching section and accessible to relevant staff.	Y	I store my own
Modifications required (as identified under comments):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Comments (Where the Principles of Assessment criteria are not met, describe the corrective action/s to be made). <i>The criteria was met</i>		

Section B - Rules of Evidence

Validation of the assessment judgements made. Refer **Table (1)** below to determine the assessment judgement sample size. A sample of assessment judgements from a minimum of **two (2)** units of competency to be validated.

Validity The assessment evidence is adequate for the appropriate AQF level & the assessor is assured the learner demonstrated the required knowledge evidence and / or performance evidence.	Y	it is adequate to AQF
Authenticity The assessor is assured the evidence presented is the learners own work.	Y	of course, it has such space
Sufficiency The assessment provides for the collection of appropriate evidence to ensure the relevance, quality and quantity to enable the assessor to be assured of learner's competence.	Y	it certainly provides evidence
Currency The assessment collects evidence of the learner's current skills and knowledge to the standard expected in the workplace.	Y	it absolutely collects evidence of the learner's current skills
General Requirements		
Assessment judgements validated are stored securely within the teaching section and accessible to relevant staff.	Y	
Modifications required (as identified under comments):	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Comments (Where the Rules of Evidence criteria are not met from the review of the assessment judgements describe the corrective action/s to be made).		

Date changes made to assessment:	July 2016
Date of next review: (Note: to be validated at least once within each 3 year cycle)	January 2017

TABLE 1

Use this table as a reference to determine the number of judgments (completed student assessments) to be validated as per Rules of Evidence. A sample of assessment judgements from a minimum of **two (2)** units of competency to be validated.

Assessment judgment = Total number of students x total number of assessment events per unit of competency.

(Example: 50 students x 2 assessment events (in one unit of competency) total 100 assessment judgments.

Sample size = number of assessment judgments to be validated for that one unit of competency 31.

Total number of assessment judgments (per unit of competency)	10	20	30	40	50	60	70	80	100	120	150	175	200
Sample size to be used	9	14	18	21	24	26	27	29	31	32	34	35	36

Sample sizes above based on

Margin of error - 15%

Confidence level - 95%

Source : www.raosoft.com/samplesize.html