



Competency Based Learning Materials (CBLM)

**Competency Based Training and Assessment (CBT&A)
Methodology**

Level-5

CBLM: Validating Competency Based Assessment



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

Copyright

National Skills Development Authority
Prime Minister's Office
Level: 10-11, Biniyog Bhaban,
E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.
Email: ec@nsda.gov.bd
Website: www.nstda.gov.bd.
National Skills Portal: <http://\skillsportal.gov.bd>

This Competency Based Learning Materials (CBLM) on “Validating Competency Based Assessment” under the CBT&A Methodology for Trainers & Assessors, Level-5 qualification is developed based on the national competency standard approved by National Skills Development Authority (NSDA)

This document is to be used as a key reference point by the competency-based learning materials developers, teachers/trainers/assessors as a base on which to build instructional activities.

National Skills Development Authority (NSDA) is the owner of this document. Other interested parties must obtain written permission from NSDA for reproduction of information in any manner, in whole or in part, of this Competency Standard, in English or other language.

This Competency Based Learning Materials is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with industry representatives, academia, related specialist, trainer and related employee.

Public and private institutions may use the information contained in this CBLM for activities benefitting Bangladesh.

List of Abbreviations

CS	- Competency Standard
ISC	- Industry Skills Council
NSDA	- National Skills Development Authority
NSQF	- National Skills Qualifications Framework
BNQF	- Bangladesh National Qualifications Framework
OSH	- Occupational Safety and Health
PPE	- Personal Protective Equipment
SCVC	- Standards and Curriculum Validation Committee
STP	- Skills Training Provider
SOP	- Standard Operating Procedure
TNA	- Training Need Analysis
FGD	- Focus Group Discussion
KIIs	- Key Informant Interviews
UoC	- Unit of Competency
EC	- Executive Committee
CBT&A	- Competency based Training & Assessment
CBC	- Competency based Curriculum
CAD	- Course Accreditation Document
CBLM	- Competency Based Learning Materials

Approved by

---th Executive Committee (EC) Meeting of NSDA

Held on -----

Deputy Director (Admin)

and

Officer of Secretarial Duties for EC meeting
National Skills Development Authority

Copyright	i
List of Abbreviations	ii
How to use this Competency Based Learning Materials (CBLMs)	1
Module Title: Validating Competency Based Assessment	2
Learning Outcome 1: Prepare for Validation	4
Information Sheet 1: Prepare for validation	6
Self-Check Sheet 1: Prepare for Validation	23
Answer Key 1: Prepare for Validation	24
Task/Activity Sheet 1.1: Prepare for Validation	26
Learning Outcome 2: Validate assessment tools	28
Information Sheet 2: Validate Assessment Tools	30
Self-Check Sheet 2: Validate Assessment Tools.....	53
Answer Key 2: Validate Assessment Tools	54
Task Sheet 2.1: Validate Assessment Tools	56
Learning Outcome 3: Contribute to Validation Process and Outcomes	58
Information Sheet 3: Contribute to Validation Process and Outcomes.....	60
Self-Check Sheet 3: Contribute to Validation Process and Outcomes	70
Answer Key 3: Contribute to Validation Process and Outcomes.....	71
Task Sheet 3.1: Contribute to Validation Process and Outcomes	72
Reference:	77

How to use this Competency Based Learning Materials (CBLMs)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practice the job. You may need to practice the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Module Content

Unit of Competency: Validate Competency Based Assessment

Module Title: Validating Competency Based Assessment

Module Description: This module discusses the aspects that must be given attention when validating competency-based assessment. It shows the knowledge and skills requirements for preparing for validation, validating assessment tools and contributing to validation process and outcomes

Nominal Duration: 20 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Prepare for validation
2. Validate assessment tools
3. Contribute to validation process and outcomes

Assessment Criteria:

1. Purpose, context and scope of validation process are discussed with relevant stakeholders and confirmed in accordance with assessment system policies and procedures
2. Materials for validation activities are arranged
3. Relevant documents used in validation process are checked for accuracy and version
4. Relevant benchmarks for assessment and units of competency are analysed and agreed on the evidence needed to demonstrate competence
5. Materials and evidences needed for validation activities are agreed and collected
6. Participation of appropriate representatives are ensured in validation sessions and activities using agreed communication methods and modes.
7. Principles of assessment and rules of evidence are applied during validation sessions and activities.
8. Context and conditions of assessment are checked.
9. Tasks to be administered are checked.
10. Assessment decision making rules and benchmarks are checked for clear and enable consistent outcomes
11. Recording mechanisms are checked for clear and sufficient information

12. Assessment maps are reviewed and used to assist in determining validity of assessment instruments
13. Review, comparison and evaluation are undertaken in accordance with the principles of assessment and rules of evidence
14. Validation findings are collectively discussed with relevant stakeholders, analyzed and agreed to support improvements in the quality of assessment
15. Recommendations to improve assessment practice recorded
16. Recommendations to improve assessment practice are reported to competent authority

Learning Outcome 1: Prepare for Validation

Assessment Criteria:

1. Purpose, context and scope of validation process are discussed with relevant stakeholders and confirmed in accordance with assessment system policies and procedures
2. Materials for validation activities are arranged
3. Relevant documents used in validation process are checked for accuracy and version
4. Relevant benchmarks for assessment and units of competency are analysed and agreed on the evidence needed to demonstrate competence
5. Materials and evidences needed for validation activities are agreed and collected

Content:

1. Purpose, context and scope of validation process
2. Materials for validation activities
3. Selection of relevant documents for validation process
4. Benchmark for assessment
5. Materials and evidences needed for validation activities

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation

Learning Environment

- Blended

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 1: Prepare for Validation

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Trainee will ask the instructor about Validate Competency Based Assessment	1. Instructor will provide the learning materials “Validate Competency Based Assessment”
2. Read the Information sheet/s	2. Information Sheet No:1 Prepare for Validation
3. Complete the Self-Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 1 Prepare for Validation Answer key No. 1 Prepare for Validation
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:1- Prepare for Validation Specification Sheet1 – Prepare for Validation

Information Sheet 1: Prepare for validation

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Discuss and confirm purpose, context and scope of validation process
2. Arrange materials for validation activities
3. Check and select of relevant documents for validation process
4. Analyse and agree on benchmark for assessment
5. Collect materials and evidences needed for validation activities

1. Purpose, context and scope of validation

Assessment Validation: Validation is the quality review of the assessment process. It ensures that the assessment methods and tools used are valid, reliable, sufficient, current, authentic, fair and suitable for their intended purpose to enable reasonable judgements.

It includes reviewing a statistically valid sample of assessments and making recommendations for future improvements to the assessment tool, process and outcomes and acting upon such recommendations.



Key step of validation process:

Validating assessment, like any other job function in the TVET system, can be divided into some key steps or sub functions. As a competent teacher/trainer and assessors in the reformed system, you may be a part of the validation process and perform the following sub functions:

1. **Preparation**—establishing the purpose, focus and context of the assessment validation.
2. **Obtaining, reading and interpreting materials**—these might be provided directly to you prior to the assessment validation or you might have to locate them yourself. You will probably be familiar with some of these materials.
3. **Submitting your materials**—you may be required to submit examples of assessment materials you use with trainees, such as assessment tools including instructions, assessment checklists, questions and case studies.

4. **Participating in assessment validation activities**—depending on the type of approach used, you may be part of an assessment panel, peer assessment or any other approach used. You will need to be prepared to actively contribute to validation sessions using appropriate communication skills.
5. **Discussing validation findings**—and suggesting recommendations to improve the quality of assessment.

Preparing for assessment validation:

Assessment validation is a formal and planned process. Tea room conversations about assessment, useful as they are, are not formalized validation activities. Assessment validation needs to be:

- planned
- targeted at a specific audience
- documented
- focused on identified areas such as assessment methods and tools.



That is why as a first step in the process, it is important to determine the purpose and focus of validation and determine the scope of the validation process including what will be validated, when it will take place and how, or using what strategies the validation will be conducted.

When does validation occur?

Validation activity may be conducted before, during or after assessment. But Generally, **Validation occurs after assessment**. This is so that you can consider the validity of both assessment practices and assessment judgements, to identify future improvements to the assessment tool, process and outcomes.



Whenever validation is conducted you have to consider three stages of assessment.

1. Before assessment

At this stage, validation concentrates on the design of the assessment tools and the interpretation of the units of competency to be assessed. It is important to ensure that assessment designers have a common understanding of the standard to be achieved and the evidence to be collected.

2. During assessment

At this point, assessment validation concentrates on the performance of the trainee during assessment, the process of assessment and the way the assessor carries out assessment.

3. After assessment

At this stage, assessment validation concentrates on how effective the assessment was, the standards of performance achieved, the validity of the evidence collected, and the accuracy and consistency of the assessment judgement.

Purpose of assessment validation:

The main purpose of the assessment validation is to support the implementation of the Assessment validation policy ensuring that assessments conducted by the NSDA are valid, reliable, fair and flexible and allow for sufficient, current, authentic and valid evidence to be collected to determine an individual's competencies.



Assessment validation is an essential part of continuous improvement in a competency-based assessment system, as it gives you information about the appropriateness and effectiveness of assessment. Validated assessments are indicated that all trainees will be assessed under the same standards.

The key objectives of assessment validation are:

Ensuring Validity: Assessment validation ensures that the assessment accurately measures the intended competencies. By gathering evidence and conducting rigorous evaluations, validation confirms that the assessment is aligned with the knowledge, skills, and abilities required for the job or task at hand. other assessment benchmarks

Establishing Reliability: Validation aims to establish the consistency and stability of assessment results. Reliability ensures that the assessment produces consistent outcomes when applied to the same individuals or groups under similar conditions. It reduces measurement errors and provides confidence in the assessment's consistency over time.

Promoting Fairness and equal opportunities: Assessment validation strives to create a fair and equitable assessment process for all participants. By identifying and minimizing biases, validation helps ensure that the assessment methods and procedures do not disadvantage any particular group based on factors such as gender, ethnicity, or background. This promotes equal opportunities and reduces discrimination.

Providing reliable data for decision-making: The validation process generates reliable and meaningful data that informs decision-making. Whether it is for selection, promotion, or training and development purposes, validated assessments provide credible information about an individual's competencies, helping organizations make informed decisions about talent management and development strategies.

Enhancing Confidence and Acceptance of the assessment process:

Assessment validation increases the confidence and acceptance of the assessment process among stakeholders, including assessors, participants, and decision-makers. By demonstrating the validity and reliability of the assessment, validation builds trust in the results and fosters credibility in the overall assessment system.

Assessment validation serves the purpose of ensuring that the assessment methods and tools are valid, reliable, fair, and fit for their intended purpose. It strengthens the quality and credibility of the assessment process, informs decision-making, and enhances confidence among stakeholders.

Purpose and focus of assessment validation at a glance:

- to demonstrate compliance with the BNQF
- identified area of risk in assessment practice and quality
- organizational quality assurance processes
- to ensure assessments meet the evidence requirements of the competency standards or other assessment benchmarks
- to improve assessment practices
- to evaluate the quality of assessment tools
- to determine whether different assessors using the same tools and to collect the same level of evidence
- to determine whether assessment decisions reflect the principles of assessment and rules of evidence
- to provide assessors with professional development opportunity and develop skills in them to critically examine the assessment process

Context of assessment validation:

The context of assessment validation refers to the overall environment in which the assessment validation process takes place. This includes the following aspects:

1. **Purpose:** The purpose of the assessment validation process is to ensure that the assessment tool or system accurately and effectively measures the desired competencies or skills. This may be for a specific job or learning outcome, or for broader assessment purposes.
2. **Stakeholders:** The stakeholders in the assessment validation process include the individuals or organizations that are responsible for developing and administering the assessment, as well as the participants who take the assessment and any other interested parties.
3. **Legal and regulatory requirements:** There may be legal and regulatory requirements that affect the assessment validation process, such as data privacy laws or standards for assessment development and administration.

4. **Resources:** The resources available for assessment validation may include funding, personnel, technology, and other assets that are needed to develop and administer the assessment, as well as to evaluate its results.
5. **Cultural and social context:** The cultural and social context in which the assessment validation process takes place can affect the design and administration of the assessment, as well as the acceptance and use of its results.
6. **Technological context:** The technological context in which the assessment validation process takes place can affect the types of assessment tools and systems that are available, as well as the methods used to administer and evaluate the assessment.

Scope of validation:

The scope of assessment validation includes:

- a) **Reviewing and aligning assessment tools:** This involves examining the assessment tools, including written tests, practical assessments, simulations, or performance evaluations, to ensure they align with the defined competencies. The assessment tools need to accurately reflect the knowledge, skills, and behaviors required to demonstrate competency. Assessment validation often involves a panel of subject matter experts who review the assessment tools and provide feedback. These experts may include industry professionals, educators, or experienced practitioners who can offer insight into the relevance and appropriateness of the assessment methods.
- b) **Standardizing assessment procedures:** Assessment validation aims to establish consistency in the assessment process. This includes defining clear procedures and guidelines for administering, scoring, and interpreting the assessments to minimize bias and ensure fairness.
- c) **Piloting:** Before implementing the assessments on a larger scale, pilot testing is conducted to evaluate the effectiveness of the assessment tools. This involves administering the assessments to a small group of individuals and analyzing the results to identify any issues or areas for improvement.
- d) **Analyzing Data:** Assessment validation also involves analyzing the data collected from the assessments to determine the reliability and validity of the results. Statistical techniques, such as correlation analysis or item analysis, may be used to identify any inconsistencies or areas of improvement.
- e) **Ongoing evaluation and revision:** Assessment validation is not a one-time process but is ongoing. Regular evaluation and revision of the assessment methods and tools are necessary to ensure their continued effectiveness and alignment with evolving competency requirements.

The Critical Aspects of Validation

The critical aspects of Assessment Validation are:

- **assessment processes**
- **assessment methods** (e.g., observation, project tasks, written tests, verbal Q&A, portfolios)
- **assessment products** (Actual assessment resources, documents, assessment plan, evidence-gathering tools and instruments used for assessment) and
- **assessment judgement** (the interpretation of the evidence collected that leads to assessment decisions)



These aspects will be examined against relevant competency standard requirements to ensure that they meet the principles of assessment (validity, reliability, fairness and flexibility) and the rules of evidence (valid, sufficient, current and authentic), where appropriate to the aspect of assessment being validated.

Assessment Validation Plan:

For each validation you must develop a Validation of Assessment Plan. The plan should contain:

- a. the units to be validated
- b. details of the responsible person, the lead validator and validators
- c. proposed validation dates.

When you prepare validation plan you may need to know role and responsibility of validation panel:

Role	Conditions and Activities
Responsible Person	<p>Must have the requisite vocational competency and currency and training and assessment competency and currency; and <i>who were not part of the delivery and assessment being validated</i>.</p> <ul style="list-style-type: none"> ▪ Set up validation meetings with competent and relevant participants according to the program area plan.
Lead Validator	<ul style="list-style-type: none"> ▪ Conduct validation meetings and ensure identified rectifications and improvements are recorded and passed on to the Responsible Person / Manager for inclusion on the Continuous Improvement Register.
Validators	<p>Trainers and assessors who have been part of the delivery and assessment of the units being validated may participate in the validation process but must not undertake the role(s) of Lead Validator/Responsible Person, however can organize and set-up for the validation activities.</p> <ul style="list-style-type: none"> ▪ Participate in scheduled validation meetings. ▪ Provide evidence of vocational and training and assessment competency and currency as required.

You may have a documented validation plan that describes:

Who will lead and participate in the validation activities, but always as a collective the participants will hold:

- a) Vocational competencies and current industry skills relevant to the assessment being validated
- b) People with current industry skills can provide input on:
 - The industry relevance of the context and conditions of the assessment
 - The industry relevance of the resources used during assessment
 - The tasks the student completed, and
 - The judgements made by the assessor.
- c) People who are vocationally competent will hold competency in the training product (or similar/related) being validated.
 - Current knowledge and skills in vocational teaching and learning, and
 - The National Certificate IV in Training and Assessment or the CBA certificate for Assessor
- d) You may seek participation from:
 - Employers and employer associations
 - Other industry bodies
 - Trainers and assessors
 - Current students/alumni
 - Consultants, and
 - For the purposes of benchmarking, representatives from other RTOs.
- e) Noting that the trainer and assessor who delivered/assessed the training product being validated:
 - Can participate in the validation process as part of a team
 - Cannot conduct the validation on his/her own
 - Cannot determine the validation outcome for any assessment judgements they made, and
 - Cannot be the lead validator in the assessment team.
 - This arrangement will ensure that current vocational training practices are reflected and contemporary knowledge of the vocational education and training environment is used to inform critical review and outcomes.
- f) Which training products will be the focus of the validation, in accordance with the validation plan and schedule.
- g) When assessment validation will occur; and
- h) How the outcomes of those activities will be documented, including proposals for actions and presentation at a meeting of the Course Development and Monitoring Committee for input, feedback and/or approval for implementation.
- i) It is the responsibility of the Training Manager/Course Coordinators to ensure amendments are made as approved and notify trainers and assessors of the outcome

2. Materials for validation activities

Preparing for validation is identifying what you will need to look at during the validation process. What material will be needed will depend on the focus and approach of the assessment activity.



The materials for validation activities in the assessment process may include:

- **The current version of the Competency Standards (CS)**

The information covered in the CS will provide the developer clear idea on the tasks that will be performed and managed, the contingencies that might arise, and situations wherein the identified tasks will be applied.

- **Course Accreditation Document (CAD)**

The Course Accreditation Document (CAD) is a material that contains information on the required evidences that must be collected during the assessment. It serves as reference material in the development of assessment tool. It ensures alignment of the assessment tool with the required competencies.

- **Samples of assessment tools, evidence and assessment decisions** (including any documentation outlining the basis for assessment decisions)

Collect a representative sample of completed assessments or assessment responses from participants. These samples will be used to review the quality and effectiveness of the assessment items and to examine how well they align with the intended competencies.

- **Student workbook**

Check the student workbook for its suitability as an assessment tool. If multiple versions of the workbook exist, check the one that your students are currently using.

- **Marking guide**

The marking guide must have proper benchmarks for all assessment items. It must also give additional instructions to assessors whenever necessary.

- **Mapping document**

The mapping document shows which assessment items address which unit requirements. These items should be in either the student workbook, the marking guide, or a separate assessment resource.

- **Assessment policies and procedures**

It is required to follow the assessment policies and procedures set by the National Skills Development Authority (NSDA) that are available in the NSDA Portal.

- **Feedback from trainees**

Review feedback and evaluation forms used to gather input from assessors and participants about their experiences with the assessment process. This feedback provides valuable insights for identifying areas of improvement.

- **Pilot Test Data:** Data collected from pilot testing, which provides evidence on the performance of the assessment items or tasks, as well as the psychometric properties of the assessment.

- **Other assessment resources (if any)**

Additional resources, like reading materials, validation template, checklists, registers, etc., may be required to complete the assessment. Validate them to make sure they are appropriate for the assessment and sufficient.

3. Selection of relevant documents for validation process

When selecting relevant documents for the validation process of assessment, it is important to consider a variety of sources that provide evidence of the quality and effectiveness of the assessment methods and tools.

Selecting the relevant documents for validation process you may consider:

Assessment Specifications: Start by reviewing the assessment specifications or guidelines. These documents outline the purpose of the assessment, the competencies or skills being assessed, the format and structure of the assessment, and any specific instructions for assessors and participants. They provide important information about the intended purpose and design of the assessment.

Assessment Materials: Gather the actual assessment materials, such as written questioners, Job sheet and Specification sheet, rating sheets, oral question ns and others assessment material. Reviewing these materials will allow you to assess their clarity, relevance, and appropriateness for the intended purpose.

Administration Procedures: Examine documents related to the administration procedures of the assessment. This may include guidelines for assessors, instructions for participants, protocols for test administration, or guidelines for managing accommodations.

Scoring and Grading Guidelines: Evaluate documents that provide instructions and criteria for scoring and grading the assessment. These guidelines should be clear, reliable, and consistent to ensure fairness and accuracy in the assessment process. Review any training materials or calibration exercises used to ensure consistency among assessors.

Statistical Analysis: Consider any reports or documents that present statistical analysis of the assessment results. These documents can provide insights into the psychometric properties of the assessment.

Feedback and Evaluation: Collect feedback and evaluation documents from assessors and participants to gauge their experiences.

Relevant Research and Literature: Explore relevant research studies, literature, or best practice guidelines related to the assessment methods and tools being used. These external sources can provide additional evidence and insights into the effectiveness and validity of the assessment.

When selecting the relevant documents, it is important to ensure that they cover a representative sample of the assessment process and reflect different aspects of validity, reliability, fairness, and effectiveness. This will provide a comprehensive picture of the assessment and enable meaningful recommendations for improvement.

Required documents for validation process (Reference document required to validation)

- **Competency Standard** (To gather information about resources required for assessment, the assessment context, appropriate assessment methods)
- **Assessment validation template**
- **Pre-Validation Form**
- **Marking Guide**
- **Competency Mapping Tools / Assessment tools / Instruments** (Including assessment plan, Instruction for the candidates, Instruction for Assessor)
- **Candidate Evidence** (Direct, Indirect & Supplementary) & **Assessment Judgement Record**
- **Completed and assessed student work**
- **Supporting documentation** (e.g., Training and Assessment Strategy, unit outlines, Assessment Validation Policy)

4. Benchmark for assessment

The benchmarks for assessment can be derived from several sources. Here are some benchmarks to consider:

Competency Standards (CS): Refer to the competency standards or frameworks established by relevant industry bodies, professional organizations, or regulatory agencies. These standards outline the specific competencies and performance expectations required for different job roles or professions. Aligning the assessments with these standards ensures that they accurately measure the desired competencies.

Interpret competency standard for checking various information

What do you need to know about the work activity?	Where is the information found?	What does the unit of competency tell you?	Example
What is the work activity?	Unit title	<ul style="list-style-type: none"> ➤ Defines the area of competency ➤ Written in output terms - 'obtain, prepare and supply materials for production' [verb] ➤ A well framed unit will comprise a manageable component of work ➤ Appropriate balance between units that are too broad or too narrow 	Work effectively within Bangladesh TVET sector
What does the work activity involve?	Unit Descriptor	<ul style="list-style-type: none"> ➤ Outlines what is done in the workplace ➤ Expounds on information in the title ➤ Helps to differentiate competencies with similar titles 	<p>This unit covers the knowledge, skills and attitude required to work effectively within Bangladesh TVET sector.</p> <p>It includes interpreting TVET scenario of Bangladesh and relevant policy documents, interpreting quality assurance system, working within the training organizations, managing work relationships with colleagues and clients and assisting learner to develop competency as per needs and interests.</p>
What skills are needed to perform the activity	Elements	<ul style="list-style-type: none"> ➤ Building blocks of a unit of competency ➤ Describe in outcome terms the functions that the person who works in a particular area of work is able to perform ➤ Describes actions or outcomes that are demonstrable and assessable and which the candidate must attain. 	<ol style="list-style-type: none"> 1. Interpret TVET scenario of Bangladesh and relevant policy documents 2. Interpret quality assurance system 3. Work within the training organizations 4. Manage work relationships with colleagues and clients 5. Assist learner to develop competency as per needs and interests
What level of skills is needed	Performance Criteria	<ul style="list-style-type: none"> ➤ Specify what is assessed and the required level of performance ➤ As precise as possible so that standards are assessable ➤ Cover all component/s dimensions of competency 	<ol style="list-style-type: none"> 1.1 <i>TVET terminologies are listed and defined.</i> 1.2 <i>Relevant policies and laws</i> are accessed and interpreted. 1.3 Courses and curriculum documents of TVET systems are accessed and identified. 1.4 Work practices are applied in line with policy framework

What do you need to know about the work activity?	Where is the information found?	What does the unit of competency tell you?	Example
			<p>2.1 Quality issues of TVET are identified and illustrated.</p> <p>2.2 Quality Assurance Manuals (QAMs) are identified and accessed.</p> <p>2.3 Course Accreditation documents (CAD) are identified and accessed.</p> <p>3.1 TVET providers and development organizations</p> <p>3.2 Work is undertaken according to prevailing competency standards</p> <p>3.3 Employee / staff relations systems are followed</p> <p>3.4 Ethical and legal responsibilities are maintained according to the organizational policies and procedures</p> <p>4.1 Work is planned and undertaken in collaborative way with colleagues.</p> <p>4.2 Information and ideas are shared and worked together on agreed outcomes.</p> <p>4.3 Feedback from clients and colleagues are obtained, evaluated and acted.</p> <p>4.4 Clients and their needs and expectations are identified through effective communication</p> <p>5.1 Information are provided to the learner about how companies relate to job profiles, educational and training pathways</p> <p>5.2 Training requirements and employment opportunities are explained</p> <p>5.3 Learner confidentiality is maintained according to</p>

What do you need to know about the work activity?	Where is the information found?	What does the unit of competency tell you?	Example
			organizational policies and procedures.
What are the conditions under which this work activity may be conducted?	Range of variables	<ul style="list-style-type: none"> ➤ Defines the boundaries within which the unit of competency applies ➤ Range of situations that should be the focus of assessment ➤ Relates to the unit of competency as a whole ➤ Allows for the insertion of specific knowledge and enterprise requirements ➤ Adjust range of variables to update standards 	<p>The variable for this unit of competency includes:</p> <p>TVET Technologies Range: Includes but not limited to:</p> <ul style="list-style-type: none"> • TVET • BNQF • VET • Skills • Knowledge • Attitudes • competency • Task • Elements • RPL • VET Policies and Laws <p>Range:</p> <ul style="list-style-type: none"> • National Education policy • National Skills Development Policy etc. • TVET Provider • Development Organisations <p>Range: See unit of competency</p> <ul style="list-style-type: none"> • Clients <p>Range: See unit of competency</p>
What evidence is needed to prove that a person is competent?	Critical aspects of competency	<ul style="list-style-type: none"> ➤ Tells the assessor what evidence is essential for a successful performance of a competency or skills. <p>It identifies the essentials:</p> <ul style="list-style-type: none"> ➤ Productive Evidence – complete product or workplace/service specification ➤ Knowledge evidence – things that must be known <p>Process evidence:</p> <ul style="list-style-type: none"> ➤ Complies with industry practice and procedures ➤ Complies with OH&S practice ➤ Sets-up tools and equipment ➤ Handles tools, materials, and equipment 	<p>1.1 accessed and interpreted TVET policies and laws</p> <p>1.2 interpreted reformed TVET system</p> <p>1.3 explained BNQF</p> <p>1.4 interpreted National Skills Development Policy</p> <p>1.5 explained RPL systems</p> <p>1.6 interpreted National Quality Assurance manual</p> <p>1.7 presented skills data system</p> <p>1.8 established effective industry-institute linkage</p>

What do you need to know about the work activity?	Where is the information found?	What does the unit of competency tell you?	Example
		<ul style="list-style-type: none"> ➤ Identifies and solves faults and problems ➤ Communicates with others to ensure safe and effective operations 	
What knowledge and skills are needed to perform this work activity?	Required knowledge	<ul style="list-style-type: none"> ➤ Competency involves applying knowledge activities ➤ Underpinning knowledge includes: ➤ Competency standards and guidelines ➤ OSH regulations and procedure 	2.1 Bangladesh National Qualification Framework (BNQF) 2.2 National Skills Development Policy 2.3 Equity Policy 2.4 National policy for RPL and apprenticeship 2.5 Organization's quality assurance strategies, processes, policies and procedures 2.6 Industry competency standards relevant to trade area 2.7 TVET Employee relations systems and practices 2.8 National Quality Assurance System 2.9 TVET legislations 2.10 National TVET Data system
What work skills are needed?	Required skills	<ul style="list-style-type: none"> ➤ Skills in evaluating evidences and making assessment decision, etc. ➤ This provides the assessor with a list of the skills needed to achieve the elements and performance criteria in the unit of competency ➤ It includes both: 1) generic skills such as communication skills, computation skills, etc.; and 2) industry specific skills (use of hand tools) such as equipment, etc. 	4.1 Interpreting cognitive and interpretation skills on national and organizational policy documents and client needs 4.2 Language and literacy skills to read and interpret a range of documentation, including technical and subject matter documents, references and texts 4.3 Presenting interpersonal skills to communicate with clients and stakeholders 4.4 Teamwork skills to cultivate collaborative and participative work relationships
		<ul style="list-style-type: none"> ➤ This section identifies the resources needed for the 	The following resources must be provided

What do you need to know about the work activity?	Where is the information found?	What does the unit of competency tell you?	Example
What resources are required to gather the evidence	Resource implications	successful performance of the work activity described in the unit of competency ➤ This usually includes: work environment conditions, tools, equipment and materials	4.1 Computer hardware, facilities and relevant accessories of the computer 4.2 Consumables materials to perform activities 4.3 Required teaching aids 4.4 Learning Materials
Where should evidence of competency be gathered?	Context of assessment	➤ There may be instances wherein it is impractical to carry out the assessment in the workplace ➤ Developers should provide guidance on appropriate simulation techniques ➤ The achievement of valid assessment in a simulated environment may require additional factors to be included in the assessment process	5.1 Competencies must be assessed in an accredited training centre/assessment centre or in an actual workplace or in a simulated workplace setting 5.2 Assessment shall be observed while tasks are being under taken whether individually or in a group 5.3 Trainee must be assessed by NSDA certified assessor or NSDA approved person.
What method of assessment will be use in evaluating knowledge, skills and attitude of the learner?	Method of assessment	➤ This component provides advice on: ➤ When evidence should be collected ➤ The ways of collecting evidences; and, ➤ Whether evidences should be collected over a period of time ➤ This information is provided in order to: ➤ Cover all aspects of the unit ➤ Determine whether it is necessary to collect evidence in a particular way over time; and, ➤ Establish consistency in performance	Competencies must be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning 6.4 Portfolio

Process and Product Specification: Process specification is the Standard Operating Procedure (SOP) and A product specification (also referred to as “product specs”) is a document with a set of requirements that provides product teams the information they need to build out new features or functionality.

Course Accreditation Document (CAD): The assessment benchmarks can be derived from the Course Accreditation Document (CAD) set by accrediting bodies. These criteria typically outline the desired learning outcomes and assessment expectations for each course. Ensuring that the assessments meet these criteria helps maintain the quality and relevance of the training programs

Regulatory Requirements: Consider any regulatory requirements or guidelines set by local or national authorities for training and assessment centers. Compliance with these requirements ensures that the assessments meet the necessary standards and legal obligations.

By incorporating these benchmarks, we can design and implement assessments that effectively measure the industry-demand skills and competencies being taught in their training programs. It helps ensure that the assessments provide reliable and meaningful information about the learners' abilities and their readiness for the industry.

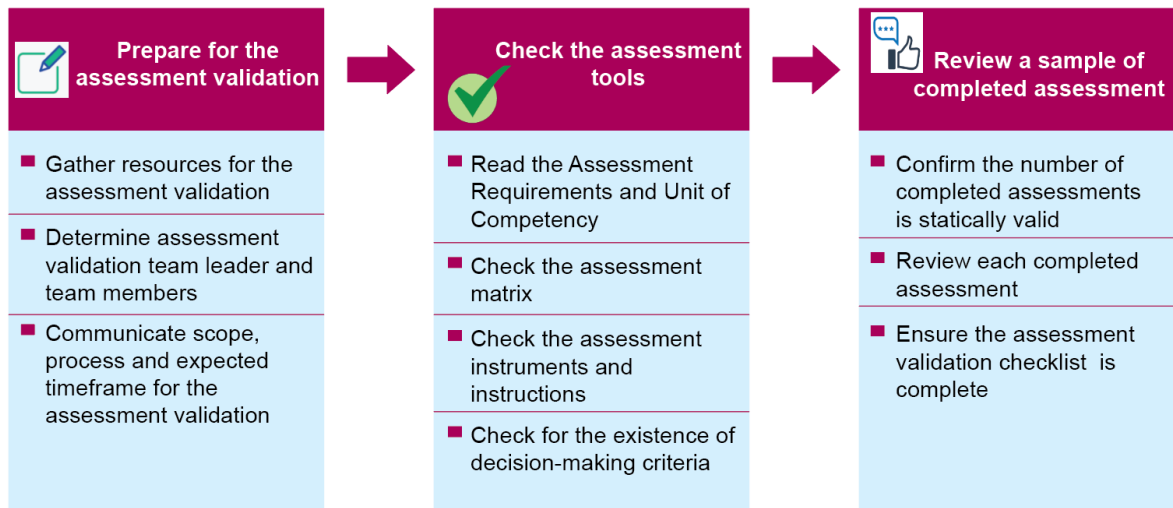
5. Evidences of validation activities

In validation activities for assessments, various types of evidence are needed to evaluate the quality and effectiveness of the assessment. The evidence typically include:

- **Completed or filled assessment validation tools/template/checklists**
- **Pre-Validation Form**
- **Marking Guide**
- **Competency Mapping Tools / Assessment tools / Instruments** (Including assessment plan, Instruction for the candidates, Instruction for Assessor)
- **Collected Evidence** (Direct, Indirect & Supplementary e.g Observation checklist, Answer scripts, Oral question answer scripts, Final products, Portfolio)
- **Assessment Records**
- **Completed and assessed candidates work/product**
- **Supporting documentation** (e.g., Training and Assessment Strategy, unit outlines, Assessment Validation Policy)

These types of materials and evidence help establish the validity, reliability, fairness, and effectiveness of the assessment. Collecting and analyzing these materials and evidence is crucial for making informed decisions about the quality and appropriateness of the assessment tool, process, and outcomes.

Assessment Validation Process



Self-Check Sheet 1: Prepare for Validation

1. What do you mean the Assessment Validation in the context of competency-based assessment?
2. Write the key steps of validation process.
3. What are the critical aspects of Assessment Validation that are essential for ensuring the reliability and accuracy of assessment result?
4. What are the specific responsibilities and requirements for trainers and assessors who participate in the validation process?
5. What are the materials and evidences needed for validation activities?

Answer Key 1: Prepare for Validation

1. What do you mean the Assessment validation in the context of competency-based assessment?

Answer: Validation is the quality review of the assessment process. It ensures that the assessment methods and tools used are valid, reliable, sufficient, current, authentic, fair and suitable for their intended purpose to enable reasonable judgements.

It includes reviewing a statistically valid sample of assessments and making recommendations for future improvements to the assessment tool, process and outcomes and acting upon such recommendations.

2. Write the key steps of validation process.

Answer: The key steps of validation process are as follows:

1. **Preparation**—establishing the purpose, focus and context of the assessment validation.
2. **Obtaining, reading and interpreting materials**—these might be provided directly to you prior to the assessment validation or you might have to locate them yourself. You will probably be familiar with some of these materials.
3. **Submitting your materials**—you may be required to submit examples of assessment materials you use with trainees, such as assessment tools including instructions, assessment checklists, questions and case studies.
4. **Participating in assessment validation activities**—depending on the type of approach used, you may be part of an assessment panel, peer assessment or any other approach used. You will need to be prepared to actively contribute to validation sessions using appropriate communication skills.
5. **Discussing validation findings**—and suggesting recommendations to improve the quality of assessment.

3. What are the critical aspects of Assessment validation that are essential for ensuring the reliability and accuracy of assessment result?

Answer: The critical aspects of Assessment Validation are:

- The validation of **assessment processes**
- The validation of **assessment methods** (e.g., observation, project tasks, written tests, verbal Q&A, portfolios); and
- The validation of **assessment products** (Actual assessment resources, documents, assessment plan, evidence-gathering tools and instruments used for assessment).
- The validation of **Assessment judgement** (the interpretation of the evidence collected that leads to assessment decisions)

4. What are the specific responsibilities and requirements for trainers and assessors who participate in the validation process?

Answer: Trainers and assessors who have been part of the delivery and assessment of the units being validated may participate in the validation process but must not undertake the role(s) of Lead Validator/Responsible Person, however can organize and set-up for the validation activities.

- Participate in scheduled validation meetings.
- Provide evidence of vocational and training and assessment competency and currency as required.

5. What are the materials and evidences needed for validation activities?

Answer: The materials and evidence typically include:

- **Competency standard document** (To gather information about resources required for assessment, the assessment context, appropriate assessment methods)
- **Assessment validation tools/template/checklists**
- **Pre-Validation Form**
- **Marking Guide**
- **Competency Mapping Tools / Assessment tools / Instruments** (Including assessment plan, Instruction for the candidates, Instruction for Assessor)
- **Candidate Evidence** (Direct, Indirect & Supplementary e.g Observation checklist, Answer scripts, Oral question answer scripts, Final products, Portfolio)
- **Assessment Judgement Record**
- **Completed and assessed student work**
- **Supporting documentation** (e.g., Training and Assessment Strategy, unit outlines, Assessment Validation Policy)

Task/Activity Sheet 1.1: Prepare for Validation

Task-1.1 Identify the scope and purpose of assessment validation

- Identify an opportunity to participate in an assessment validation process in your practice environment (in absence of one, you may participate in a simulation in consultation with your trainer)
- Will the validation be undertaken prior to, during or after assessment?
- Identify the purpose of this assessment validation activity.
- Who is leading this activity?
- Who are the other participants in the process? Determine the other people who will be participating in this activity and their roles.
- Which approaches are being used for the assessment validation activity you are participating in?
- What aspect/s is the assessment validation activity that you are participating in focusing on?

Specification Sheet 1.1

A. Policy and curriculum documents required

- Bangladesh National Qualifications Framework (BNQF)
- National Skills Development Policy
- National Quality Assurance Document
- Competency Standard Document
- Course Accreditations Document

B. Tools and Materials required

- Notebook
- Handbook
- Office Stationeries

C. Conditions:

- Provide a brief description of the opportunity to participate in an assessment validation process, including the type of environment and the reason for participating in a simulation if applicable.
- Clearly state when the assessment validation will take place (e.g., prior to, during, or after assessment).
- Clearly state the purpose of the assessment validation activity and how it relates to the assessment being validated.
- Provide a list of all participants in the assessment validation process, including their roles and responsibilities.
- Clearly state the approaches being used for the assessment validation activity and why they were chosen.
- Clearly state the aspects being focused on in the assessment validation activity and why they were chosen.

Learning Outcome 2: Validate assessment tools

Assessment Criteria:

1. Participation of appropriate representatives are ensured in validation sessions and activities using agreed communication methods and modes.
2. Principles of assessment and rules of evidence are applied during validation sessions and activities.
3. Context and conditions of assessment are checked.
4. Tasks to be administered are checked.
5. Assessment decision making rules and benchmarks are checked for clear and enable consistent outcomes
6. Recording mechanisms are checked for clear and sufficient information
7. Assessment maps are reviewed and used to assist in determining validity of assessment instruments

Content:

1. Participants of validation committee
2. Principles of assessment
3. Rules of evidence
4. Context and condition of assessment
5. Necessary tasks to be administered
6. Assessment decision making rules and benchmark
7. Recording mechanism
8. Assessment maps for checking validity of assessment instrument

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 2: Validate Assessment Tools

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about “Validate Competency Based Assessment”	1. Instructor will provide the learning materials “Validate Competency Based Assessment”
2. Read the Information sheet/s	2. Information Sheet No: 2 Validate Assessment Tools
3. Complete the Self - Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 2 Validate Assessment Tools Answer key No. 2 Validate Assessment Tools
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:2- Validate Assessment Tools Specification Sheet: 2 – Validate Assessment Tools

Information Sheet 2: Validate Assessment Tools

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Ensure participants of validation committee
2. Apply principles of assessment
3. Apply rules of evidence
4. Check context and condition of assessment
5. Check necessary tasks to be administered
6. Check assessment decision making rules and benchmark
7. Check recording mechanism
8. Review assessment maps for checking validity of assessment instrument

1. Participants of validation committee

There are two types of participants for validation

I. Internal contributors

Validators can be employee of certification authority, it may include

- certified trainers and assessors
- compliance staff
- consultants.

Trainers and assessors who were directly involved in the training and assessment of the products being validated **can** participate in the process as part of a team, but **cannot**:

- ▶ conduct the validation on his/her own
- ▶ determine the validation outcome for any assessment judgements they made, and
- ▶ be the lead validator in the assessment team.

II. External contributors

You can invite external resource person from different organization to participate in validation process. These may include:

- Competent representative from Industry Skills Councils (ISCs)
- Expert from Skills Training Providers (STPs)
- Consultants.

Using external team members is particularly useful for small providers with only one or two trainers/assessors. The invaluable experience that industry and other providers bring to the process can allow you to embed new advice and feedback into your practices.

Approaches of validation process

Validation of assessments may be done using a variety of approaches, which may include:

- assessment panels (consisting of assessors, quality assurance personnel and industry experts)
- validation and/or moderation meetings with internal validators
- collectively developing and/or reviewing banks of assessment tools and exemplars
- benchmarking against competency standards or other training requirements
- peer review
- mentoring by more experienced assessors and facilitators
- Pilot Testing
- expert reviews
- stakeholder feedback

The above validation methods are used to ensure the assessment produces consistent and unbiased results for decision-making.

It is safe to assume that the person leading the validation process will have already decided which approach will be used. However, you may be asked to contribute to a decision about which approach to use. Each approach can be used to discuss or examine different aspects of the assessment process. Some of the approaches commonly used are discussed below:

Approach to validation	What can be examined, discussed or reviewed
Validation and/or moderation meetings	<ul style="list-style-type: none"> – Rules of evidence – Interpretation of units of competency and training requirements – Information to trainees about assessment – Assessment tools – Evidence collected leading to assessment decision – Assessment policies, procedures and processes – Checklists for scoring and providing feedback to trainee – Guidelines for assessment (for assessor and trainee)
Peer review	<ul style="list-style-type: none"> – Assessment procedures – Assessment tools – Assessor effectiveness in preparing trainee/s – Conduct of the assessment – Feedback provided to trainee – Assessment judgement based on evidence collected
Assessment panel	<ul style="list-style-type: none"> – Assessment processes

Approach to validation	What can be examined, discussed or reviewed
	<ul style="list-style-type: none"> - Training requirements - Learning programs and/ or Individual training plans (for apprentices) showing how reasonable adjustment is planned - Assessment tool development - Interpreting and promoting a common understanding of units of competency - Advising on professional development for assessors - Assessment evidence leading to assessment decisions

2. Principles of assessment

The principles of assessment serve as guidelines for conducting effective and meaningful assessments. The main four recognized principles of assessment are:

Validity

Evidence or Assessment tool must adequately cover all requirements (cover all the elements, meet all the evidence requirements) of each unit, and be able to confirm repeatability of performance. To be valid, the assessment must not omit anything from the unit, nor expect anything above and beyond unit requirements.



- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills is integrated with their practical application
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability

The Reliability principle refers to consistently interpreted assessment outcomes. This means that given the same conditions for the same unit of competency, every assessor conducting the assessment task should reach the same conclusion regarding the competency of the learner. Multiple assessors should obtain similar results when evaluating the same work or performance.



In the assessment tool should provide guidance for assessors in this regard, with instructions to guide their judgement on performance and answers to assessment questions. Providing assessors with written questions and answers, as well as making space for the assessor to make comments on assessment criteria allows STPs to demonstrate the reliability of each learner's assessment.

Reliable assessments minimize inconsistencies and errors that may arise from factors such as different raters or variations in assessment conditions.

Flexibility

Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how or where they have been acquired
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.



Fairness

The Fairness principle is based on the individual **learner's needs being considered** during the **assessment process**. It means providing equal opportunities for all individuals to demonstrate their knowledge and skills. Fair assessments have unbiased criteria, consider cultural contexts, mitigate stereotypes, use diverse assessment methods, provide clear instructions, and continuously monitor for fairness. This principle aims to create an environment of equality (Equity) and provide learners with access to assessment, and that those candidates that require additional assistance are not disadvantaged in the process. Essentially, it creates a level playing field.



- The individual learner's needs are considered in the assessment process.
- Where appropriate, **reasonable adjustments are applied** by the STPs/assessor to take into account the individual learner's needs.

*(It is important to note that the term 'reasonable adjustments' is used and remember that it **does not cover adjustments** that would:*

- *compromise the integrity of the training package or assessment results, or*
- *create an undue hardship for the STPs)*
- The assessor informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

As an assessor or a participant of assessment validation how can you address the Principles of Assessment

Principles of Assessment	Way to address
<p>1. Validity</p>	<p>1.1. Assessments reflect the skills and knowledge required in a current workplace or relevant situation.</p> <p>1.2. Assessment covers all the required components of the unit of competency and is developed in accordance with the units BNQF level</p>
<p>2. Reliability</p>	<p>2.1. Clear instructions to students:</p> <ul style="list-style-type: none"> • <i>Instructions covering how, what, where and when assessment will take place</i> • <i>Required materials and equipment</i> • <i>Any common reasonable adjustments/ support allowed.</i> • <i>are formatted and structured in a logical and easy-to-follow way</i> • <i>are clearly worded, concise and grammatically correct</i> • <i>have appropriate language for the characteristics of the student cohort</i> <p>2.2. Clear instructions to the assessors:</p> <p>There are clear instructions to assessors to ensure that different assessors would provide consistent conditions for assessment</p> <p style="padding-left: 40px;">e.g.</p> <ul style="list-style-type: none"> • <i>Facilities, resources, specialty equipment needed for the task</i> • <i>Information on how to set up and deliver the assessment</i> • <i>The level of assistance assessors can provide students</i> • <i>Instructions to assessors on how to make an overall judgement of performance when multiple sources of evidence are collected (e.g. students must complete all tasks/ activities satisfactorily)</i> • <i>If marks or grades are to be reported, there is clear procedures for scoring performance (e.g. rubric, scoring rules and/or grading criteria)</i> <p>2.3. Clear and comprehensive marking guides:</p> <p>The marking guide is comprehensive and clear enough that students would get a similar result if tested on different occasions or by different assessors</p> <p style="padding-left: 40px;">e.g.</p> <ul style="list-style-type: none"> • <i>an observation checklist details what assessors expect to see the student do to the standard required when completing a practical task</i> • <i>Knowledge questions include model answers/responses</i>

	<ul style="list-style-type: none"> • <i>Portfolios/project assessments include a checklist of what can/must be included, and the standard required to be deemed satisfactory</i>
3. Flexibility	<p>3.1. Assessment provides opportunities for students to negotiate aspects to suit their needs or requirements, without altering the unit requirements</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>Allows for different types of evidence to demonstrate competency such as assessment can be contextualized to a student's workplace tasks</i> • <i>Negotiation re timing and location of assessment may be possible</i> <p>3.2. RPL is made available to all learners at enrolment or prior to commencing training in this unit</p>
4. Fairness	<p>4.1. Assessment methods are appropriate for the unit and the students</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>The assessment methods are appropriate for the unit level – not too simple or complex and have been/can be contextualized</i> • <i>Methods are appropriate for the student group e.g. work related, don't mandate the use of equipment or processes not required/not relevant to the unit, can be adjusted for RPL or students to demonstrate current competency.</i> <p>4.2. Reasonable adjustments can be made for students without compromising the unit requirements</p> <p>e.g.</p> <ul style="list-style-type: none"> • <i>verbal questioning instead of a written test</i> <p>4.3. Literacy and numeracy The assessment methods are appropriate to the literacy and numeracy requirements of the unit(s) of competency (don't ask for more or less skills than required)</p> <p>4.4. Student appeals A process for appealing assessment decisions is documented and accessible by both assessors and students</p> <p><i>(e.g. in a student handbook, on the NSDA website)</i></p>

Five Tips to Ensure Compliance with the Principles of Assessment

Here are five tips that you can consider to ensure that you are providing reliable, fair, flexible, and valid assessment:

I. Clearly define assessment criteria

Your assessment tool should clearly define the criteria for assessing the learner's competency. This includes the broad range of skills and knowledge required for competent performance.

II. Provide guidance for assessors

Assessors should have clear instructions and guidance on how to assess each criterion. This ensures consistent and reliable outcomes.

III. Consider different assessment methods

Using a variety of assessment methods can help to assess the learner's competency. This will help to provide the best possible experience and a fair opportunity for all students.

IV. Use realistic scenarios

What good does it do if your assessment scenarios aren't aligned with what your students will face in their future scenarios? Assessments should mimic real-life scenarios to help reflect industry and workplace standards.

V. Provide feedback

Feedback is a pivotal part of the learning and assessment process. By providing feedback to the learner on their performance, you will help them understand where they need to improve and ensure a fair assessment process.

3. Rules of evidence

Basically, there are 6 rules of evidence; Validity, Sufficiency, Authenticity, Currency, Consistent and Recent.

The Rules of Evidence are very closely related to the Principles of Assessment and highlight the important factors around evidence collection.

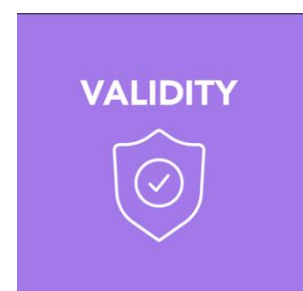
Here we will be discussing each of these:

Validity:

The assessment decision based on the evidence of performance of the individual learner.

Validity requires:

- Assessments cover the broad range of skills and knowledge required for competent performance.
- Assessment of knowledge and skills is integrated with practical application.



- Assessment concludes that learner can demonstrate skills and knowledge when required.
- Competence is based on learner performance being aligned to unit/s of competency and assessment requirements.
- Evidence or Assessment tool must adequately cover all requirements of each unit, and be able to confirm repeatability of performance. To be valid, the assessment must not omit anything from the unit, nor expect anything above and beyond unit requirements

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency:

- The Sufficiency rule, much like the Validity rule, is based on the assessor being confident that the quality, quantity and relevance of the assessment evidence allows judgement to be made on a learner's competency.
- In some instances, a unit or module will indicate a minimum number of times that a task must be performed to determine that learning is sufficient. When determining sufficiency, RTOs should establish standards that are in line with their relevant industry.



The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

For example, assessors can choose to attend the workplace of a learner, or watch a video of a role play at a simulated workplace, if appropriate, to view them in action while referring to a comprehensive checklist. This checklist would provide detail about the tasks that are to be completed and what is considered evidence that determines sufficient learning.

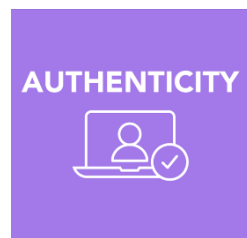
Compare this to an assessor simply asking the learner about how they would do it or using an auto-marked question, a simple explanation or tick box is not always sufficient and could result in non-compliance.

While unedited videos can often show the extent of the learner's skills or knowledge, be careful when accepting photos as evidence. They often are not sufficient and can lead to non-compliance.

Authenticity:

The Authenticity rule is based on the assessor being confident that the evidence presented in assessment is indeed the work of the learner.

The assessor is assured that the evidence presented for assessment is the learner's own work.

**Some strategies include:**

Having students agree, in writing, not to share login IDs and passwords.

Showing ID online prior to assessment.

Sign declarations that all work submitted is their own.

Use live webinar software to interview the student and see them on camera.

Or, Let's say a graphic design candidate claims expertise in branding and logo design. Ask them to share their portfolio, which should include a variety of branding projects they have completed. Review the portfolio to evaluate the visual appeal, creativity, and consistency of their designs.

Currency:

The Currency rule is based on the assessor being confident that the evidence presented in assessment demonstrates current competency.

The assessor is assured that the assessment evidence demonstrates current competency.

**Consistent:**

The evidence show that the candidate consistently meets the current standards and competency under workplace conditions.

Recent:

This requires the assessment evidence to be from the immediate past.

4. Context and condition of assessment

The context and conditions of assessment clarify the target group and purpose of the tool and is recorded in instructions for the assessor, the learner and any contributing third party. The instructions should be appropriate for the reader. The instructions can be included with the assessment instrument or attached as a separate document. The context and conditions of assessment considers those characteristics of the learner cohort that may impact on performance.

For example, an assessment tool could be developed to cater for particular language, literacy and numeracy requirements; a learner's workplace experience; or other learner needs that require reasonable adjustment. The context of the assessment may also take into account assessments already completed, and the competencies demonstrated in these assessments. By looking at context you can consider the conditions under which evidence for assessment must be gathered. Training package requirements and industry consultation may identify **conditions** to be considered when conducting assessment such as:

- Location (Where)
- Time restrictions (When)
- equipment or material requirements
- contingencies
- specifications
- physical conditions
- timeframes for completion.
- Any specific assessor qualifications and/or training required to administer the tool

Any conditions should be clarified in the instructions to ensure consistency in the application of the assessment.

Context of Assessment may include:

- The environment in which the assessment will be carried out
- Opportunities for collecting evidence
- The purpose of assessment
- Relationship between competency standards and work activities in the workplace
- Selected methods
- Quality assurance mechanism
- Period of time which the assessment takes place

5. Necessary tasks to be administered for assessment tools validation

The assessment tool must be checked to ensure it complies with the requirements specified by the Standards.

- Compliance with the principles of assessment and the rules of evidence
- Compliance with the requirements specified by the training package or VET accredited course.

The following 6-step process can be used to check the assessment tool for compliance:

Step 1. Read the assessment requirements

Step 2. Review the assessment plan

Step 3. Review the assessment matrix (mapping)

Step 4. Check the details about how the knowledge evidence is planned to be being gathered

Step 5. Check the details about how the performance evidence is planned to be being gathered

Step 6. Check the overall quality of the assessment tool.

Step 1. Read the assessment requirements

This is a quick step to perform. You will read and re-read the unit of competency and its assessment requirements many times during the assessment validation process. During this first step, have a quick read of the assessment requirements and answer the following questions:

1. What is the volume or frequency of performance evidence?
2. Is the location, facilities, equipment, or other assessment conditions specified?

Step 2. Review the assessment plan

This step should also be quick. The purpose of this step is to get an overview of what is the planned assessment approach. During this second step, answer the following questions:

1. Has the correct unit code and title been used?
2. How many assessment tasks are planned?
3. Is there a plan to gather the knowledge evidence?
4. Does there appear to be sufficient assessment tasks for gathering the volume or frequency of performance evidence?
5. Does the planned assessment approach seem to be simple or complex?

Step 3. Review the assessment matrix (mapping)

This step should be a relatively quick step. The assessment matrix is an important document used to display how the RTO plans to gather evidence that comply with the requirements specified by the training package or NSDA accredited course. The assessment matrix will be used during Step 4 and Step 5 to cross-check the RTO's planned assessment approach and the assessment instruments being used to gather evidence.

During this third step, answer the following questions:

1. Has the correct unit code and title been used?
2. Has the entire unit of competency and its assessment requirements been copied into the matrix? Are the number of items the same? For example, if the unit has five elements does the matrix have five elements? And scan the wording to ensure the matrix has the exact words as the unit of competency and its assessment requirements.
3. Is there one column for each planned assessment task?
4. Are the titles or descriptions of the assessment tasks the same in the assessment plan and assessment matrix?
5. Is every item from the unit of competency and its assessment requirements planned to be assessed? For example, is there at least one 'tick' in every row?

Step 4. Check the details about how the knowledge evidence is planned to be being gathered

This step requires an attention to details. The purpose is to ensure that the assessment tool will gather the required knowledge evidence. During this fourth step, answer the following questions:

1. Is there an assessment instrument for gathering the knowledge evidence?
2. Are the instructions to the assessor clear and concise?
3. Are the instructions to the candidate clear and concise?
4. Is the structure, format, and layout of the assessment instrument easy to follow? This includes headings, sub-headings, page numbers, and numbering of questions.
5. Is there consistency between the assessment plan, assessment matrix and assessment instrument? For example, if the assessment plan states that there are 10 questions, does the assessment instrument have 10 questions?
6. Is every item of knowledge evidence being adequately gathered? A judgement about 'adequately' will need to be made.

Step 5. Check the details about how the performance evidence is planned to be being gathered

This step requires an attention to details and it can take time to examine the assessment documents for compliance. The purpose is to ensure that the assessment tool will gather the required performance evidence. During this fifth step, answer the following questions:

1. Is there one or more assessment instruments for gathering the performance evidence?
2. Are the assessment conditions compliant with those stated in the Assessment Requirements for the unit of competency? This may include assessment location, facilities, equipment, and access to specified documents. For example, if the assessment conditions state that the assessment occurs in the workplace, then the assessment tasks must state that the evidence must be gathered from a workplace (not from a simulated workplace).
3. Are the instructions to the assessor clear and concise?
4. Are the instructions to the candidate clear and concise?
5. Are the items of performance evidence clearly listed or identified?
6. Is the structure, format, and layout of the assessment instrument or instruments easy to follow? This includes headings, sub-headings, and page numbers.
7. Is there consistency between the assessment plan, assessment matrix and assessment instrument? For example, if the assessment matrix states that evidence for Performance Criteria 1.1 will be gather during Assessment Task 2, then Assessment Task 2 must cover the gathering of evidence for Performance Criteria 1.1.
8. Is every item of performance evidence being adequately gathered? A judgement about 'adequately' will need to be made. This includes a check that the amount of evidence being gathered is compliant with the specified volume or frequency of performance evidence.

Note: Verbs are important. For example, if performance criteria says, 'negotiate and agree with a supervisor', then there needs to be evidence that the candidate has negotiated and agreed with a supervisor'. Also, the letter 's' is important. A item of performance evidence may specify plural rather than singular. For example, if it states 'write reports', then more than one written report is required for evidence.

Step 6. Check the overall quality of the assessment tool

This step can take time to examine the assessment tool for compliance, readability, and usability.

1. Are there sample answers and assessment decision criteria for assessors?
2. Is the structure, format, and layout of all assessment documents easy to follow?
3. Are all instructions written clearly and concisely?
4. Are there any grammar, spelling and typo errors?
5. Is there a list of all the assessment documents required for the assessor?
6. Does the assessment tool have all the documents required for the assessor?
7. Is there a list of all the assessment documents required for the candidate?
8. Does the assessment tool have all the documents required for the candidate?
9. Has the correct unit code and title been used throughout all the assessment documents? This may include release number.
10. Do all the assessment documents have version control information?

6. Assessment decision making rules and benchmark

Assessment decision making rules:

The **evidence criteria** are also referred to as the '**assessment decision-making rules**'. These are the rules to be used to make judgements as to whether competency has been achieved (note that if grades or scores are also to be reported, the scoring rules should outline how performance is to be scored). Such rules should be specified for each assessment tool. There should also be rules for synthesizing multiple sources of evidence to make overall judgements of performance.

These are:

- Instructions for making Competent/Not Yet Competent decisions (i.e. the evidence criteria)
- Scoring rules if grades and/or marks are to be reported (if applicable)
- Decision making rules for handling multiple sources of evidence across different methods and/or tasks
- Decision making rules for determining authenticity, currency and sufficiency of evidence.

Evidence criteria or '**assessment decision-making rules**' are used by an assessor to ensure consistent outcomes when:

- checking evidence quality (i.e. the rules of evidence)
- judging how well the learner performed according to the standard expected, and

- collating evidence from multiple sources to make an overall judgement

The evidence criteria ensure the intent of the assessment tool is met and that the learner is able to demonstrate they have valid, sufficient, authentic and current skills and knowledge relevant to the unit. The criteria confirm the evidence provided by a learner:

- directly relates to the competency being assessed
- is enough to allow the assessor to make a valid judgement
- is the learner's own work, and
- shows currency of the skills and knowledge required.

The evidence criteria should not be open to interpretation. The criteria must provide sufficient clarity for assessment judgements to be consistent across a range of assessors and points in time. If there will be only one assessor, you must still develop evidence criteria to ensure consistency in that assessor's judgements.

Remember that assessment judgements are made only by an assessor. If your STPs uses evidence collected by a third party, an assessor still must make a judgement on that evidence. Decision-making rules are required for an assessor to use in considering all third-party evidence.

Benchmark for assessment *(Please see learning outcome 1 for details)*

Benchmarks are a point of reference used to clarify standards in assessment. They are agreed good examples of particular levels of achievement which arise from the validation/moderation process. Benchmarks help clarify the standards expected within the qualification, and illustrate how they can be demonstrated and assessed. They can also identify new ways of demonstrating the competency.

Assessment benchmark may include:

- Competency Standards (CS):
- Performance Specification:
- Product Specification:
- Course Accreditation Criteria/ Course Accreditation Document (CAD):
- Industry Feedback:
- Job/Task Analysis:
- External Comparisons:
- Regulatory Requirements:

7. Assessment decision recording mechanism

In competency-based assessment, the assessment decision recording mechanism refers to the process of documenting and capturing evidence of a person's competencies or skills. It involves the systematic collection, analysis, and storage of assessment data to support the evaluation and recognition of an individual's abilities.

The specific recording mechanisms used in competency-based assessments may vary depending on the context and purpose of the assessment. However, here are some common methods employed to record assessment outcomes.

With the advancements in technology, various digital tools and platforms are available for recording and managing competency-based assessments. These tools often provide features such as video recording, real-time feedback, and cloud-based storage for easy access and analysis of assessment data.

It is essential to ensure that the chosen recording mechanism aligns with the specific competencies being assessed and provides reliable and valid evidence of the individual's skills. The recorded assessments are typically used for evaluation, feedback, certification, or to inform future learning and development opportunities.

8. Assessment maps for checking validity of assessment instrument

Map key components of task to the Units(s) of Competency (content validity):

Evidence criteria needs to be established to judge the quality of the observed performance. Each evidence criterion could be presented as a separate item on an Observation Form. Each item on the Observation Form (i.e. the form to be used to record observations made by the assessor) should be mapped to the relevant sections within the Unit of Competency. This will help to determine the sufficiency of the evidence to be collected and determine whether any other aspects of the Unit(s) of competency need to be collected elsewhere.

- **Mapping document**

The mapping document shows which assessment items address which unit requirements. These items should be in either the student workbook, the marking guide, or a separate assessment resource.

- **Competency Mapping Tools / Assessment tools / Instruments (Including assessment plan, Instruction for the candidates, Instruction for Assessor)**

Validation templates and checklists

To prepare for validation, you will need to know how you are going to collect the information you need for validation and document your findings. These collection techniques relate to the validation approach decided upon.



The people participating in validation should talk about:

- how they have used the assessment tool
- what evidence they have accepted in support of competence when using the assessment tool
- the people with whom they have used the assessment tool
- the outcomes of the assessment process.

Such discussion should highlight whether the tool has been well-constructed or not.

A sample of assessment validation checklist is given below:

Assessment (Documents) Validation Checklist

The focus of the assessment validation checklist is to validate the assessment documents, such as the Assessment plan and respective Assessment tools, against the unit or units of competency (UoC) that the documents are addressing. There are two parts to this validation checklist. Part-A should be used to validate the assessment plan, Part-B should be used to validate assessment tools. Part-B should be used to validate assessment process. A UoC may use a number of assessment instruments to collect evidence. Each instrument should be validated separately using this checklist. When all tools for a given UoC have been validated, cross checking can take place to ensure there is no over assessment occurring.

Assessment Validation Checklist

ASSESSMENT INFORMATION	
Title of Assessment: Graphic Design BNQF Level -3	Date:
Qualification Title: Graphics Design BNQF Level III in IT Sector	
UoC: ICTGDE2003A1: Perform Image Retouching	
Validation Team: Md. Anisuzzaman, Gazi Iqfat Mahmud, Abdul Hye Siddique, Nahiduzzaman	

Part A: Assessment Plan Validation Checklist

Instructions to the validation panel

- ✓ Please read the assessment plan as if you were being asked to undertake the assessment.
- ✓ For each statement in the table below, determine if the criteria are met (Yes) or not met (No).
- ✓ For each criterion which is not met, include some feedback on the recommendation page.

Validation area	Validation Panel	Comments
The correct unit code and title been used.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
The assessment plan is written in simple language and it documents the assessment requirements clearly.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Information provided to trainees about assessment covers: <ul style="list-style-type: none"> • Number and kind of assessment tasks • Any special conditions (eg. closed book, maximum time) • Appeal/Re-assessment policy 	YES <input type="checkbox"/> NO <input type="checkbox"/>	
There Is a plan to gather the knowledge evidence.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Are the instructions to the assessor clear and concise?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Are the instructions to the candidate clear and concise?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Is there consistency between the assessment plan, assessment matrix and assessment instrument? For example, if the assessment plan states that there are 20 questions, does the assessment instrument have 20 questions?	YES <input type="checkbox"/> NO <input type="checkbox"/>	
There are clear links between the assessment methods/ activities and the performance criteria or elements being assessed.	YES <input type="checkbox"/> NO <input type="checkbox"/>	

The assessment plan assesses the trainee's ability to meet competency at the NVTQ level specified in the of UoC <i>(i.e. correct level of difficulty)</i>	YES <input type="checkbox"/> NO <input type="checkbox"/>	
The assessment matrix included in the assessment plan assesses all the elements and performance criteria mentioned in the competency standards.	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Part B: Assessment Tool Validation Checklist (Please Use One For Each Type Of Assessment Tool)

Validation determines if assessment tools have produced the intended evidence. Validators must look at the evidence in the sample, and determine if it is **valid, reliable, sufficient, current and authentic**.

Validation area	Validation Panel	Comments
Assessment task instructions and assessment conditions are clearly identified.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Written information in the assessment tool is written in simple language and at the appropriate BNQF level and grammatically correct and clear.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
The evidence requirements of the unit of competency are covered	YES <input type="checkbox"/> NO <input type="checkbox"/>	
The level of difficulty is appropriate to the unit of competency.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
The assessment activity is relevant to a number of different situations/contexts.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
The following are supported in the assessment instrument: Employability skills	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Essential skills requirements	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Essential knowledge requirements	YES <input type="checkbox"/> NO <input type="checkbox"/>	
The activity could sustain more than one assessment method for reasonable adjustment	YES <input type="checkbox"/> NO <input type="checkbox"/>	
There are clear links between the assessment questions/activities and the performance criteria or elements being assessed.	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Validation area	Validation Panel	Comments
<p>The Principles of Assessment have been addressed:</p> <p>5. Validity</p> <p>5.1. Assessments reflect the skills and knowledge required in a current workplace or relevant situation.</p> <p>5.2. Assessment covers all the required components of the unit of competency and is developed in accordance with the units BNQF level</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	
<p>6. Reliability</p> <p>6.1. Clear instructions to students:</p> <p>6.2. Clear instructions to the assessors: There are clear instructions to assessors to ensure that different assessors would provide consistent conditions for assessment</p> <p>6.3. Clear and comprehensive marking guides: The marking guide is comprehensive and clear enough that students would get a similar result if tested on different occasions or by different assessors</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	
<p>7. Flexibility</p> <p>7.1. Assessment provides opportunities for students to negotiate aspects to suit their needs or requirements, without altering the unit requirements</p> <p>7.2. RPL is made available to all learners at enrolment or prior to commencing training in this unit</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	
<p>8. Fairness</p> <p>8.1. Assessment methods are appropriate for the unit and the students</p> <p>8.2. Reasonable adjustments can be made for students without compromising the unit requirements e.g.</p> <ul style="list-style-type: none"> • verbal questioning instead of a written test <p>8.3. Literacy and numeracy The assessment methods are appropriate to the literacy and numeracy requirements of the unit(s) of competency (don't ask for more or less skills than required)</p> <p>8.4. Student appeals A process for appealing assessment decisions is documented and accessible by both assessors and students</p> <ul style="list-style-type: none"> • (e.g. in a student handbook, on the RTO website) 	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	
<p>The assessment tool complies with the rules of evidence that ensures evidence collected is:</p> <ul style="list-style-type: none"> • Valid • Sufficient • Current • Authentic 	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	
<p>The assessment tool assesses the trainee's ability to meet competency at the NVTQ level 1 specified in the of UoC.</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Time allowed for assessment is adequate.</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>	

Part C: Assessment Process Validation Checklist

Validation area	Validation Panel	Comments
Is consistent with the Training and Assessment Strategy.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Avoidance of bias towards any particular candidate group.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Meets legislative / regulatory requirements	YES <input type="checkbox"/> NO <input type="checkbox"/>	
The environment & workplace are checked	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Assessor Introduced with candidates	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Assessor asked about for which assessment he came for	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Self-checklist filled up by candidate	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Processed the assessment registration (By Registration Form)	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Event declared to the candidate: <ul style="list-style-type: none"> o What & how much events (where, time, sequence) o Logistics information o Appeal related information 	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Agreement document signed with candidate	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Written test is conducted by written questionnaires <ul style="list-style-type: none"> o Describe the questions o Instruction o Monitor o Next event information 	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Demonstration Event is conducted by <ul style="list-style-type: none"> o Ensure candidate Inclusive / OSH o Instruction sheet o Job Sheet & Specification Sheet o Demonstration checklist 	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Interview event is conducted <ul style="list-style-type: none"> o Individual Interview o Candidate comfort o Oral questionnaires Checklist (Contingency technique) 	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Validation area	Validation Panel	Comments
o Tell candidate for wait for result		
Meets the needs of industry: <ul style="list-style-type: none"> • Technical accuracy. • Appropriateness of language/terminology. • Literacy and Numeracy requirements. • Evidence criteria used to judge candidate performance for each task. • Range and conditions for the assessment (e.g., materials/equipment, facilities, time restrictions, level of support permitted). • Sufficiency of evidence across time and contexts (transferability). • Effective benchmark examples / exemplars / marking guides. • Cost effective to implement. 	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Result Event (CARS given) is conducted <ul style="list-style-type: none"> o Individually Called o Sandwich Method Feedback o Result declared o Given Competency Assessment Result Summary (CARS) 	YES <input type="checkbox"/> NO <input type="checkbox"/>	
All Evidence & Document are collected and submitted to NSDA	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Satisfies the reporting needs of the key stakeholder groups.	YES <input type="checkbox"/> NO <input type="checkbox"/>	

Additional recommendations / Comments:

The information has been modified as per recommendations YES NO

VALIDATION TEAM RECOMMENDATION

- Validation pending:** Please review feedback and make revisions.
- Validation complete:** Please submit final edited version to team leader

ASSESSMENT VALIDATION CONFIRMATION

LEAD VALIDATOR

Name:	Md. Anisuzzaman	Signature:	
Position:		Date:	November 23, 2022

VALIDATORS

Name:	Gazi Iqfat Mahmud	Signature:	
Position:		Date:	November 23, 2022

Name:	Abdul Hye Siddique	Signature:	
Position:		Date:	November 23, 2022

Name:	Nahiduzzaman	Signature:	
Position:		Date:	November 23, 2022

Completion

Self-Check Sheet 2: Validate Assessment Tools

1. From which part of CS may determine "What skills are needed to perform the activity"?
2. From which part of CS you may know about " What are the conditions under which this work activity may be conducted?"?
3. The _____ tell the assessor "What evidence is needed to prove that a person is competent?"
4. Who will be the participant of assessment validation panel?
5. What are common approaches of validation process?
6. What is "reliability" imply in the context of principle of assessment?
7. How understanding fairness is important for assessment validators?
8. What does Validator mean by the sentence "Knowledge questions include model answers/responses" on validation check list?
9. What will the assessor assure by rules of evidence "authenticity"?

Answer Key 2: Validate Assessment Tools

1. From which part of CS you may determine "What skills are needed to perform the activity"?

Answer: Elements

2. From which part of CS you may know about "What are the conditions under which this work activity may be conducted"?

Answer: Range of variables

3. The _____ tell the assessor "What evidence is needed to prove that a person is competent?"

Answer: critical aspects of competency

4. Who will be the participant of assessment validation panel?

Answer: The participant of assessment validation panel may be:

There are two types of participants for validation

I. Internal contributors

Validators can be employees or contractors of your training provider, including

- trainers and assessors
- compliance staff
- consultants.

II. External contributors

You can invite external sources to conduct your validation process. These could include:

- employers and employer associations
- industry bodies
- other training providers —from the same or different industry areas
- consultants.

5. What are common approaches of validation process?

Answer: Validation of assessments may be done using a variety of approaches, which may include:

- assessment panels (consisting of assessors, quality assurance personnel and industry experts)
- validation and/or moderation meetings with internal validators
- collectively developing and/or reviewing banks of assessment tools and exemplars
- benchmarking against competency standards or other training requirements
- peer review
- mentoring by more experienced assessors and facilitators
- Pilot Testing
- expert reviews
- stakeholder feedback

6. What is “reliability” imply in the context of principle of assessment?

Answer: The Reliability principle refers to consistently interpreted assessment outcomes. This means that given the same conditions for the same unit of competency, every assessor conducting the assessment task should reach the same conclusion regarding the competency of the learner. Multiple assessors should obtain similar results when evaluating the same work or performance.

In the assessment tool should provide guidance for assessors in this regard, with instructions to guide their judgement on performance and answers to assessment questions.

7. How understanding fairness is important for assessment validators?

Answer: As an assessment validator, understanding fairness in assessment is important to ensure valid and reliable assessment practices that accurately reflect student abilities and promote fairness and equity for all students.

8. What does Validator mean by the sentence “Knowledge questions include model answers/responses” on validation check list?

Answer: The assessment will be reliable.

9. What will the assessor assure by rules of evidence "authenticity"?

Answer: The assessor will assure that the evidence presented for assessment is the learner's own work.

Task Sheet 2.1: Validate Assessment Tools

TASK SHEET 2.1
Title: Develop an assessment validation check list
Performance Objective: At the end of this task, the trainee should be able to: <ol style="list-style-type: none">1. Developed assessment plan validation check list2. Developed assessment tools validation check list3. Developed assessment process validation check list
<p>A. Supplies Documents</p> <ul style="list-style-type: none">▪ Sample format of an assessment validation check list▪ Copy of existing Course Accreditation Document or competency standard (related to your qualification)▪ Bangladesh National Qualifications Framework (BNQF)▪ National Skills Development Policy▪ National Quality Assurance Document▪ Competency Standard Document▪ Course Accreditations Document <p>B. Tools and Material required:</p> <ul style="list-style-type: none">▪ Notebook▪ Handbook▪ Office Stationeries <p>C. Equipment:</p> <ul style="list-style-type: none">▪ Laptop/Computer
Steps/Procedures: <ul style="list-style-type: none">• Identify an opportunity to participate in an assessment validation process in your practice environment (in absence of one, you may participate in a simulation in consultation with your trainer)• Identify the purpose of this assessment validation activity.• Which approaches are being used for the assessment validation activity you are participating in?• Customize the sample check list format as per your requirement• Developed assessment plan validation check list• Developed assessment tools validation check list• Developed assessment process validation check list• Check carefully the content of the check list

Specification Sheet 2.1: Validate Assessment Tools

A. Supplies Documents

- Sample format of an assessment validation check list
- Copy of existing Course Accreditation Document or competency standard (related to your qualification)
- Bangladesh National Qualifications Framework (BNQF)
- National Skills Development Policy
- National Quality Assurance Document
- Competency Standard Document
- Course Accreditations Document

B. Tools and Material required:

- Notebook
- Handbook
- Office Stationeries

C. Equipment:

- Laptop/Computer

Learning Outcome 3: Contribute to Validation Process and Outcomes

Assessment Criteria:

1. Review, comparison and evaluation are undertaken in accordance with the principles of assessment and rules of evidence
2. Validation findings are collectively discussed with relevant stakeholders, analyzed and agreed to support improvements in the quality of assessment
3. Recommendations to improve assessment practice recorded
4. Recommendations to improve assessment practice are reported to competent authority

Content:

1. Review, comparison and evaluation of validation process
2. Findings of validation discussed with stakeholders
3. Feedback of stakeholders
4. Report on feedback

Resources Required/ Conditions:

The trainees must be provided with the following:

- Handouts or reference materials/books/ CBLMs on the above stated contents
- PCs/printers or laptop/printer with internet access
- Digital projector and Screen
- Bond paper
- Ball pens/pencils and other office supplies and materials
- Relevant learning materials
- Workplace or simulated environment

Methodologies

- Lecture/discussion
- Demonstration/application
- Presentation
- Blended delivery methods

Assessment Methods

- Written test
- Demonstration
- Observation with checklist
- Oral questioning
- Portfolio

Learning Experience 3: Contribute to Validation Process and Outcomes

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about “Validate Competency Based Assessment”	1. Instructor will provide the learning materials “Validate Competency Based Assessment”
2. Read the Information sheet/s	2. Information Sheet No:3 Contribute to Validation Process and Outcomes
3. Complete the Self -Checks & Check answer sheets.	3. Self-Check/s Self-Check No: 3 Contribute to Validation Process and Outcomes Answer key No. 3 Contribute to Validation Process and Outcomes
4. Read the Job Sheet and Specification Sheet and perform job	4. Job- Sheet No:3.1 Contribute to Validation Process and Outcomes Specification Sheet: 3.1 Contribute to Validation Process and Outcomes

Information Sheet 3: Contribute to Validation Process and Outcomes

Learning Objectives:

After completion of this information sheet, the learners will be able to:

1. Undertake review, comparison and evaluation of validation process
2. Discuss findings of validation collectively with stakeholders
3. Record recommendations to improve assessment practice
4. Report recommendations to improve assessment practice to competent authority.

Introduction

Basic information for contributing to validation:

Questions like these are designed to gain specific information about assessment tools, methods and processes as part of the validation process. Questions assist assessors to learn from one another and, just as importantly, they assist assessors to reflect on their own practice, without feeling that they are being criticized. Validation should be a positive exercise for all those involved.



Maintaining confidentiality is a key requirement in the validation process. This may be an informal means, such as agreeing to keep the contents of the discussion confidential or formal which involves signing a confidentiality document that outlines the requirement for assessors to keep discussions confidential and not to use other people's assessment materials without permission. Whichever it is, it should be based on the Code of Practice that all registered TVET teachers/trainers and assessors in the TVET system will have agreed to



Contributing to validation

Well-developed communication, teamwork and planning skills are essential for you to actively participate with your validation colleagues as part of a validation workshop or panel session. You need to be organized and well prepared so that you can contribute to an informed discussion about:

- benchmarks for assessment
- decision-making rules
- assessment tools, including the clarity of instructions
- recording mechanisms
- samples of evidence collected
- training package requirements.

Required qualifications of validator:

Validators must meet the following requirements:

- Must have current industry skills relevant to the assessment being validated
- Must have current knowledge and skills in teaching and learning
- Must have any of the following training and assessment credentials:
 - ✓ Certificate V in Training and Assessment or its successor or,
 - ✓ The National Certificate IV in Training and Assessment or
 - ✓ the CBA certificate for Assessor

When you contribute to the validation it is important to:

- Be prepared (pre-reading, making initial notes)
- Communicate openly
- Listen to other assessors
- Ask probing questions
- Check documentation for accuracy
- Contribute to the discussion
- Contribute to and clarify recommendations for improvement

Validation of Assessment Processes

Assessment is not just about individual assessors going about assessment however they want. If you're validating processes, you are focusing more on what happens '**behind-the-scenes**' of assessment.

The processes are really just the procedures that all the assessors follow. It is a systematic approach.

The Skills Training Provider (STP) will have a range of processes that assessors must follow to conduct quality assessment. Things like:

- Record keeping policies and procedures – where they file and store results, evidence, feedback
- RPL processes and instructions
- Systems for managing the student's journey through a course
- Privacy, confidentiality and ethics policies

When validating processes, the validation team is seeking to improve the system that supports the assessments that happen at that STP.

They might answer questions like:

- How could we make the assessment process more efficient for students?
- Have any assessment records been lost?
- Why are some assessors stuffing the completed assessment checklists in the glove-box when assessing on site, forgetting to scan them in when they get back to the office?
- How can the RPL process be made less convoluted?

Validation of Assessment Methods

When we are validating methods, we are looking at what we are getting the student to do to prove they are competent (e.g., observation, project tasks, written tests,

verbal Q&A). We are reviewing these methods to see if they are the most suitable way to assess that unit.

For example, a validation team might validate the methods used in a very practical, hands-on unit of competency. They might discover that they are relying far too much on written and theory-based assessment methods. As a result of the validation, they might recommend that more practical assessment methods like project tasks and observations be used.

Validation of Assessment Products

When we say we are validating products, we are focusing in on the actual assessment resources, documents, tools and instruments used at that organization for assessment.

When validating products, the team might seek to answer questions like:

- We can see students are often getting stuck on Questions 7, 12, 13 and 14 – how can we improve the wording to make it clearer?
- The mapping shows we are not adequately assessing performance criteria 2.2 and 2.3 – where can we address this in the assessment?
- Are there any spelling and grammatical issues in the instructions to students?
- Can the criteria in the observation checklists be made less ambiguous and open for assessor bias?

1. Review, comparison and evaluation of validation process

An authority needs to have developed policies and procedures that describe the methods that assessment instrument designers should use to document the relationship between the assessment process and the assessment requirements (including required knowledge and foundation skills). The process they follow to identify and document these relationships is termed '**mapping**'.

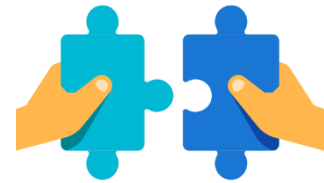


The mapping document forms an important component of the assessment's quality management system as it demonstrates that the individual assessment instruments are designed to satisfy the rules of evidence.

Assessment validation activities should include checking that assessment mapping has been completed correctly. During validation, assessment mapping that is confirmed as correct is used to assist in determining that the assessment process gathers evidence of each of the assessment requirements, including the knowledge evidence and performance criteria. Assessment instruments must do this in order to be valid.

Match to course requirements

Assessment instruments must be benchmarked against the relevant unit or units of competency or relevant organizational performance criteria. Ask your trainer for a **sample 'Assessment mapping' template**. By using such a template, trainers, assessors, candidates, managers, auditors and validators can see quickly where components of a unit of competency are being addressed by the assessment instrument.



Reviewing assessment practice

- a. All participants in the assessment validation process are responsible to carefully review documentation provided, and to provide advice on whether or not the system is providing valid, reliable, current, and authentic assessment products with sufficient output to make a judgement of competency.
- b. Only those not originally involved in the training or assessment of the training product can be involved in determining the outcomes of the validation process.
- c. Participants are to follow Assessment Validation Form in the conduct of the review of the assessment.

In reviewing assessment practice, validators should consider whether the assessment tools:

- comply with the assessment requirements of the relevant training product
- ensure the principles of fairness, flexibility, validity and reliability are adhered to
- have been designed to produce valid, sufficient, authentic and current evidence
- are appropriate to the contexts and conditions of assessment (this may include considering whether the assessment reflects real work-based contexts and meets industry requirements)
- are appropriate in terms of the level of difficulty of the tasks to be performed in relation to the skills and knowledge requirements of the unit
- provide sufficient instruction to clearly explain the tasks to be administered to the learner (if the assessment samples demonstrate the evidence provided by each learner is markedly different, this may indicate that instructions are not clear)
- give sufficient guidance as to the evidence to be gathered from the learner
- outline appropriate reasonable adjustments that could be made to the gathering of assessment evidence
- provide sufficient instructions for the assessor on collecting evidence, making a judgement, and recording the outcomes of the assessment (assessment samples should validate recording and reporting processes)

- are supported with evidence criteria to judge the quality of performance (if the assessment samples demonstrate the judgements made about each learner are markedly different, this may indicate that decision-making rules do not ensure consistency of judgement), and
- adhere to the requirements of the RTO's assessment system.

Reviewing assessment judgements

In reviewing the assessment judgements, validators should consider whether the learners' assessment evidence:

- complies with the assessment requirements of the relevant training product
- demonstrates that the assessment was conducted with fairness, flexibility, validity and reliability, and
- is valid, sufficient, authentic and current.

Checking accuracy of documents and recording outcomes

Assessment validation provides an opportunity to check that assessment documentation is accurate and that version control is being implemented consistently. When discussing assessment documentation, try to get into the habit of checking that everyone is working from the current version of the document.



As a participant, check that the outcomes of the validation session have been accurately recorded, including agreed future action. This documentation will need to be labelled and filed according to agreed record keeping procedure, and copies circulated to the validation activity participants.

2. Discussion on validation findings with stakeholders

Effective group discussions during the final stages of an assessment validation session require communication and team-working skills. Here is a summary of the key skills that are required. e.g.

- Professionalism
- Ethical behavior
- Conflict resolution
- Empathy

3. Feedback from stakeholders

Identifying areas of improvement and providing feedback



It is important for a validator to develop critical thinking skills and use it to identify areas of improvement. Competency based assessment is a complex process and it takes time to get things right. In our country, where the concepts of competency-based assessments are relatively new, it may take longer and over many attempts to get the assessment design right. That is why it is important for a validator or a validation panel to be critical in their thinking. However critical thinking does not mean being pedantic and losing sight of the broader purpose of validation and get overly involved in the minute details.

As a validator you need to provide constructive feedback that not only identifies the areas for improvement but also recognize the aspects that have been handled in an appropriate manner. This feedback should be formally recorded in the validation form/checklist and consolidated with specific recommendations.



Providing recommendations for improvement

The information collected as a result of assessment validation forms the basis for improvement. It is not enough to collect it you then need to analyze and make sense of it so you are clear how assessment can be improved. During the assessment meeting or activity, you will be required to analyse and discuss the findings



in order to improve the quality of assessment. This will involve thinking about and suggesting recommendations to improve assessment processes, assessment methods and tools, and how evidence is collected. Below are some ideas for improvement that may arise from validation exercises/ meetings:

Generally, recommendations are for:	
1	Instructions Giving clearer instructions to candidates and assessors
2	Context Changing the method of assessment so it can be used in a wider range of assessment contexts; for example, online, group learning or workplace assessment

3	Reasonable adjustment Providing clearer advice to candidates and assessors about reasonable adjustment; for example, LLN or cultural contexts
4	Assist understanding Providing checklists, diagrams or flowcharts to help candidates understand what they are required to do
5	Resources Ensuring candidates have access to necessary resources, such as technology to assist with disabilities, like braille devices
6	Conditions of assessment Changing the conditions of assessment to more closely simulate a workplace or industry; for example, it may be appropriate to assess using a simulation rather than a written, closed-book assessment
7	Adjust methods Adjusting the assessment methods so they are more accessible for the candidate
8	Guidelines for evidence gathering Writing clearer guidelines for making reasonable adjustments to evidence-gathering methods; for example, assessment instruments that are used in remote Indigenous communities should better reflect the language and literacy levels of candidates

Examples of recommendation from validation exercise

- Improvements of assessment guidelines and procedures
- Changes to assessment strategies
- Changes to resources to reduce time and/or cost
- Modify assessment plans
- Changes the selected assessment methods
- Improvements to evidence collection processes
- Additional or revised information for assessors
- Additional or revised information for trainees
- Professional development strategies for assessors
- Liaison with technical experts.

Recommendations need to be clear, practical and effective. There should be a strong link from the findings of the validation activity to the recommendations. Make a note of the recommendations agreed upon. Where relevant, you will need to act on these improvements. It is important to act upon the recommendations to ensure continuous improvement of the validated assessment/s. This can also be done in a more formal way by developing an action plan. If the action involves other people, get together and discuss the action to be undertaken, by whom and when.

4. Report on feedback

Report is the evidence that validation take place.

The validation report summarizes all validation results, gives recommendations for fixing errors and/or improving the overall quality of the speech corpus and gives an executive summary.

This report can include details related to:

- the compliance of the assessment tools to unit requirements
- the effectiveness of the assessment's instructions and benchmarks
- the compliance of the assessment tools to the Standards.



This report will serve as evidence that you have validated a set of assessment tools.

More importantly, it can serve as evidence that you have a process for systematically validating your assessment resources for each training product that your STP delivers. Aside from your findings, your validation report must also include the following information:

- the training product being validated
- the profile of the validator(s), including relevant qualifications
- process for assessment validation
- a reference of validation schedule
- how the outcome of the validation will be documented.

Summary of assessment validation

The following table summarizes how validation approaches can be used to review assessment methods, tools, evidence collected and assessment decisions made.

What is validated	What are you trying to find out?	Who might be involved?	What would you look at?	What approach/es of validation could be used?
Assessment methods	<ul style="list-style-type: none"> ▪ Are methods appropriate for the UoC and trainees? ▪ Are they fair, valid, reliable and flexible? ▪ Are they interesting and varied? ▪ Do they use resources efficiently? ▪ Is the assessment cost effective? 	<ul style="list-style-type: none"> ▪ Assessors/facilitators ▪ Validation panel ▪ Quality assurance personnel ▪ Industry representatives ▪ Independent validator ▪ Technical/subject experts ▪ Members of professional associations 	<ul style="list-style-type: none"> ▪ Assessment process leading to qualifications ▪ Assessment plans and tools ▪ Assessment policies and procedures 	<ul style="list-style-type: none"> ▪ Assessment panels ▪ Moderation meetings ▪ Team assessment ▪ Independent assessment validator to review ▪ External/internal audit ▪ Industry forums ▪ Assessor network meetings
Assessment tools	<ul style="list-style-type: none"> ▪ Are they valid, fair, reliable and flexible? ▪ Do they cover the scope of the competency standard? ▪ Are they efficient? ▪ Is enough support and information provided to the trainees? 	<ul style="list-style-type: none"> ▪ Assessors/facilitators ▪ Assessment tool developers ▪ Quality assurance personnel ▪ Independent validator' ▪ Validation panel ▪ Technical/subject experts 	<ul style="list-style-type: none"> ▪ Question banks ▪ Checklists used for demonstrations ▪ Instructions for trainees for simulations, demonstrations, portfolios, projects etc ▪ Exams, tests ▪ Workbooks including assessment questions 	<ul style="list-style-type: none"> ▪ Peer assessment ▪ Moderation/validation meetings ▪ Trialling ▪ Trainee and/or industry feedback ▪ Joint development of tools/model answers
Decision made based on evidence collected	<ul style="list-style-type: none"> ▪ Is sufficient evidence collected to establish competency? 	<ul style="list-style-type: none"> ▪ Assessors/facilitators ▪ Coordinators ▪ Independent validator ▪ Validation panel 	<ul style="list-style-type: none"> ▪ Recordkeeping and storage procedures ▪ Assessment policies/procedures 	<ul style="list-style-type: none"> ▪ Peer review ▪ Moderation/validation meetings ▪ Mentoring

	<ul style="list-style-type: none"> ▪ Is this evidence valid, current and authentic? 	<ul style="list-style-type: none"> ▪ Quality assurance personnel 	<ul style="list-style-type: none"> ▪ Examples of assessed work ▪ Example of feedback provided to trainees ▪ Results ▪ Information provided to trainees about assessment 	<ul style="list-style-type: none"> ▪ Independent review ▪ Audit
Assessment decisions	<ul style="list-style-type: none"> ▪ Is there consistency in decision making? 	<ul style="list-style-type: none"> ▪ Assessors/facilitators ▪ Coordinators ▪ Independent validator ▪ Assessment panel ▪ Quality assurance personnel 	<ul style="list-style-type: none"> ▪ Decisions made by a range of assessors using the same tools, with accompanying evidence ▪ Assessment policies and procedures 	<ul style="list-style-type: none"> ▪ Case studies/scenarios at moderation ▪ Peer review ▪ Mentoring ▪ Development of assessment guidelines by a team of assessors

Self-Check Sheet 3: Contribute to Validation Process and Outcomes

1. What are the requirements for validators to be a part of a validation panel?

2. List 5 examples of recommendations from a validation exercise.

3. What is an assessment validation report?

4. What information may be contained in a validation report?

Answer Key 3: Contribute to Validation Process and Outcomes

1. What are the requirements for validators to be a part of validation panel?

Answer: Validators MUST collectively meet the following requirements:

- Must have vocational competencies and current industry skills relevant to the assessment being validated
- Must have current knowledge and skills in vocational teaching and learning
- Must have any of the following training and assessment credentials:
 - ✓ Certificate IV in Training and Assessment or its successor
 - ✓ Certificate CBA or Assessor Skill Set or its successor

2. List 5 examples of recommendations from validation exercise

Answer:

- Changes to assessment system policies and procedures
- Changes to assessment strategies
- changes to resources to reduce time and/or cost
- changes to assessment system procedures
- Changes to assessment plans
- Changes to selected assessment methods
- improvements to evidence collection processes
- additional or revised information for assessors
- additional or revised information for trainees or third parties
- processes to be used in the development of assessment tools
- identification or development of exemplars
- professional development strategies for assessors
- liaison with technical experts.

3. What is assessment validation report?

Answer: Report is the evidence that validation took place.

The validation report summarizes all validation results, gives recommendations for fixing errors and/or improving the overall quality of the speech corpus and gives an executive summary.

4. What information may be contained in a validation report?

Answer: Validation report must also include the following information:

- the training product being validated
- the profile of the validator(s), including relevant qualifications
- process for assessment validation
- a reference of validation schedule
- how the outcome of the validation will be documented.

Note that the lead validator assigned to validate an assessment must not be (or have been) involved in its delivery.

Task Sheet 3.1: Contribute to Validation Process and Outcomes

TASK SHEET 3.1
Title: Record Assessment Validation Checklist
<p>A. Supplies Documents</p> <ul style="list-style-type: none">▪ Sample format of an assessment validation check list▪ Copy of existing Course Accreditation Document or competency standard (related to your qualification)▪ Bangladesh National Qualifications Framework (BNQF)▪ National Skills Development Policy▪ National Quality Assurance Document▪ Competency Standard Document▪ Course Accreditations Document <p>B. Tools and Material required:</p> <ul style="list-style-type: none">▪ Notebook▪ Handbook▪ Office Stationeries <p>C. Equipment:</p> <ul style="list-style-type: none">▪ Laptop/Computer
<p>Steps/Procedures:</p> <p>After participating in the assessment validation Task, record the following in your Assessment Validation Checklist:</p> <ul style="list-style-type: none">▪ Marked areas that need improvement▪ Suggestions to improve the assessment documents (i.e. assessment and/ or assessment tools), examined as a part of this activity▪ Constructive and detailed feedback at the end of the checklist

Specification Sheet 3.1: Validate Assessment Tools

A. Supplies Documents

- Sample format of an assessment validation check list
- Copy of existing Course Accreditation Document or competency standard (related to your qualification)
- Bangladesh National Qualifications Framework (BNQF)
- National Skills Development Policy
- National Quality Assurance Document
- Competency Standard Document
- Course Accreditations Document

B. Tools and Material required:

- Notebook
- Handbook
- Office Stationeries

C. Equipment:

- Laptop/Computer

TASK SHEET 3.2

Title: Validating and Reporting Competency-Based Assessment

Performance Objective:

1. To conduct validation of
 - Competency-based assessment Plan (before assessment)
 - Competency-based assessment Tools (before assessment)
 - Competency-based assessment Process (after assessment)
2. Make a comprehensive report of validation activity

A. Supplies Documents

- Sample format of an assessment validation check list
- Copy of existing Course Accreditation Document or competency standard (related to your qualification)
- Bangladesh National Qualifications Framework (BNQF)
- National Skills Development Policy
- National Quality Assurance Document
- Competency Standard Document
- Course Accreditations Document

B. Tools and Material required:

- Notebook
- Handbook
- Office Stationeries

C. Equipment:

- Laptop/Computer

Steps/Procedures:

1. Validate the assessment plan first. Use the validation instrument available in your CBLM, or you can prepare a better one for use.
2. Then validate the assessment tools of your qualification that will be used in the assessment, using the given template in your CBLM, or you can prepare a better one.
3. Finally after completion of the assessment, validate the assessment process using a suitable validation template.
4. Make sure Each instrument is validated separately using the appropriate checklist.
5. Make a comprehensive report of your experience in validating the plan, tools, and process. In your report, include recommendation/s regarding the validation instruments.

Safety Reminders: Observe proper ergonomics in using a PC/Laptop

Specification Sheet 3.2: Validate Assessment Tools

A. Supplies Documents

- Sample format of an assessment validation check list
- Copy of existing Course Accreditation Document or competency standard (related to your qualification)
- Bangladesh National Qualifications Framework (BNQF)
- National Skills Development Policy
- National Quality Assurance Document
- Competency Standard Document
- Course Accreditations Document

B. Tools and Material required:

- Notebook
- Handbook
- Office Stationeries

C. Equipment:

- Laptop/Computer

Review of Competency

Below is yourself assessment rating for module “Validating Competency Based Assessment”

SL no	Assessment of performance Criteria	Yes	No
1.	Purpose, context and scope of validation process are discussed with relevant stakeholders and confirmed in accordance with assessment system policies and procedures		
2.	Materials for validation activities are arranged		
3.	Relevant documents used in validation process are checked for accuracy and version		
4.	Relevant benchmarks for assessment and units of competency are analysed and agreed on the evidence needed to demonstrate competence		
5.	Materials and evidences needed for validation activities are agreed and collected		
6.	Participation of appropriate representatives are ensured in validation sessions and activities using agreed communication methods and modes.		
7.	Principles of assessment and rules of evidence are applied during validation sessions and activities.		
8.	Context and conditions of assessment are checked.		
9.	Tasks to be administered are checked.		
10.	Assessment decision making rules and benchmarks are checked for clear and enable consistent outcomes		
11.	Recording mechanisms are checked for clear and sufficient information		
12.	Assessment maps are reviewed and used to assist in determining validity of assessment instruments		
13.	Review, comparison and evaluation are undertaken in accordance with the principles of assessment and rules of evidence		
14.	Validation findings are collectively discussed with relevant stakeholders, analyzed and agreed to support improvements in the quality of assessment		
15.	Recommendations to improve assessment practice recorded		
16.	Recommendations to improve assessment practice are reported to competent authority		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

REFERENCE:

1. LO, (2012). Validate Competency Based Assessment
2. Department of Education and Training, (2002). Guidelines for Competency Based Assessment in the vocational education and training sector: Western Australia
3. TESDA-CACO (2012). Enhancement Training on Assessment Methodology
4. ILO, (2014), Implementation Manual: National Technical and Vocational Qualification Framework NTVQF). ILO Country Office for Bangladesh.
5. ILO, (2019). Validate Competency Based Assessment
6. Australian Skills Quality Authority (ASQA)

Review Workshop of Competency Based Learning Material (CBLM)

The Competency Based Learning Material (CBLM) of **Validate Competency Based Assessment** for National Skills Certificate in Competency Based Training and Assessment, Level-5 is reviewed by NSDA on 12-13 July, 2023.

List of Members

SI No	Name and Address	Position in the committee
1.	Md. Anisuzzaman, Instructor (Computer), Rajshahi TTC, Mobile: 01714422225, Email: mazaman84@gmail.com	Member
2.	Mr. Uttam Kumar Das, Instructor, BKTTC, Dhaka. Cell phone no: 01716220932, email: udas.bkttc@gmail.com	Member
3.	Md. Fazlul Haque, Instructor, TTC, Faridpur Mobile: 01715-107077, Email: fhaque.ttc@gmail.com	Member
4.	Shamsul Alam, Chief Instructor (Computer), Tangail Polytechnic Institute, Mobile: 01711- 577545 Email: s.alamreal786@gmail.com	Member
5.	Md. Abdullah Al Mamun, Deputy Director- Programme and Innovations, UCEP Bangladesh, Mobile:01930113355, Email: mamun.tvet@gmail.com	Member
6.	A. M. Zahirul Islam, Specialist-4, NSDA, Dhaka. Mobile: +88 01740920809, E-mail: zahir.nstda@gmail.com	Member