

PRI – Moderation of Assessment Judgements

Note: Moderation is a quality control process aimed at bringing assessment judgements into alignment to ensure consistent decisions have been applied. It is a process that ensures the same standards are applied to all assessment results within the same unit of competency. This process must be conducted after student assessments have been marked but prior to the finalisation of student results and entry to Banner. Moderation is also used to identify any recommendations for future improvement. All PRI documentation should be stored in Trim.

Department:	Human services		
National ID of qualification:		Qualification Title:	
National ID of UoC:	HLTENN008	UoC Title:	Apply Legal and ethical parameters to nursing practice
Assessment Task:	All		
Name of Participants:	Jayne Stetto, Anshi Reddy and Melissa Power		
Date:	16/12/19		
Number of Student Assessments Reviewed:	All assessments reviewed		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Looked at mapping for quiz questions	Nil changes		n/a Done
Assignment question 1	Wording changed to "Nursing ethics" in question 1	Jayne Stetto	16/12/19 Done
Assignment question 2	Mapping identified need for information to reflect conscientious objection	Jayne Stetto	16/12/19 Done
Assignment question 3	Moving order of assessments to change emphasis	Jayne Stetto	16/12/19 Done

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Department:	Human Services		
National ID of qualification:	HLT54115	Qualification Title:	Diploma of Nursing
National ID of UoC:	HLTENN005 HLTENN011	UoC Title:	Acute & Complex Care
Assessment Task:	All assessments		
Name of Participants:	Lynette Jackson, Fleur Martinussen		
Date:	17.12.19		
Number of Student Assessments Reviewed:	90		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	New template created for care plan + teacher marking guide -
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ShE Theory Simulation Placement
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Care plans Students not providing Correct info.	Layout changed Example provided on Elem (Stage 1 subjects providing further education on care plans)	hynette	June 2019 ✓
		hynette ? Sujatha.	2020 Feb.
Quizzes, low successful completion rates.	Divide quizzes into relevant subjects To complete weekly	Fleur	July 2019 ✓
Presentations, worksheets not meeting all knowledge requirements	Individual quizzes for each topic	Fleur	July 2019 ✓
Clinical placement Book needs updating	Updates completed to reflect changes	hynette	Sept 2019 ✓
Clinical skills book ongoing update	Ongoing SPC IOC removal.	Fleur hynette	Ongoing
Simulation? required as assessment	Simulation continues but not as assessment	Fleur hynette Lusia	Nov. 2019 ✓
Students not demonstrating overarching skills & knowledge	Ward simulation	hynette	Nov 2019 ongoing.
UWSD needed scenario updating -	ISBAR added Minor updates to scenarios	→ hynette → Fleur	July 2019
IOC insertion not required as practical assessment + Trache	Removed from peer's, RN assessment	hynette Fleur Lusia	Sept 2019.

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Department:	Department of Human Services		
National ID of qualification:	HLT54115	Qualification Title:	Diploma of Nursing
National ID of UoC:	HLTENN001	UoC Title:	Practice Nursing Within the Australian Health Care systems
Assessment Task:	Assessment 2		
Name of Participants:	Christine Mayberry, Amanda Dale, Nadine Morton, Jayne Stetto, Sujatha Venkataraman		
Date:	28/07/2020		
Number of Student Assessments Reviewed:	6 version 2.		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input type="checkbox"/> Yes <input type="checkbox"/> No	assessment questions. eg identify, needs to include included links. clarifying wording.
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	online classes due to COVID
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	teacher guide

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
case study 1 1 NYS 2 NYS 3 NYS 4 NYS 5	[NYS]	Nadine	
case study 2. 1 NYS 2 NYS 3 NYS 4 NYS	[NYS]	Nadine	
case study 3 1 S 2 S 3 NYS 4 NYS	medical diagnosis [NYS] 5.9	Nadine	
case study 4 1 S 2 S 3 S 4 S	[S]	Nadine	28.7.2020
case study 5 1 NYS 2 NYS 3 NYS 4 NYS	[NYS] / [S]	Nadine	
case study 6. 1 2 3 4	[NYS]	Nadine	

VALIDATION REPORT

(Two Units of Competency)

Note: this form has been developed for validating two units of competency. If more than two units of competency are being validated, please add additional rows. For further information regarding validation, see [ASQA's Fact Sheet on Conducting Validation](#).

Documentation for validation

The validation team should have these documents for validation. Please tick those available at this validation

- Training Package Qualification Requirements
- Units of competency from Training Package being validated
- Subject guides
- Training and Assessment Strategy (TAS) for the qualification or Statement of Attainment
- Assessment tools (includes instructions to learners and assessors, teacher guides)
- Completed and assessed learner work (appropriate sample size)
- Learning resources
- Banner report/s of UoCs being validated


Validation Report

Date of Validation		4 June 2019	
National ID of qualification		HLT54115	
Qualification Title		Diploma of Nursing	
National ID of Units of Competency		Title of Units of Competency	Delivery Mode (Blended, Online, Work based)
UoC 1	HLTENN004	Implement, monitor and evaluate nursing care plans	Blended
UoC 2	HLTENN003	Perform clinical assessment	Blended

LEAD VALIDATOR TO COMPLETE		Role in Validation team				Qualification (if required)	
Validation Team Name/s	Organisation/Designation	Teacher not involved in UoC delivery or assessment	Teacher involved in UoC delivery and assessment	Industry representative	Other (such as LLN Expert, CITSA, please specify)	TAE40110 (or its successor)	Holds Vocational competency
Lead: Anna Prescott	CIT	<input checked="" type="checkbox"/>	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
[REDACTED]	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujatha Venkataraman	CIT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lynette Jackson	CIT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were informed of their confidentiality obligations Yes No

As a Validation Panel you are not to disclose or discuss the student, person, work or results that you will be viewing as part of the validation process, outside of the validation process or with people who are not part of the validation team.

Lead Validator's signature..... 

Date 4/6/19

Note: Validation of units/qualification from the TAE Training Package must be undertaken by persons who have had no involvement with the delivery of training and assessment for CIT.
 *Participants in attendance are members of the panel who are not part of the validation assessment decisions or make up part of the panel requirements as per Standard 1.11

Step One: Training and Assessment Strategy (TAS) Validation

Training and Assessment Strategy	Yes/No	Comments/required actions/ suggested improvements	Person nominated to complete action/s	Due date for completion of action/s
1. Assessment instruments/tools align to the assessment methodologies detailed in the TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
2. Electives selected relevant to industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Number of Assessment tasks and methods used to assess this unit(s)

Units of Competency	Assessment Number	Assessment Title	Assessment Method (eg exam, observation, knowledge, portfolio, third party report, project etc) Must align with TAS matrix.
UoC1	1	Personal Hygiene practical	Demonstration, observation, knowledge and skills
HLTENN004	2	Quiz A - Actual and potential nursing care	Online - knowledge
	3	Quiz B – Risk identification and prevention	Online - knowledge
	4	Clinical skills book – Oral care, Assist with eating and drinking, Assist with elimination needs, Child Basic life support, Range of Motion exercises, Deep breathing and coughing exercises	Demonstration, observation, knowledge and skills
	5	Successful completion of clinical placement (meeting NMBA standards)	Portfolio, Third party report, Observation, Knowledge and Skills
	6	Falls risk assessment tool (Co-assessed with HLTWHS002)	Knowledge
	7	Care plans x 2 (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
	8	Evaluation of care plans (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
	UoC2	1	Quiz – Stages of development
HLTENN003	2	Worksheets – mealtime management and develop health care package	Written - Knowledge
	3	Compass online quiz (Through ACT Health)	Online - knowledge
	4	Charting vital signs	Knowledge
	5	Vital signs practical	Demonstration, observation, knowledge and skills
	6	Neurological and neurovascular observations practical	Demonstration, observation, knowledge and skills

	7	Clinical skills book – Urinalysis, Blood glucose monitoring, Chest pain assessment, Oxygen saturation monitoring, Neurovascular observations, Neurological observations	Demonstration, observation, knowledge and skills
	8	Admission x 2, Discharge x 2 and integumentary assessment	Knowledge
	9	Successful completion of clinical placement (meeting NMBA standards)	Portfolio, Third party report, Observation, Knowledge and Skills
	10	Care plans x 2 (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
	11	Evaluation of care plans (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)

List any special points regarding delivery and assessment e.g. regulatory or licensing requirements, RPL only, delivery in the workplace etc.

Learning Resources				
Learning Resources	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
1. Learning resources meet the requirements of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Industry representative happy with text book and review of the online information. Ebooks discussed		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Industry representative happy with text book and review of the online information. Ebooks discussed		
2. Learning resources reflect current industry practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environments reflect the industry clinical environment. Tour of facilities given.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Compass online provided by industry (Canberra Health Services), Simulated environments reflect the industry clinical environment. Tour of facilities given.		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Fairness				
1. Reasonable adjustments can be applied to the assessment to take into account the individual learner's needs (eg such as providing oral rather than written assessment).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in the subject guide		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in the subject guide		
2. Learners are provided with clear information about the assessment and any resits before undertaking the assessment. Learners are provided with feedback after the assessment.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and time frames are clear.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and time frames are clear.		
3. Information is available to learners regarding the appeals process.	UoC 1 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Subject guide update required – need to have reference to “Academic appeals policy”	Subject teacher	July 2019
	UoC 2 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Subject guide update required – need to have reference to “Academic appeals policy”	Subject teacher	July 2019

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Flexibility				
4. Recognition of prior learning is made available to the learner at enrolment or prior to commencement of training.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing course in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions (verbal) • CIT website 		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing course in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions (verbal) CIT website		
5. The assessment uses a range of assessment methods which recognise that learners can demonstrate competence in a variety of ways (ie practical tasks can also demonstrate knowledge).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items, including : Online quizzes, clinical skills demonstration, assessment tool completion, written assessment, achievement of set goals and reflection during clinical placement		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items, including : Online quizzes, clinical skills demonstration, industry online quiz, assessment tool completion, written assessment, achievement of set goals and reflection during clinical placement		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Validity				
6. The assessment requires the learner to demonstrate skills and knowledge that reflect current workplace practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for demonstration of knowledge and skills and is set to reflect industry practice. Practical assessment and clinical skills are reflective of current industry policies and practices. Quiz questions are reflective of current industry policies and practices		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for demonstration of knowledge and skills and is set to reflect industry practice. Practical assessment and clinical skills are reflective of current industry policies and practices. Online Compass quiz provided by Industry Quiz questions are reflective of current industry policies and practices		
7. The assessment ensures that learners could demonstrate the practical application of skills and knowledge and transfer these to a variety of workplace situations.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessment and clinical skills are reflective of current industry policies and practices		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessments and clinical skills are reflective of current industry policies and practices. Some skills are required to be observed twice, a minimum of 1 will be observed in the workplace.		
8. The assessment covers all the required components of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Reliability				
9. Clear and comprehensive teacher guides (marking keys) are provided to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different assessor would result in the same decision).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Answers are available for observation checklists and practical assessment checklists. Online quizzes self marking		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessment and answers are available for observation checklists and practical assessment checklists. Online quizzes self marking		
CIT Administration				
10. CIT current version templates used for all documentation (ie subject guides, assessment cover sheets, teacher guides)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Assessment guides and teacher guides need to be updated to CIT templates (2019)	Subject teachers	July 2019

Panel's Decision		Comments
<input type="checkbox"/>	No change	
<input checked="" type="checkbox"/>	Minor change needed	*See above comments *CIT need to update clinical placement book to make it clear that students are to perform manual BP's whilst on clinical placement
<input type="checkbox"/>	Significant change needed	

Step 3: Review of Assessment Judgements – Rules of Evidence

One of the requirements of the Standards for RTOs 2015 is to review a statistically valid sample of completed assessments for making improvements to future assessments. Use the tool <https://www.surveymonkey.com/mp/sample-size-calculator/> to calculate sample size. When random selection of students has been determined, list student CIT numbers below and highlight selected students on Banner report or eLearn grader report. Note: The trainer and assessor who delivered/assessed the training product being validated cannot determine the validation outcome for any assessments/judgements they made.

UoC 1 – Statistically Valid Sample							
Number of students enrolled in UoC	17	Confidence Level	95%	Margin of error	5%	Sample size to be provided	17

Students assessments reviewed Insert CIT Number (do not use student names)		Rules of Evidence			
		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.
Student CIT Number	CRN No/s				
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No


UoC 2 – Statistically Valid Sample							
Number of students enrolled in UoC	17	Confidence Level	95%	Margin of error	5%	Sample size to be provided	17

Rules of Evidence


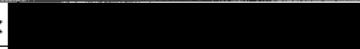
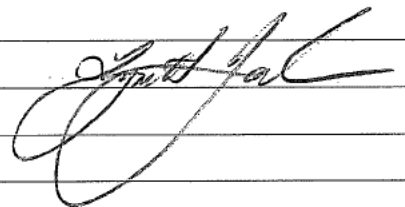
Student assessments reviewed. Insert CIT Number (do not use student names)		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner's knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner's own work.
Student CIT Number	CRN No/s				
[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Panel's Decision			
Overall, the assessor judgements are:	<input checked="" type="checkbox"/> Appropriate (no change required)	<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Too harsh
	Comments/actions for improvements:		
Follow-up actions to be completed by:	Name: Anna Prescott	Date:	4/6/19

I confirm that the final validation decision/s have been made by person/people who were not directly involved with the delivery and assessment of the training product being validated.

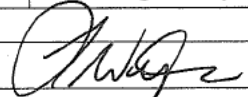
Lead Validator:	Anna Prescott	Date:	4 June 2019	Signature:	
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We agree with the final validation decision/s and were presented with the stated sample size of judgements.

Industry Representative:		Date:	4 June 2019	Signature:	
Industry Representative:		Date:		Signature:	
Industry Representative:		Date:		Signature:	
CIT Representative:	Sujatha Venkataraman	Date:	4 June 2019	Signature:	
CIT Representative:	Lynette Jackson	Date:	4 June 2019	Signature:	
CIT Representative:		Date:		Signature:	
Other:		Date:		Signature:	
Other:		Date:		Signature:	

Action/s to be implemented through the Continuous Improvement Plan as part of Program Review and Improvement (PRI)

TAS update <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment tool/s update <input type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide update <input type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guide update <input type="checkbox"/> Yes <input type="checkbox"/> No
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Head of Department Name:	Linda Willington	Date:	5.6.19	Signature:	
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- Next Steps:**
- Actions contained in this validation report must be entered on the Continuous Improvement Plan and evidence maintained that actions were implemented.
 - The Head of Department responsible for the qualification must ensure the actions, recommendations and improvements identified during the validation meeting are implemented.
 - Email completed validation report to Education Quality ensuring the following is attached:
 - Banner report or eLearn grader report of all students who submitted work within the UoCs being validated (Note: highlight student names whose work was validated)
 - Assessment tools for UoCs being validated, including subject guide (Note: if assessment tools and subject guide are on eLearn, tick the box only)
 - Completed student assessments that were validated (Note: if student assessments on elearn, tick the box only)

VALIDATION REPORT

(One Unit of Competency)

Note: this form has been developed for validating two units of competency. If more than two units of competency are being validated, please add additional rows. For further information regarding validation, see [ASQA's Fact Sheet on Conducting Validation](#).


Documentation for validation	
The validation team should have these documents for validation. Please tick those available at this validation	<input type="checkbox"/> Training Package Qualification Requirements <input type="checkbox"/> Units of competency from Training Package being validated <input type="checkbox"/> Subject guides <input type="checkbox"/> Training and Assessment Strategy (TAS) for the qualification or Statement of Attainment <input type="checkbox"/> Assessment tools (includes instructions to learners and assessors, teacher guides) <input type="checkbox"/> Completed and assessed learner work (appropriate sample size) <input type="checkbox"/> Learning resources <input type="checkbox"/> Banner report/s of UoCs being validated

Validation Report		
Date of Validation	14/3/19	
National ID of qualification	HLTENN008	
Qualification Title	HLTENN008 - Apply legal and ethical parameters to nursing practice (Release 1)	
National ID of Units of Competency	Title of Units of Competency	Delivery Mode (Blended, Online, Work based)
UoC 1	HLTENN008 HLTENN008 - Apply legal & ethical parameters to nursing practice.	In class, online and work based

LEAD VALIDATOR TO COMPLETE							
		Role in Validation team				Qualification (if required)	
Validation Team Name/s	Organisation/Designation	Teacher not involved in UoC delivery or assessment	Teacher involved in UoC delivery and assessment	Industry representative	Other (such as LLN Expert, CITSA, please specify)	TAE40110 (or its successor)	Holds Vocational competency
Lead: M Power	CIT teacher	<input type="checkbox"/>	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were informed of their confidentiality obligations Yes No

As a Validation Panel you are not to disclose or discuss the student, person, work or results that you will be viewing as part of the validation process, outside of the validation process or with people who are not part of the validation team.

Lead Validator's signature..... 

Date 14/3/19

Note: Validation of units/qualification from the TAE Training Package must be undertaken by persons who have had no involvement with the delivery of training and assessment for CIT.
 *Participants in attendance are members of the panel who are not part of the validation assessment decisions or make up part of the panel requirements as per Standard 1.11

Step One: Training and Assessment Strategy (TAS) Validation

Training and Assessment Strategy	Yes/No	Comments/required actions/ suggested improvements	Person nominated to complete action/s	Due date for completion of action/s
1. Assessment instruments/tools align to the assessment methodologies detailed in the TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
2. Electives selected relevant to industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Number of Assessment tasks and methods used to assess this unit(s)

Units of Competency	Assessment Number	Assessment Title	Assessment Method (eg exam, observation, knowledge, portfolio, third party report, project etc) Must align with TAS matrix.
UoC1	①	clinical placement evidence	third party report/ assignment.
	②	Online quizzes	Quizzes
	③	Legal & Ethical assignment	Assignment.
	④	clinical placement	Practical work in industry

List any special points regarding delivery and assessment e.g. regulatory or licensing requirements, RPL only, delivery in the workplace etc.

Learning Resources				
Learning Resources	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
1. Learning resources meet the requirements of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
	UoC 2 <input type="checkbox"/> Yes <input type="checkbox"/> No			
2. Learning resources reflect current industry practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
	UoC 2 <input type="checkbox"/> Yes <input type="checkbox"/> No			

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Fairness				
1. Reasonable adjustments can be applied to the assessment to take into account the individual learner's needs (eg such as providing oral rather than written assessment).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
2. Learners are provided with clear information about the assessment and any resits before undertaking the assessment. Learners are provided with feedback after the assessment.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
3. Information is available to learners regarding the appeals process.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Flexibility				
4. Recognition of prior learning is made available to the learner at enrolment or prior to commencement of training.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
5. The assessment uses a range of assessment methods which recognise that learners can demonstrate competence in a variety of ways (ie practical tasks can also demonstrate knowledge).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Validity				
6. The assessment requires the learner to demonstrate skills and knowledge that reflect current workplace practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
7. The assessment ensures that learners could demonstrate the practical application of skills and knowledge and transfer these to a variety of workplace situations.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
8. The assessment covers all the required components of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Reliability				
9. Clear and comprehensive teacher guides (marking keys) are provided to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different assessor would result in the same decision).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
CIT Administration				
10. CIT current version templates used for all documentation (ie subject guides, assessment cover sheets, teacher guides)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Panel's Decision	Comments
<input checked="" type="checkbox"/> No change	
<input type="checkbox"/> Minor change needed	
<input type="checkbox"/> Significant change needed	

Step 3: Review of Assessment Judgements – Rules of Evidence

One of the requirements of the Standards for RTOs 2015 is to review a statistically valid sample of completed assessments for making improvements to future assessments. Use the tool <https://www.surveymonkey.com/mp/sample-size-calculator/> to calculate sample size. When random selection of students has been determined, list student CIT numbers below and highlight selected students on Banner report or eLearn grader report. Note: The trainer and assessor who delivered/assessed the training product being validated cannot determine the validation outcome for any assessments/judgements they made.

UoC 1 – Statistically Valid Sample							
Number of students enrolled in UoC		Confidence Level	95%	Margin of error	15%	Sample size to be provided	

Rules of Evidence					
Students assessments reviewed Insert CIT Number (do not use student names)		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.
Student CIT Number	CRN No/s				
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

UoC 2 – Statistically Valid Sample							
Number of students enrolled in UoC		Confidence Level	95%	Margin of error	15%	Sample size to be provided	

Rules of Evidence						
Student assessments reviewed. Insert CIT Number (do not use student names)		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.	
Student CIT Number	CRN No/s					
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Panel's Decision			
Overall, the assessor judgements are:	<input checked="" type="checkbox"/> Appropriate (no change required)	<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Too harsh
	Comments/actions for improvements:		
Follow-up actions to be completed by:	Name: N/A	Date:	

I confirm that the final validation decision/s have been made by person/people who were not directly involved with the delivery and assessment of the training product being validated.

Validator:		Date: 14/3/19	Signature:
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We agree with the final validation decision/s and were presented with the stated sample size of judgements.

Industry Representative:		Date:	Signature:
CIT Representative:	M Power	Date: 14/3/19	Signature: [Signature]
CIT Representative:		Date:	Signature:
CIT Representative:		Date:	Signature:
Other:		Date:	Signature:
Other:		Date:	Signature:

Action/s to be implemented through the Continuous Improvement Plan as part of Program Review and Improvement (PRI)

TAS update	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Assessment tool/s update	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Subject guide update	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Teacher guide update	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Head of Department Name:		Date:		Signature:
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Next Steps:

- Actions contained in this validation report must be entered on the Continuous Improvement Plan and evidence maintained that actions were implemented.
- The Head of Department responsible for the qualification must ensure the actions, recommendations and improvements identified during the validation meeting are implemented.
- Email completed validation report to Education Quality ensuring the following is attached:
 - Banner report or eLearn grader report of all students who submitted work within the UoCs being validated (Note: highlight student names whose work was validated)
 - Assessment tools for UoCs being validated, including subject guide (Note: if assessment tools and subject guide are on eLearn, tick the box only)
 - Completed student assessments that were validated (Note: if student assessments on elearn, tick the box only)

VALIDATION REPORT

(One Unit of Competency)

Note: this form has been developed for validating two units of competency. If more than two units of competency are being validated, please add additional rows. For further information regarding validation, see [ASQA's Fact Sheet on Conducting Validation](#).

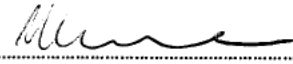
Documentation for validation	
The validation team should have these documents for validation. Please tick those available at this validation	<input type="checkbox"/> Training Package Qualification Requirements <input type="checkbox"/> Units of competency from Training Package being validated <input type="checkbox"/> Subject guides <input type="checkbox"/> Training and Assessment Strategy (TAS) for the qualification or Statement of Attainment <input type="checkbox"/> Assessment tools (includes instructions to learners and assessors, teacher guides) <input type="checkbox"/> Completed and assessed learner work (appropriate sample size) <input type="checkbox"/> Learning resources <input type="checkbox"/> Banner report/s of UoCs being validated

Validation Report		
Date of Validation	14/3/19	
National ID of qualification	HLTENN008	
Qualification Title	HLTENN008 - Apply legal and ethical parameters to nursing practice (Release 1)	
National ID of Units of Competency	Title of Units of Competency	Delivery Mode (Blended, Online, Work based)
UoC 1	HLTENN008 HLTENN008 - Apply legal & ethical parameters to nursing practice.	In class, online and work based

LEAD VALIDATOR TO COMPLETE							
		Role in Validation team				Qualification (if required)	
Validation Team Name/s	Organisation/Designation	Teacher not involved in UoC delivery or assessment	Teacher involved in UoC delivery and assessment	Industry representative	Other (such as LLN Expert, CITSA, please specify)	TAE40110 (or its successor)	Holds Vocational competency
Lead: M Power	CIT teacher	<input type="checkbox"/>	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were informed of their confidentiality obligations Yes No

As a Validation Panel you are not to disclose or discuss the student, person, work or results that you will be viewing as part of the validation process, outside of the validation process or with people who are not part of the validation team.

Lead Validator's signature..... 

Date 14/3/19

Note: Validation of units/qualification from the TAE Training Package must be undertaken by persons who have had no involvement with the delivery of training and assessment for CIT.
 *Participants in attendance are members of the panel who are not part of the validation assessment decisions or make up part of the panel requirements as per Standard 1.11

Step One: Training and Assessment Strategy (TAS) Validation

Training and Assessment Strategy	Yes/No	Comments/required actions/ suggested improvements	Person nominated to complete action/s	Due date for completion of action/s
1. Assessment instruments/tools align to the assessment methodologies detailed in the TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
2. Electives selected relevant to industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Number of Assessment tasks and methods used to assess this unit(s)

Units of Competency	Assessment Number	Assessment Title	Assessment Method (eg exam, observation, knowledge, portfolio, third party report, project etc) Must align with TAS matrix.
UoC1	①	clinical placement evidence	third party report/ assignment.
	②	Online quizzes	Quizzes
	③	Legal & Ethical assignment	Assignment.
	④	clinical placement	Practical work in industry

List any special points regarding delivery and assessment e.g. regulatory or licensing requirements, RPL only, delivery in the workplace etc.

Learning Resources				
Learning Resources	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
1. Learning resources meet the requirements of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
	UoC 2 <input type="checkbox"/> Yes <input type="checkbox"/> No			
2. Learning resources reflect current industry practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
	UoC 2 <input type="checkbox"/> Yes <input type="checkbox"/> No			

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Fairness				
1. Reasonable adjustments can be applied to the assessment to take into account the individual learner's needs (eg such as providing oral rather than written assessment).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
2. Learners are provided with clear information about the assessment and any resits before undertaking the assessment. Learners are provided with feedback after the assessment.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
3. Information is available to learners regarding the appeals process.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Flexibility				
4. Recognition of prior learning is made available to the learner at enrolment or prior to commencement of training.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
5. The assessment uses a range of assessment methods which recognise that learners can demonstrate competence in a variety of ways (ie practical tasks can also demonstrate knowledge).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Validity				
6. The assessment requires the learner to demonstrate skills and knowledge that reflect current workplace practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
7. The assessment ensures that learners could demonstrate the practical application of skills and knowledge and transfer these to a variety of workplace situations.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
8. The assessment covers all the required components of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Reliability				
9. Clear and comprehensive teacher guides (marking keys) are provided to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different assessor would result in the same decision).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A
CIT Administration				
10. CIT current version templates used for all documentation (ie subject guides, assessment cover sheets, teacher guides)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			N/A

Panel's Decision	Comments
<input checked="" type="checkbox"/> No change	
<input type="checkbox"/> Minor change needed	
<input type="checkbox"/> Significant change needed	

Step 3: Review of Assessment Judgements – Rules of Evidence

One of the requirements of the Standards for RTOs 2015 is to review a statistically valid sample of completed assessments for making improvements to future assessments. Use the tool <https://www.surveymonkey.com/mp/sample-size-calculator/> to calculate sample size. When random selection of students has been determined, list student CIT numbers below and highlight selected students on Banner report or eLearn grader report. Note: The trainer and assessor who delivered/assessed the training product being validated cannot determine the validation outcome for any assessments/judgements they made.

UoC 1 – Statistically Valid Sample							
Number of students enrolled in UoC		Confidence Level	95%	Margin of error	15%	Sample size to be provided	

Rules of Evidence					
Students assessments reviewed Insert CIT Number (do not use student names)		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.
Student CIT Number	CRN No/s				
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

UoC 2 – Statistically Valid Sample							
Number of students enrolled in UoC		Confidence Level	95%	Margin of error	15%	Sample size to be provided	

Rules of Evidence						
Student assessments reviewed. Insert CIT Number (do not use student names)		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.	
Student CIT Number	CRN No/s					
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Panel's Decision			
Overall, the assessor judgements are:	<input checked="" type="checkbox"/> Appropriate (no change required)	<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Too harsh
	<input type="checkbox"/> Too lenient	Comments/actions for improvements:	
Follow-up actions to be completed by:	Name: <i>N/A</i>	Date:	

I confirm that the final validation decision/s have been made by person/people who were not directly involved with the delivery and assessment of the training product being validated.

Validator:		Date: <i>14/3/19</i>	Signature:
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We agree with the final validation decision/s and were presented with the stated sample size of judgements.

Industry Representative:	Date:	Signature:
CIT Representative: <i>M Powell</i>	Date: <i>14/3/19</i>	Signature: <i>[Signature]</i>
CIT Representative:	Date:	Signature:
CIT Representative:	Date:	Signature:
Other:	Date:	Signature:
Other:	Date:	Signature:

Action/s to be implemented through the Continuous Improvement Plan as part of Program Review and Improvement (PRI)			
TAS update	Assessment tool/s update	Subject guide update	Teacher guide update
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Head of Department Name:	Date:	Signature:	

- Next Steps:**
- Actions contained in this validation report must be entered on the Continuous Improvement Plan and evidence maintained that actions were implemented.
 - The Head of Department responsible for the qualification must ensure the actions, recommendations and improvements identified during the validation meeting are implemented.
 - Email completed validation report to Education Quality ensuring the following is attached:
 - Banner report or eLearn grader report of all students who submitted work within the UoCs being validated (Note: highlight student names whose work was validated)
 - Assessment tools for UoCs being validated, including subject guide (Note: if assessment tools and subject guide are on eLearn, tick the box only)
 - Completed student assessments that were validated (Note: if student assessments on elearn, tick the box only)

PRI – Moderation of Assessment Judgements

Note: Moderation is a quality control process aimed at bringing assessment judgements into alignment to ensure consistent decisions have been applied. It is a process that ensures the same standards are applied to all assessment results within the same unit of competency. This process must be conducted after student assessments have been marked but prior to the finalisation of student results and entry to Banner. Moderation is also used to identify any recommendations for future improvement. All PRI documentation should be stored in Trim.

Department:	Human Services - Nursing		
National ID of qualification:	HLT54115	Qualification Title:	Diploma in Nursing (Enrolled)
National ID of UoC:	HLTENN008	UoC Title:	Apply legal and Ethical parameters to nursing practice
Assessment Task:	Legal and Ethical Case study Assignment Questions		
Name of Participants:	Lisa Burling (lead), Anshi Reddy, Melissa Power and Jayne Stetto		
Date:	27/07/2020		
Number of Student Assessments Reviewed:	6		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input type="checkbox"/> Yes <input type="checkbox"/>	Teacher guide is clear and good information to help consistent judgement. Small adjustment required - include current code of ethics website
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input type="checkbox"/> Yes <input type="checkbox"/>	All teacher applied the evidence and made consistent decisions re: outcome of Assessments (Satisfactory/ Not yet satisfactory)
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input type="checkbox"/> Yes <input type="checkbox"/>	Yes, Assessments are all written to ensure reliable outcome
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input type="checkbox"/> Yes <input type="checkbox"/>	Yes, all Assessment tasks and teacher guide used by all moderators

VALIDATION REPORT

(Two Units of Competency)

Note: this form has been developed for validating two units of competency. If more than two units of competency are being validated, please use a separate form or the Validation Report for clustered units. For further information regarding validation, see ASQA's Fact Sheet www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation.

Documentation for validation

The validation team should have these documents for validation. Please tick those available at this validation

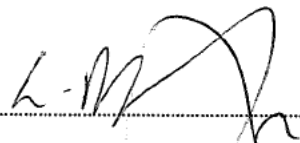
- Training Package Qualification Requirements
- Units of competency from Training Package being validated
- Subject guides
- Training and Assessment Strategy (TAS) for the qualification or Statement of Attainment
- Assessment tools (includes instructions to learners and assessors, teacher guides)
- Completed and assessed learner work (appropriate sample size)
- Learning resources

Validation Report

Date of Validation		23 September 2019	
National ID of qualification		HLT54115	
Qualification Title		Diploma of Nursing	
National ID of Units of Competency		Title of Units of Competency	Delivery Mode (Blended, Online, Work based)
UoC 1	HLTAAP002 CRN23709	CONFIRM PHYSICAL HEALTH STATUS	Blended including online assessment. Face to face delivery
UoC 2	HLTENN010 CRN23632	APPLY A PALLIATIVE APPROACH IN NURSING PRACTICE	Blended including online assessment. Face to face delivery

LEAD VALIDATOR TO COMPLETE							
Validation Team Name/s	Organisation/Designation	Role in Validation team				Qualification (if required)	
		Teacher not involved in UoC delivery or assessment	Teacher involved in UoC delivery and assessment	Industry representative	Other (such as LLN Expert, CITSA, please specify)	TAE40110 (or its successor)	Holds Vocational competency
Lead: Lily Muthurajah	CIT HoD Human Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Anna Prescott	CIT Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tricia O'Connor	CIT Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were informed of their confidentiality obligations Yes No

Lead Validator's signature 

Date 23/09/2019

Note: Validation of units/qualification from the TAE Training Package must be undertaken by persons who have had no involvement with the delivery of training and assessment for CIT.
 *Participants in attendance are members of the panel who are not part of the validation assessment decisions or make up part of the panel requirements as per Standard 1.11

Step One: Training and Assessment Strategy (TAS) Validation

Training and Assessment Strategy	Yes/No	Comments/required actions/ suggested improvements	Person nominated to complete action/s	Due date for completion of action/s
1. Assessment instruments/tools align to the assessment methodologies detailed in the TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
2. Electives selected relevant to industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Number of Assessment tasks and methods used to assess this unit(s)

Units of Competency	Assessment Number	Assessment Title	Assessment Method (eg exam, observation, knowledge, portfolio, third party report, project etc) Must align with TAS matrix.
UoC1	1	Research assignment 1, application questions sponging assessment (completed in HLTENN004)	Knowledge and skills, practical observation (sponging assessment)
23709	2	Research assignment 2, application questions 2, vital signs assessment (completed in HLTENN003)	Knowledge and skills, practical observation (vital signs assessment)
	3	Research assignment 3, application questions neurological and neurovascular assessment, admission and discharge assessment (completed in HLTENN003)	Knowledge and skills, practical observation (neurological/neurovascular assessment)
	4	Online quizzes	knowledge
UoC2	1	Online quizzes	knowledge
23632	2	Written case study	Written, knowledge
	3	Care plan – completed on clinical placement	Knowledge and skills
	4	Successful completion of Clinical Placement (meeting NMBA standards)	Portfolio, Third party report, observation, knowledge and skills

List any special points regarding delivery and assessment e.g. regulatory or licensing requirements, RPL only, delivery in the workplace etc.

Learning Resources				
Learning Resources	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
1. Learning resources meet the requirements of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>Crisp, J., C. Douglas, C., Rebeiro, G. & Waters, D. (2017). Potter & Perry's fundamentals of nursing (5th ed.). Sydney,Australia: Mosby Elsevier.</p> <p>Marieb, E (2017) Essentials of Human Anatomy & Physiology 12th ed Pearson Education Limited. England</p> <p>Computer and Internet to access eLearn, quizzes and "Visible body"</p> <p>Comments by industry representative:</p> <p>Looking at learning resources online, the order of topics may need review as some topics/body systems are more abstract than others. Consider teaching the lymphatic system after CVS, and digestive system earlier as easier to comprehend and relate to. Lymphatic may fit better after cardiovascular/kidneys. Suggested order - Skin, digestive, cardio, resp, renal, lymphatic.</p>	Anna Prescott	January 2020
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>O'Connor M, Aranda S, Lee S (eds), (2012), <i>Palliative care nursing—a guide to practice</i>. 3rd edn, Melbourne: Ausmed Publications</p> <p><i>Therapeutic guidelines: palliative care. Version 3.</i> Melbourne: Therapeutic Guidelines Limited; 2010</p> <p>Berman, A., Snyder, S., Kozier, B., Erb, G., Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N., Luxford, Y., Moxham, L., Park, T., Parker, B., Reid-Searl, K., Stanley, D. (2010). <i>Kozier and Erb's Fundamentals of Nursing. Vol 1, 2 and 3.</i> Pearson Australia, NSW.- Available at the CIT Woden Campus bookshop.</p> <p>Myers, S., Paulazzo, J. (2012). <i>Acknowledging the source</i>. Canberra Institute of Technology. Canberra. - Available at the CIT Woden Campus bookshop or online for download at http://libguides.cit.edu.au/loader.php?type=d&id=674482</p> <p>Tollefson, J., Bishop, T., Jelly, E., Watson, G., Tambre, K. (2012). <i>Essential Clinical Skills : Enrolled/Division 2 Nurses</i>, 2nd Edition. Cengage, Australia.- Available at the CIT Woden Campus bookshop.</p> <p>Comments by industry representative:</p> <p>Great resources. Maybe look for some loss and bereavement resources and for self care.</p> <p>Suggestion of different resources available for carers that may be appropriate as extra learning resources for EN students</p>		

2. Learning resources reflect current industry practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environment reflect the industry clinical environment. Comments by industry representative: Powerpoints appear to be pitched too high for students with no prior physics/chemistry/biology, very overwhelming. Would need significant face to face support.	Anna Prescott	January 2020
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environment reflect the industry clinical environment. Comments by industry representative: Currently training program does not mention “care of the dying pathway/ end of life pathway”. However teacher states it is discussed in the classroom. Also no mention in training program of “Screening patient SPICT”. However this is also discussed in the classroom. Symptom clusters discussed to maybe incorporate into scenarios.		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Fairness				
1. Reasonable adjustments can be applied to the assessment to take into account the individual learner's needs (eg such as providing oral rather than written assessment).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in subject guide. Any letter from student support taken into consideration		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in subject guide. Any letter from student support taken into consideration		
2. Learners are provided with clear information about the assessment and any resits before undertaking the assessment. Learners are provided with feedback after the assessment.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide and assessment guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and times frames are clear		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide and assessment guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and times frames are clear		
3. Information is available to learners regarding the appeals process.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Available on subject guide as per CIT template		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Available on subject guide as per CIT template		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Flexibility				
4. Recognition of prior learning is made available to the learner at enrolment or prior to commencement of training.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding Recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions • CIT website 		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding Recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions • CIT website 		
5. The assessment uses a range of assessment methods which recognise that learners can demonstrate competence in a variety of ways (ie practical tasks can also demonstrate knowledge).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items including online quizzes, skills demonstrations, written assessment tasks Comments by industry representative: Students need “building blocks” of anatomy and physiology before being able to link to patient conditions. Assessments may be a pitched a little high for students who do not have a history of studying biology. Assessment 1 question 3 – unfair to ask about cardiovascular system together with lymphatic system when not studied this yet.	Anna Prescott	January 2020
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items including online quizzes, skills demonstrations, written assessment tasks, completion of care plan with palliative approach on clinical placement Comments by industry representative: Practical component really good, online quizzes relevant		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Validity				
6. The assessment requires the learner to demonstrate skills and knowledge that reflect current workplace practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for a demonstration of knowledge and skills and is set to reflect industry practice. Practical assessments are reflective of current industry policy and practices. Comments by industry representative:		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for a demonstration of knowledge and skills and is set to reflect industry practice. Comments by industry representative:		
7. The assessment ensures that learners could demonstrate the practical application of skills and knowledge and transfer these to a variety of workplace situations.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessments reflective of current industry policies and practices. Comments by industry representative:		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Care plan completed in workplace (clinical placement) reflect of current industry policies and practices. Comments by industry representative:		
8. The assessment covers all the required components of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Reliability				
9. Clear and comprehensive teacher guides (marking keys) are provided to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different assessor would result in the same decision).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessments, answers available on observation checklists. Online quizzes self-marking		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessments, answers available on observation checklists. Online quizzes self-marking		
CIT Administration				
10. CIT current version templates used for all documentation (ie subject guides, assessment cover sheets, teacher guides)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Panel's Decision		Comments
<input type="checkbox"/>	No change	
<input checked="" type="checkbox"/>	Minor change needed	<p><i>HLTAAP002 assessment suite has been updated from 201910. The new assessments do not have the research assessments (has been changed to a formative assessment "investigative pathway") The assessment suite now also include further clinical skills assessed in HLTENN003 and HLTENN004 (BGL, Urinalysis, Deep breathing and coughing exercises, ROM and chest pain assessment).</i></p> <p>Sequence of topics for HLTAAP002 need to be reconsidered as well as the high pitch of the learning material Rephrasing of care plan questions for HLTENN010 to clarify what is required. Additional resources suggested.</p>
<input type="checkbox"/>	Significant change needed	

Step 3: Review of Assessment Judgements – Rules of Evidence

One of the requirements of the Standards for RTOs 2015 is to review a statistically valid sample of completed assessments for making improvements to future assessments. Use the recommended ASQA tool <https://www.surveymonkey.com/mp/sample-size-calculator/> to calculate sample size. Refer to ASQA’s User’s Guide to the Standards for further information. Note: The trainer and assessor who delivered/assessed the training product being validated cannot determine the validation outcome for any assessments/judgements they made.

UoC 1 – Statistically Valid Sample							
Number of students enrolled in UoC	33	Confidence Level	95%	Margin of error	5%	Sample size to be provided	31

Rules of Evidence						
Learner assessments reviewed Insert CIT Number (do not use learner names)	Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.		
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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UoC 2 – Statistically Valid Sample

Number of students enrolled in UoC	17	Confidence Level	95%	Margin of error	5%	Sample size to be provided	17
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Rules of Evidence

Learner assessments reviewed Insert CIT Number (do not use learner names)	Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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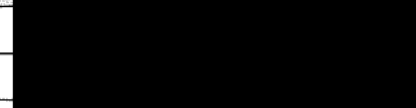
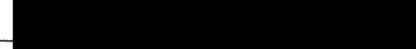
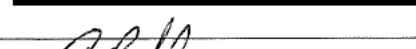

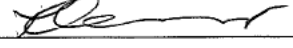
Panel's Decision

Overall, the assessor judgements are:	<input type="checkbox"/> Appropriate (no change required)	<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Too harsh	<input type="checkbox"/> Too lenient
	Comments/actions for improvements:			
Follow-up actions to be completed by:	Name:			Date:

I confirm that the final validation decision/s have been made by person/people who were not directly involved with the delivery and assessment of the training product being validated.

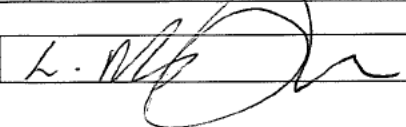
Lead Validator:	Lily Muthurajah	Date:	23/9/19	Signature:	
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We agree with the final validation decision/s and were presented with the stated sample size of judgements.

Industry Representative:		Date:	23/9/19	Signature:	
Industry Representative:		Date:		Signature:	
Industry Representative:		Date:		Signature:	
CIT Representative:	Anna Prescott	Date:	23/9/19	Signature:	
CIT Representative:	Tricia O'Connor	Date:	23/9/19	Signature:	
CIT Representative:		Date:		Signature:	
Other:		Date:		Signature:	
Other:		Date:		Signature:	

Completed Action/s Checklist

TAS updated <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment tool/s updated <input type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide updated <input type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guide updated <input type="checkbox"/> Yes <input type="checkbox"/> No
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Head of Department Name:	Lily Muthurajah	Date:	23 September 2019	Signature:	
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Next Steps:

- The completed validation report must be filed in TRIM.
- Actions contained in this validation report must be entered on the Continuous Improvement Plan.
- The Head of Department responsible for the qualification must ensure that actions are complete.
- The Head of Department responsible for the qualification must ensure the recommendations and improvements identified during the validation meeting are implemented.

CRN: 23709 National ID: HLTAAP002 Course: HESC 502 Title: Confirm physical health status

ID	Name	Assessment No:		Assessment No:		Assessment No:		Assessment No:		Assessment No:		Mid-term Grade	Saved Final Grade	Rolled Final Grade
		Date	Grade	Date	Grade	Date	Grade	Date	Grade	Date	Grade			
													UP	UP
													WA	WA
													UP	UP
													UP	UP
													F	F
												AP		
													UP	UP
													WA	WA
													AP	
													UP	UP
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													UP	UP

Notes:
 Include individual assessment number as described in the subject guide.
 Ensure date assessment was submitted and grades are entered for all assessment items.
 If you have more than five assessments reprint this sheet and include with records.

Individual Assessments: S = Satisfactory NYS = Not Yet Satisfactory
 RS = Resit/Resubmit DNS = Did Not Submit

Midterm Grade: AP=Academic Progress (automatic roll to WA 12 months from CRN end date)
 EG=Extension Granted (automatic roll to WA 8 weeks from CRN end)

Saved Final Grade: Displays a final grade that has been saved before or during roll to academic history

Rolled Final Grade: HD = High Distinction D = Distinction P = Pass UP = Ungraded Pass F = Fail
 WA = Withdrawn Attended WW = Withdrawn Without Attendance CR = Credit

CRN: 23709 National ID: HLTAAP002 Course: HESC 502 Title: Confirm physical health status

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		Date	Grade	Date	Grade	Date	Grade	Date	Grade	Date	Grade			
													WA	WA
													UP	UP
													UP	UP
													UP	UP
													UP	UP
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													WA	WA
													UP	UP
													UP	UP
													UP	UP
													WA	WA
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 WA = Withdrawn Attended WW = Withdrawn Without Attendance CR = Credit

Assessor	Other Assessor (if applicable)	Assessor verifying final results
Name: _____	Name: _____	Name: _____
Signature: _____	Signature: _____	Signature: _____
Date: _____	Date: _____	Date: _____

Continuous Improvement Action Plan

College:	Health Community and Science
Department:	Human Services – Nursing program
Date of PRI:	Last PRI 21.7.23

Unit of Competence	Issues Identified	Improvements made	Person who completed the action	Date completed	Completed Yes/No
List the unit of competence here	E.g. outdated or updated resources, student or teacher feedback, Unclear assessment instructions, changes to UOC	E.g. Review and updated resources, clarified instructions	Name of staff members	End of Semester 1	<input type="checkbox"/> Yes <input type="checkbox"/> No
HLTENN040 Administer and monitor medicines and intravenous therapy	<u>Part 2 - Portfolio PowerPoints</u> outdated, very long and too much information. The PowerPoints also don't always match what he attached quizzes assess	6 medication teachers have all taken responsibility of updating one portfolio each, ensuring that the powerpoints are teaching to what the quizzes assess and that the information in the powerpoints are at a relevant level for the Diploma and is teaching to the Unit of Competency requirements	Anna Lagerlof Nadine Morton Ming Thompson Sujatha Venkataraman Lavanya Immaraj Sushma Dahal	End of term 3	<input type="checkbox"/> Yes <input type="checkbox"/> No
HLTENN040 Administer and monitor medicines and intravenous therapy	<u>Part 1 – theory quiz.</u> When reviewing the theory quiz, it was discovered that some of the answers are a bit outdated for the new training package. It was also discovered that there were questions in the quiz regarding legal requirements around medication administration that is not currently covered in the theory delivery prior to the quiz.	Theory quiz questions and answers reviewed and updated accordingly. A revision sheet has been created to assist the students in preparation for the quiz. Powerpoints have been updated to cover all the topics that are assessed in the quiz. Where appropriate, additional resources have been added to the eLearn page (development page) so that the students have easy access to all the relevant material for their revision and preparation prior to the assessment	Anna Lagerlof	1 August 2023	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<p>HLTENN041 Apply Legal and Ethical Parameters to Nursing Practice</p>	<p><u>Part 2 Powerpoints</u> – outdated, links that were out of date and no longer working. Information that needed to be added or removed to match the new training package and quizzes.</p>	<p>All powerpoints were updated ensuring they are teaching to what the quizzes will be assessing and that the information in the powerpoints is up-to-date and relevant to the Unit of Competency.</p>	<p>Monika Wilson</p>	<p>30 October 2023 Refreshed Jan 24</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>HLTENN041 Apply Legal and Ethical Parameters to Nursing Practice</p>	<p><u>Part 1 Quizzes</u> - Review the quizzes as updated by Macey Barratt & Linda Willington, a few minor issues updated for example a Victorian Act for ACT was not appropriate – updated to relevant ACT Act to ensure we are teaching Territory relevant laws prior to delivery.</p>	<p>As going through the quiz questions and answers to ensure they are relevant and up to date. Updated small issues that were discovered regarding laws, these were updated according to reflect in the quiz and the powerpoints equally.</p>	<p>Monika Wilson & Hope McCudden</p>	<p>Ongoing from 16/7/23 to 15/12/23</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

MDC Pre-Validation of Assessment Tool

The **Moderation Delivery Committee (MDC)** *pre-validation* sessions provide an opportunity for education providers (EP) to benchmark the delivery and assessment of UoC to make future improvements.

A collaborative approach is used to review assessment tools to ensure they meet the requirements of the current training package and comply with the principles of assessment and rules of evidence.

The MDC pre-validation sessions do not negate the requirement for EP to complete formal validation processes within their own organisation as per clauses 1.9 – 1.11 of the *Standards for RTOs 2015*.

Instructions for preparing for your participation in MDC Validation:

An annual pre-validation session timetable to be established by the MDC during the last meeting of each year.

EP to bring hardcopy or electronic (own laptop) copies, or share screen of the following documents:

- b. Unit of competency details and assessment requirements from training.gov.au
- c. Assessment mapping document (mapping of assessment tools to the requirements of the UoC)
- e. Assessment tasks including guidelines for students and assessors/marketing guide and Practical (lab) assessments
- g. Placement logbook

Instructions for attendance and participation at MDC pre-validation 4-hour session - face to face or virtual

1. Welcome and outline of the day from MDC Chair or other nominated person
2. Education provider (EP) participants will be divided into groups of three (virtual – breakout rooms)
3. Once in groups, a person is nominated as the pre-validation coordinator who will be responsible for leading the session
4. Each EP will be given one hour to have their documents reviewed; the pre-validation coordinator will be the timekeeper
5. This pre-validation template is completed by each participant in the pre-validation group as their documents are reviewed and can then be used for further internal checking or reviewing of the assessment tools.

Training Product Details	
Training Product National Code & Title	HLT54121 Diploma of Nursing
Unit/s of Competency National Code & Title	HLTENN040
Assessment Tool/s	Click here to enter text.
Date of Review	21 April 2023

List names and details of MDC participants below

Name	Position	RTO Represented	Has current training and assessment credentials (TAE40116)	Has relevant vocational competence and current industry skills
[REDACTED]			Yes or No	Yes or No
			Yes or No	Yes or No
			Yes	Yes or No
			Yes or No	Yes or No
Anna Lagerlof	Teacher	CIT	Yes	Yes or No
Sujatha Venkataraman	Teacher	CIT	Yes	Yes or No

Resources Reviewed	
Assessment Tool(s)	General discussion regarding how unit is assessed
Marking/teacher Guide(s)	No individual teacher guides reviewed
Unit Mapping	No mapping reviewed in detail – general discussion
Other	Click here to enter text.

Tools listed on TAS/Assessment Plan	Tools submitted for review	Mapped	Marking Solution/Instructions to the Assessor
Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Comments
Valid assessment	
<ul style="list-style-type: none"> <input type="checkbox"/> All Elements and Performance Criteria are addressed <input type="checkbox"/> Assesses all the Required Knowledge/Knowledge Evidence <input type="checkbox"/> Assesses all the Required Skills/Performance Evidence <input type="checkbox"/> Addresses the assessment conditions of assessment (where applicable) <input type="checkbox"/> Covers the Range Statement (where applicable) <input type="checkbox"/> The Assessment Conditions are addressed <input type="checkbox"/> The Foundation Skills are addressed (where applicable) <input type="checkbox"/> Context and (where relevant) consistency of assessment <input type="checkbox"/> Assessment methods are appropriate for the AQF level <input type="checkbox"/> Practical application <input type="checkbox"/> Ensures transferability of skills <input type="checkbox"/> Dimensions of competency are incorporated <input type="checkbox"/> Evidence is gathered over time where required by the unit of competency <input type="checkbox"/> The assessment tasks are contextualised to realistic workplace activities 	<p style="text-align: right;">Click here to enter text.</p>
Reliable assessment	
<ul style="list-style-type: none"> <input type="checkbox"/> Supported by model responses and criteria for acceptable performance <input type="checkbox"/> Is supported by clear information for assessors about assessment requirements <input type="checkbox"/> Consistent instructions and guidelines are available for students including information about ensuring authenticity and currency of the evidence they provide 	<p style="text-align: right;">Click here to enter text.</p>
Flexible assessment	
<ul style="list-style-type: none"> <input type="checkbox"/> Allows for reasonable adjustment to meet student needs <input type="checkbox"/> Adjustments can be made to meet the needs of the workplace (where required) <input type="checkbox"/> Timing of the assessment can be negotiated (where required) <input type="checkbox"/> Allows for recognition of existing competencies <input type="checkbox"/> Draws from a range of assessment methods 	<p style="text-align: right;">Click here to enter text.</p>

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Comments
Fair assessment	
<input type="checkbox"/> Students are provided with clear instructions on how to complete the assessment task <input type="checkbox"/> Teacher guides are provided <input type="checkbox"/> Students are given information about what resources/materials are required to complete assessments <input type="checkbox"/> Reasonable adjustments, including Language, Literacy and Numeracy, can be made while ensuring the integrity of the assessment <input type="checkbox"/> Ensures students are provided with objective assessment feedback <input type="checkbox"/> Allows for appeals against assessment decisions	Click here to enter text.

Review of Assessment Tools – Rules of Evidence

While assessment judgements must be validated according to the selection of a statistically valid sample, as outlined in the Standards for RTOs 2015, prior to using the assessment tools they should be reviewed to ensure they will provide the opportunity for learners to provide evidence that will meet the Rules of Evidence. This template assists in this review process.

This review is based on the **potential** of the assessment tools

Rules of Evidence – to ensure the collection of evidence is valid, authentic, current and sufficient	Comments
Valid evidence	
<input type="checkbox"/> Instructions are provided that are clear and will enable students to provide evidence that directly relates to the unit of competency	Click here to enter text.
Authentic evidence	
<input type="checkbox"/> Systems are in place to ensure the evidence submitted by the learner will be their own work	Click here to enter text.
Current evidence	
<input type="checkbox"/> Learners will be required to demonstrates current knowledge and skills (from the present or recent past)	Click here to enter text.
Sufficient evidence	
<input type="checkbox"/> The assessment tool requests sufficient assessment evidence to be provided before	Click here to enter text.

competency is determined (quantity)

- The assessment tool requests sufficient assessment evidence to be provided regarding the consistency of performance (quality)

Overall comments and recommendations from reviewer on assessment tools

As all TAFE's are currently in the process of developing the new training package and no TAFE are yet delivering this unit, we were not able to follow the format to complete a full validation for any of the participating TAFEs. There was an overall discussion of how each TAFE is planning delivery and assessments.

Click here to enter text.

Overall, all TAFEs are planning delivery similarly, with different stages covering different aspects of the UoC. Some TAFEs are delivering the Diploma over 2 years some over 18 months. All TAFEs are delivering a combination of theory and practical classes. Some have got a blended delivery where the students do self-directed study with pre-recorded lectures prior to attending F2F and practical classes. Others do theory and practical classes each week and then have an intensive 40hr period of preparing for the practical skills assessment. Unsure of how many skills are assessed in each of these 40hr blocks.

Drug calculations are assessed in class either online or paper based for all other TAFEs. One TAFE does not allow calculators during the assessment. All TAFEs have rolling questions to ensure that students are not able to share the questions with other students.

Numeracy was discussed as being an issue and [REDACTED] TAFE has introduced an orientation session at the beginning of the course. Drug calculations are discussed during this session and students are encouraged to reflect on their numeracy skills. Resources are provided to the students to start to work on their numeracy skills and to prepare them for the 100% correct requirement

General set up seems to be similar between all TAFEs in that we start with theory, safe medication administration and stagger the clinical skills from oral, subcut and ROA skills in part 1 and then move on to IV medications and Blood administration in part 2. Some assess IM injections in part 1, some in part 2.

Recommendations for action:

Discussed with A/g HOD and A/g Diploma of Nursing coordinator. Recommendations made to discuss with all Medication teachers and gain agreement for F2F invigilated medication quiz exam.

Click here to enter text.

Educational provider Signature

Click here to enter text.

Date of Review

Click here to enter text.

MDC Pre-Validation of Assessment Tool

The **Moderation Delivery Committee** (MDC) *pre-validation* sessions provide an opportunity for education providers (EP) to benchmark the delivery and assessment of UoC to make future improvements.

A collaborative approach is used to review assessment tools to ensure they meet the requirements of the current training package and comply with the principles of assessment and rules of evidence.

The MDC pre-validation sessions do not negate the requirement for EP to complete formal validation processes within their own organisation as per clauses 1.9 – 1.11 of the *Standards for RTOs 2015*.

Instructions for preparing for your participation in MDC Validation:

An annual pre-validation session timetable to be established by the MDC during the last meeting of each year.

EP to bring hardcopy or electronic (own laptop) copies, or share screen of the following documents:

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Training Product Details	
Training Product National Code & Title	HLT54121 Diploma of Nursing
Unit/s of Competency National Code & Title	HLTENN044
Assessment Tool/s	Click here to enter text.
Date of Review	24/11/2022

List names and details of MDC participants below

Name	Position	RTO Represented	Has current training and assessment credentials (TAE40116)	Has relevant vocational competence and current industry skills
[REDACTED]			Yes	Yes
			Yes	Yes
			Yes	Yes
Anna Lagerlof	teacher	CIT	Yes	Yes
Anna Waddell	teacher	CIT	Yes	Yes
Click here to enter text	Click here to enter text	Click here to enter text	Yes or No	Yes or No

Resources Reviewed	
Assessment Tool(s)	Click here to enter text.
Marking/teacher Guide(s)	Click here to enter text.
Unit Mapping	Click here to enter text.
Other	Click here to enter text.

Tools listed on TAS/Assessment Plan	Tools submitted for review	Mapped	Marking Solution/Instructions to the Assessor
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Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Comments
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Sufficient evidence	
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competency is determined (quantity)

- The assessment tool requests sufficient assessment evidence to be provided regarding the consistency of performance (quality)

Overall comments and recommendations from reviewer on assessment tools

Comments

We reviewed a few resources and assessment tools from the various TAFEs. No-one in our group had fully developed the unit of competency with all resources and assessments.

We reviewed [REDACTED] portfolio of evidence in more detail and looked if it mapped accordingly. The portfolio was shared with the group.

[REDACTED] have developed this assessment tool as a way of capturing most of the performance evidence. They are avoiding reliance on clinical placement for capturing the evidence so have developed 2 case scenarios to build the portfolio around.

Knowledge evidence is captured with quizzes.

Overall the portfolio was deemed to largely map well to the unit with a few suggestions of adding some details to the language of the questions to make the mapping more robust.

[REDACTED] have tried to minimise the marking requirements for teachers so have based their assessments heavily on computer generated marking (quizzes) and observational checklists. The checklists have not yet been developed for this unit and the content developer was not able to state what skills would be observed at this stage. The content developer takes instruction from their manager of what needs to be developed. The content developer is not a teacher and does not have direct contact with the teachers for input.

An example of how their teaching and assessing work is:

the students listen to a pre-recorded lecture (made and recorded by content developer). They then get a workbook that the teacher goes through during the lesson. At the end the teacher will go through the answers to all questions in the workbook to ensure that the students have the correct information. The workbook is then submitted and graded online.

[REDACTED] has only just started working on developing resources for the unit. They have not looked at mapping or assessment tools as yet.

We shared our in-class scenario (ATSI) and also looked at our mapping briefly (no details were discussed)..

Overall, it was a valuable experience where everyone expressed the value of being able to discuss and share ideas and resources.

Recommendations for action [Click here to enter text.](#)

**Educational provider
Signature** Anna Lagerlof and Anna Waddell

Date of Review 24/11/2022

MODERATION DELIVERY COMMITTEE (MDC)

MEETING MINUTES

DATE: 19 August 2022

VENUE: MS Teams

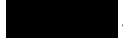
TIME: 1100-1200 hours (Commenced 1103 hours)

ITEM	DETAILS	ACTION/ RESPONSIBILITIES
1.	Acknowledgement of Country	Chair
2. Attendance and apologies	<p><u>Attendance:</u> [REDACTED] Lily Muthurajah, [REDACTED]</p> <p><u>Apologies:</u> [REDACTED]</p>	Chair
3. Confirmation of previous minutes	<p>Nil issues raised with minutes</p> <p>Accepted [REDACTED] and [REDACTED]</p>	Chair
4. Correspondence	Nil correspondence received by MDC members	Chair
5. Standing/Invited Guests	<p>ANMAC no questions listed</p> <p>Actions – [REDACTED] unavailable to discuss EN standards for practice –</p>	Chair ? additional meeting before

		December to discuss
6. Discussion Items	<ol style="list-style-type: none"> 1. ANMAC timings: Transition submissions -1 week to 3 months – 3 months Accreditation <ul style="list-style-type: none"> • pre-assessment approximately 3 weeks • whole accreditation 9-12months. Some discussions that it may take up to two years2. 2. EN student's as RUSONs – ██████████ RUSON explained, no EN's involved, the ANMF are reviewing incorporating EN students RUSON's have student employment Position Description. Some concerns that increased RUSON's may reduce PEP in 3. Traineeship discussion followed ██████████ – Nursing Courses Melbourne. Online Placement is not paid. Traineeships - Ballarat Health Service (bhs.org.au)https://www.bhs.org.au/for-health-professionals/centre-for-education-training/traineeships/ 4. TAFE Directors Australia (TDA) conference presentation – ██████████ and ██████████ TAFE Directors Model application. 	<ol style="list-style-type: none"> 1. General discussion. No further action 2. Student employment PD. ██████████ to draft a letter of support for EN RUSON's. Send to MDC, circulate and then add your name and RTO then return to ██████████ to ANMF 3. Discussion No further action 4. Discussion No further action
7. External Body Meeting Update	<p>██████████ ██████████ – ██████████ – report on the ██████████ and the proposed changes to the Skills Service Organisations in 2023.</p> <ul style="list-style-type: none"> • Industry clusters – 9 new clusters. Skills IQ -Skills First reform SSO's. IRC – broad EN qualification in HC packages • HLT64121 advanced diploma. Is there a need? Was requested by industry, however, is not in use across Australia. General discussion as to the factors impacting delivery of the Advanced Diploma. 	Chair/external body representative

	<ul style="list-style-type: none"> • HLTENN060 Apply nursing practice in the paediatric care setting – Unit had error which noted the need to hold registration as an enrolled nurse, this error is being fixed to remove this requirement. 	
8. Members update	<ul style="list-style-type: none"> • NSW: <ul style="list-style-type: none"> ○ [REDACTED] group booking for PEP is allowing only individual students not groups in the system, which is problematic. • ACT: <ul style="list-style-type: none"> ○ Of interest there are no nursing ratios in Canberra. • SA: <ul style="list-style-type: none"> ○ New mandatory training for COVID19 https://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/conditions/infectious+diseases/covid-19/response/aged+care+facility+visitation+in+south+australia+-+covid-19 • QLD: <ul style="list-style-type: none"> ○ No placement issues. Discussion where HLTENN035 is in Semester 1 or 2. Majority have put it in first semester. Need to ensure assessment evidence is collected when the student is enrolled within the UoC. • VIC: <ul style="list-style-type: none"> ○ NDIS checks slow sometimes – individual issues. Some members are not using providers that request this check, however, this will be a future issue for pre-placement compliance within aged care. ○ Consumer health representation discussion for Course Advisory Committee – What do other members have for this requirement? Issues in finding a suitable person to fit this criterion and participate within course advisory committee. Discussion about seeking advice from ANMAC regarding this requirement. ○ PEP discussion name change – Clinical placement is referred to as Professional Experience Placement (PEP) within ANMAC documentation. ○ CHCDIV002 – ATSI cultural safety. How do you cover it when it is across 8 separate units? Member discussion about assessed once and then mapped to other units. Also discussed ensuring each assessment is contextualized within the UoC to ensure assessment requirement. • TAS – no representative 	All

	<ul style="list-style-type: none"> • WA – no representative 	
<p>9. Other Business</p>	<ol style="list-style-type: none"> 1. Exceeding DON max payable hours Vic – only 1 RTO, the rest comply within the 1778 max payable hours set out in the VIC purchasing guide. 2. Placement assessments: <ul style="list-style-type: none"> • [redacted] asked the members if there would be any interest in collaboration and development of placement assessments within [redacted]. Some support from members for [redacted] to work together to streamline assessments. Noted that the State Gov. is funding for [redacted] at the moment which has increased its functionality, however, there has been a delay in the roll out of increased functionality. • Member organisations that are interested in collaboration for placement assessment within [redacted], please email [redacted] 3. Student from [redacted] (unaccredited with ANMAC) is seeking credit or assistance from many RTO's. We can't give any credit unfortunately as the provider was not accredited with ANMAC for delivery. 4. Reference checking If someone is not OK then be honest and say so. 5. Amount of attempts for assessments for automated quizzes – generally 3. After failed 2nd attempt Academic Support before last attempt. If still unsuccessful, then unit to be repeated. 6. Discussion regarding WA course transition 6 months Cert III in General Education for Adults as a pathway option for students to improve literacy and numeracy capabilities before entering the Dip Nursing program. 7. Validation template to go out to members to complete prior to validation. [redacted] to send [redacted] template to review for usability prior to next validation session. <p>MDC Validation Dates for 2022</p>	<ol style="list-style-type: none"> 2. [redacted] to see if there is enough interest to work together <p>Pre-validation invite to be sent by [redacted].</p>

	Pre-validation sessions 18/3/22 – HLTENN037/HLTENN038 - Completed 10/6/22 – HLTENN036/HLTENN041 - Completed 16/9/22 – HLTENN045/HLTENN039 - Please note date change – Invite sent for 16/9/22 18/11/22 – HLTENN042/HLTENN044	
Meeting Closed	1335 hours	
Next Meeting	2022 Meeting date: Meeting –2/12/22	Invite to be sent by 

MODERATION DELIVERY COMMITTEE (MDC)

MEETING MINUTES

DATE: 18/02/2022

VENUE: Microsoft Teams

TIME: 10:30 – 13:30 hours

ITEM	DETAILS	ACTION/RESPONSIBILITIES
	Acknowledgement of country	
1. Attendance and apologies	<p><u>Attendance:</u> [REDACTED] [REDACTED] [REDACTED] Lily Muthurajah, [REDACTED] [REDACTED]</p> <p><u>Guest:</u> [REDACTED] <u>Apologies:</u> [REDACTED]</p>	
	Acknowledgement of Country	
2. Confirmation of previous minutes	<p>Nil issue raised with minutes [REDACTED] has been co-chair for 2 years, according to terms of reference co-chairs only stay in this position for 2 years. [REDACTED] and [REDACTED] volunteered to take on the role of co-chair. If people wish to nominate themselves to be co-chair they can get in contact with [REDACTED] or [REDACTED] to discuss the role. [REDACTED] and [REDACTED] offered to mentor new co-chairs prior to them commencing the role. [REDACTED] provided an overview of the role of co-chair – set up meetings, chair meetings, check agenda prior to meeting, address correspondence, arrange presentations as required from</p>	

	<p>external speakers, address any issues with terms of reference/membership, arrange pre-validation sessions for the new training package and facilitate sessions,</p> <p>Secretary positions are also up nominations as [REDACTED] and [REDACTED] have been in the role for 2 years – secretary takes minutes during the meeting, maintains contact list, sends out minutes to members, sends email requesting agenda items and forwards on any relevant correspondence. If people wish to nominate for secretary position please contact [REDACTED], [REDACTED], [REDACTED] or [REDACTED].</p>	
3. Correspondence	<p>- [REDACTED] expressed his thanks to the MDC members for his time on MDC.</p> <p>[REDACTED] is retiring and will no longer be attending MDC meetings.</p>	
4. New Training Package	<p>[REDACTED] are developing units for the new training package as part of a Victorian Government tender.</p> <p>-Unsure if the units are only available to Victorian RTOs or if they will be available nationwide.</p> <p>- [REDACTED] – units have been submitted to the Department of Education, some units have minor rectifications to be made such as removal of specific resources that some RTOs may not have access to.</p> <p>-Unsure of timeline of when the units will be available or how to access them at this stage. MDC will seek clarification on when resources will be available and how they can be accessed.</p> <p>-Units may be able to be accessed through the [REDACTED] portal.</p> <p>-One member has been sent a selection of some units. These may need contextualization according to each RTOs needs/requirements.</p> <p>-Discussion around requirements of the CHCDIV002 unit and challenges faced accessing community organisations or liaison officers if your organisation does not have a liaison officer. [REDACTED] may able to assist with solutions to this problem. Develop assessments in conjunction with Aboriginal and/or Torres Strait Islander people to ensure assessments and model answers are approved and are culturally safe and appropriate.</p> <p>-A number of units in the new training package include reference to Aboriginal and/or Torres Strait Islander people and this will need to be worked into units and assessments.</p>	
5. Discussion Items	<p>-Teach-out date may be a concern for some given that most RTOs have not yet submitted to [REDACTED] to deliver HLT54121.</p>	

- A number of RTOs are also going through re-registration audits in 2022 which is further complicating things.
- Sourcing acute placements may be difficult and cause further delays for some RTOs in meeting the teach-out date.
- Obtaining an extension to the teach-out date may be unlikely so members should plan for teach-out date of December 2023.
- Transitioning students can be difficult so completing students prior to teach-out is the best option.
- A number of the first-year units have been deemed equivalent so it may be easier to transition students during first year using those equivalent units.
- Discussion around requirements of submitting qualifications to ASQA to be put on your scope of registration. Appears that there are differing requirements for different RTOs as to how many units need to be fully developed in order to apply to have something put on scope. ASQA have a risk approach so it depends on the rating of your organization. [REDACTED] are running a traineeship model – students do 2 shifts a week and also complete specific placements.

Medication textbooks: medication textbook is set at a higher RN level of knowledge rather than EN - [REDACTED]

Different RTOs are using different texts, some examples of what is being used are below;

- Havard's Nursing Guide to Drugs
- Elsevir ClinicalKey program – Pharmacology for Health Professionals
- Gatford Nursing Calculations
- Intelli Learn for drug calculations practice

TAFE NSW developed text - Medication Administration of Nurses

<https://www.vetres.net.au/Medication-Administration-for-nurses-3rd-edn-5822.html>

Staff retention/recruitment - [REDACTED]

- Difficulty recruiting and retaining staff. Differing ranges of salary depending on sector, public/private, MEA/EBA etc.
- People wishing to stay on casual pay rates and have the ability to select what they want to teach etc. Students prefer to have a consistent trainer for units rather than have casual trainers.
- Challenges with getting staff who meet the requirements to teach in the VET sector – TAE qual. Scholarships to complete TAE with mentoring and support may be a solution to recruiting people into the sector.

-

[REDACTED] applications ([REDACTED] applicants from year 12 into Nursing) – [REDACTED]

- Students applying through [REDACTED] are not taking up the offer and registering for the program.
- Poor conversion rates through [REDACTED] system.
- Enrolment numbers have been lower across the board for 2022 for a number of RTOs

Placement providers advising that they will not be completing formative assessments of students on placements. [REDACTED] are working on this in the background and will provide a formal response when developed.

RTOs may not have [REDACTED] approval to use the designated tool for formal assessments. Education providers will need to make a request through [REDACTED] to use this tool.

A standardized assessment tool is still a possibility as part of the recommendations from the report on nursing education. If this is to be done MDC need to push that it is developed by the VET sector and not by the higher education system.

6. NENAC	<ul style="list-style-type: none"> - ██████ met with Carmen Basilicata, Executive Director, Quality Assessment and Compliance from ASQA to discuss the training package and issues with Skills IQ. A letter was then sent to Carmen to summarise the conversation at ██████ and Carmen has provided a response. Kate will request if this response can be shared with MDC members. - CEO of ██████ will be attending next meeting – Kate will feedback on this discussion. - Discussion will be had around competency-based training. - ██████ are looking at how they can build their profile and link in with relevant bodies. 	Kate McCluskey
7. Members update	<ul style="list-style-type: none"> - Discussion around ensuring that people who are on the MDC list are attending meetings and participating in discussions and adding an attendance requirement into the terms of reference. - ? minimum attendance requirement of every second meeting. - Clarity around the participation of an ██████ representative in the meeting and the most appropriate way for this to occur to avoid any conflicts or limit members being able to discuss any topics. ██████ will discuss this with ██████ ADs - Revisit templates for taking minutes and recording attendance 	
8. CCN Update	No ██████ member in attendance to provide a report	
9. Updates	<ul style="list-style-type: none"> - NSW placement update (██████████) – New requirements in the booking system utilised in NSW including fit testing. Local health districts are now requiring TAFE students to be fit tested prior to placement annually. ██████ are preparing to submit their transition application to ██████. Clinical placements are going well overall. Students are returning to classroom delivery. - ACT (Lily Muthurajah) – Placements were delayed for each group by 3 months. 18 months to catch up with placements for current students. Wards are beginning to open up for placements. Students are being fit-tested by industry at this stage. Rules around isolation requirements are changing frequently. Numbers are strong for enrolments, especially for International students. Challenges with International students attending classes online. - SA (██████████) – Placements have been an ongoing issue due to capacity. PlaceRight booking system not working well – placements being cancelled at the last minute. Placements 	

	<p>increasing in regional areas so students are having to travel further to do placements. Fit-testing students has been a challenge.</p> <p>QLD ([REDACTED]) – No delays with placements at [REDACTED]</p> <p>VIC – Last minute placement cancellations occurring. [REDACTED] is delivering HLT54121. Fit testing has been put onto education providers to arrange. Students are struggling to get appointments to be fit-tested and the cost is also prohibitive. Some organizations are paying for fit-testing to be done for their students. Students having to isolate is causing placement delays and additional costs for education providers to make up those placements that students miss. 3rd dose of COVID-19 vaccination – changes to requirements for booster posed challenges for education providers. Students not continuing on with course following placement as they are finding placement and the reality of nursing too challenging. Considering a 2-week block prior to placements that students are not on campus to reduce the risk of multiple students being in isolation. [REDACTED] or [REDACTED] to reach out to Tasmania to see if a representative would like to join MDC.</p>	
10. Other Business	<p>Open Disclosure module on [REDACTED] – currently under refurbishment and it will come back online but no date for when it will come back online. https://www.health.vic.gov.au/publications/standard-1-open-disclosure-and-management-of-adverse-events-learning-module-governance</p> <p>Discussion around issues with staff and students returning to campus.</p> <p>Pre-validation schedule for HLT54121 – session will be held in mid-March, [REDACTED] will advise of the date. No student samples will be required as it is pre-validation. Plan to utilise own validation templates at these sessions. The first session will be HLTENN037 and HLTENN038.</p>	

	<p>Date: 18/3/22, from 10.30am</p> <p>Invite for MS Teams to come out, can then be passed onto relevant teaching staff to attend.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Organisations Pre-validation Template • Assessment Matrix • Assessments and marking guides • Unit Outline • Unit descriptor • TAS • RPL Tools • Placement assessments 	
Meeting Close	Meeting closed at 1.14pm	
Next Meeting	<p>13/5/22 @ 10.30am</p> <p>2022 Meeting dates: Meetings – 13/5/22, 19/8/22, 2/12/22</p> <p>Pre-validation sessions 18/3/22 – HLTENN037/HLTENN038 10/6/22 – HLTENN036/HLTENN041 9/9/22 – HLTENN045/HLTENN039 18/11/22 – HLTENN042/HLTENN044</p>	

MODERATION DELIVERY COMMITTEE (MDC)

MINUTES TEMPLATE

DATE: 17/2/2023

VENUE: MS Teams

TIME: 1100-1240hrs

Members/Attendance:



Lily Muthurajah,

Guests:



Apologies:



Linda Willington

Secretariat:

Linda Willington



No	Item	Lead	Details
1.	Welcome / Acknowledgement of Country	Chair	
2.	Introductions / Apologies	Chair	See above.
3.	Confirmation of Minutes / Review of actions	Chair	Nil issues raised with minutes Accepted.
4.	CORRESPONDENCE received by MDC Members	Chair	Nil correspondence received by MDC members.

No	Item	Lead	Details
5.	Standing / Invited Guests <ul style="list-style-type: none"> ANMAC Questions/discussion items: 	Chair/invited guests	[REDACTED] from [REDACTED] discussed OSMOSIS (online teaching tool). Osmosis uses content chunking and design, spaced repetition, testing effect and learning science videos. Can be used for flipped class, blended learning, prescriptive support and Student Directed Learning. It may be embedded into your LMS. There are other products from [REDACTED] such as Clinical Key and Shadow Health. For more information, please contact [REDACTED] on [REDACTED] Information sent to [REDACTED], please see overview below.
DISCUSSION ITEMS			
6.	New intakes for 2023	All	Generally high numbers, but some areas remaining under capacity.
	HLTINF006	All	Issues whether HLT54115 students need to do HLTINF006 or not. ANMAC letter 18 Jan requested "the package" which was ambiguous required for completion. Declaration included below for reference. <ul style="list-style-type: none"> The below list of impacted qualifications does not include HLT54115. This means that students are not required to complete this unit (HLTINF006) to be eligible for the qualification (HLT54115). HLTINF006 will not be listed as a requirement on training.gov meaning that you are making students complete requirements outside the packaging requirements. As this is not listed on training.gov it is non-compliant within HLT54115. <p>The nominal hours for HLTINF006 are 35 hours, an increase of 10 hours which makes most RTO's/TAFE's over the 1778 hours now. Curriculum Maintenance Manager (CMM) to be asked about the required increase of 10 hours for the DN.</p> <p>Qualifications impacted by version change: Att A qualifications minor change</p> <p><i>CMM Response:</i> Thank you for your email regarding the increased infection control nominal hours impacting Maximum Payable Hours for HLT54121.</p>

No	Item	Lead	Details
			<p>After 28/2/2023, when the minor change to qualifications has been published on TGA, the Department of Jobs, Skills, Industry and Regions (DJSIR, formerly DET) has asked the CMM Service to review all impacted qualifications, including their Maximum Payable Hours.</p> <p>Where an update to the Maximum Payable Hours for a qualification is approved by DJSIR, a new VPG will be released. As a member of the Community Services and Health CMM Network, we will update you on any VPG releases.</p>
	Competency Based V Competency Graded	All	Information seeking for accreditation as consultant keen to introduce graded competency. Most RTO's/TAFE's only doing Competency Based as if you use graded you must provide an additional assessment for the students. Monash requires credit average, most do not.
	Chair and Co-Chair nominations for 2023	RW	<ul style="list-style-type: none"> • Call out for Chair and Co/deputy Chair nominations. • Discussed the potential to mentor a deputy chair to then step up into chair role in 2024. • Email Rachel [REDACTED] if interested.
7.	External Body Meeting Update	Chair/external body representative	16/2/23 [REDACTED] meeting – discussion around increasing the role and scope of EN's in Aged Care. Letter to TDA to be attached.
8.	MEMBERS UPDATE by state, including placement issues/update: <ul style="list-style-type: none"> • NSW • ACT • SA 	All	<ul style="list-style-type: none"> • NSW: Increase in enrolments. PEP improved. • ACT: Masks no longer required to be worn in the health arena. • SA: Same. • QLD: No representative • VIC: Good numbers for enrolment. Nursing staff issues with burnout.

No	Item	Lead	Details
	<ul style="list-style-type: none"> • QLD • VIC • TAS • WA 		<ul style="list-style-type: none"> • TAS – no representative • WA – no representative • NT – no representative
Other business			
9.	Question raised about how other TAFEs and RTO's structure their DN.	[REDACTED]	Discussion – depends on length of the course, CRICOS involvement etc. Most structured in a similar way, offering face to face teaching. Brief discussion about effectiveness of online teaching & learning.
	Pre-validation sessions for 2023	[REDACTED]	Session dates to be determined, however, will be set for similar times and for four meetings across 2023. [REDACTED] to send out invitations.
10.	Next meeting – Friday 19/5/2023, 11am via MS Teams		

ACTION REGISTER

	Responsibility	Due Date	Status
Action: RW – Only HLT54121 students are required to do HLTINF006. RW emailed ANMAC (17/2/23) to confirm the declaration relates only to HLT54121.	RW	ASAP	In progress

	Responsibility	Due Date	Status

Elsevier's Digital Resource	Commentary	Elsevier Resources for further exploration
SimChart for teaching EMR	Lack of a generic educational EMR simulation solution to provide students with an authentic digital charting experience to help become practice-ready.	<p>SimChart: https://evolve.elsevier.com/education/simulations/simchart/</p> <p>A simulated Electronic Health Record system that combines practical, real-world experience in electronic documentation with powerful, fully-integrated educator support to help you easily incorporate EHR practice into your program.</p> <p>██████ is now actively localising this solution for Australian application and relevancy.</p>
ClinicalKey Student Nursing	Faculty would more focus on principles and encourage students' self-directed learning and revision to understand "What", "Why" and "How".	<p>ClinicalKey Student + Assessment (ANZ): https://vimeo.com/746389121/b072467d39</p> <p>A teaching and learning complement to the existing ClinicalKey for Nursing platform, with an exclusive focus on a pedagogical use-case, including formative assessment quizzes based around key textbooks (<i>Potter and Perry ANZ</i>, <i>Lewis' Medical Surgical Nursing 5/e</i> and soon to be added <i>Craft: Understanding Pathophysiology</i> etc.) for students to self-test, revise and remediate.</p>
Clinical Skills	Students need to prepare for their clinical skills exam, clinical	Clinical Skills (ANZ): https://www.elsevier.com/en-au/solutions/clinical-skills

	<p>placement and practice (with the support of current evidence/research). Faculty are looking for standardized and comprehensive clinical skills material to support clinical readiness of students. Content needs to be created but also kept up-to-date, which can be costly on time and monetary resources.</p>	<p>A standardized and comprehensive Clinical Skills teaching tool comprised of 220+ Australian-specific skills to supplement lab teaching and help students perform skills and procedures with confidence as they become practice-ready.</p> <p>All skills are cyclically updated, can be fully integrated into LMS and are mapped to the latest Australian Standards for Practice. We believe this solution will help reduce variability in the way clinical skills are taught and learned and ultimately how care is provided.</p>
<p>Simulation</p>	<p>Leveraging technology and simulation to help engage and support students become practice ready identified as being a central part of strategic vision.</p>	<p>Shadow Health: https://evolve.elsevier.com/education/simulations/shadow-health/</p> <p>Introducing Shadow Health, a state-of-the-art, screen-based conversation engine combined with interactive 3D imagery to perform assessments, practice documentation, and demonstrate critical thinking. Providing a safe space for students to practice and develop their patient communication skills.</p> <p>██████ is now actively localising this solution for Australian application and relevancy. We would highly value the opportunity to work with Federation University on this initiative to help maximise the efficacy of these localisation efforts.</p>
<p>Nursing Visual Learning Aids</p>	<p>Osmosis Nursing ANZ</p>	<p>Osmosis is a Visual Learning platform with videos and integrated practice questions and a leading animated video content provider globally with foundational content that can be delivered via mobile and web-applications. Unlike traditional content, these videos are built for today's learners. We will be launching an Australian version in October.</p>

		<p>An Overview of Osmosis- 3 min video</p> <p>Here is a link to a video on Core Measures: Nursing. At this stage you might only be able to see 10 seconds of these videos. If you are interested, I am more than happy to set up a trial access for you to have a look at all related content: https://www.osmosis.org/learn/Core measures: Nursing?from=/rn/core-subject-areas-rn-anz/fundamentals-of-nursing/introduction-to-nursing</p> <p>An Overview of Osmosis- 3 min video</p>
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ANMAC Declaration – received 18/1/23:

Declaration

Update of Diploma Nursing qualification containing units HLTINF001 and HLTINF003 with new units HLTINF006 and HLTINF007.

RTOs are required to deliver and issue the qualification testamur as it reads on the national register. From 1 March 2023:

- Students completing all studies prior to 28 February 2023 – no change required.
- Students who have completed the older (to be superseded) unit/s but who will not finish the qualification prior to 28 February 2023:
 - a statement of attainment for the older unit will be required to be issued to the student
 - undertake a mapping exercise to determine where training and assessment requirements have been addressed, and to identify any gaps
 - conduct gap training and assessment as required
 - the competency outcome for the new unit is recorded on the testamur / record of results aligned to the qualification.
- Students who have not yet started studying the older (to be superseded) unit/s - the new unit/s must be delivered from 1 March 2023.

This declaration should be completed by the staff member responsible for the change to units.

I, (Insert name) declare that the Diploma of Nursing program is aligned to the updated training package for units:

HLTINF006 and HLTINF007 (delete if not applicable)

Signature:

NMBA registration number:

Position held:

Entering my details constitutes an electronic signature for this declaration.

If you require further details, please contact Accreditation Services at accreditation@anmac.org.au.

MODERATION DELIVERY COMMITTEE (MDC)

MINUTES TEMPLATE

DATE: 19/5/2023

VENUE: MS Teams

TIME: 1100-1330

<p>Members/Attendance:</p> <p><input type="checkbox"/> [Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>Willington, Linda (CIT)</p> <p>[Redacted]</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<p>Guests:</p> <p>[Redacted]</p> <p>Apologies:</p> <p>[Redacted]</p> <p>Secretariat: Linda Willington</p> <p>[Redacted]</p>
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No	Item	Lead	Details
1.	Welcome / Acknowledgement of Country	Chair	Welcome to country
2.	Introductions / Apologies	Chair	See above.

No	Item	Lead	Details
3.	Confirmation of Minutes / Review of actions	Chair	
4.	CORRESPONDENCE received by MDC Members	Chair	
5.	<p>Standing / Invited Guests</p> <ul style="list-style-type: none"> • CCN • TAFE Change Forum Future Ready Program 		<p>██████████ TAFE Change Forum Future Ready Program</p> <p>Project with funding to look at the Diploma of Nursing. Started October 2022 as a recommendation from Macklin report. Looking at ways of preparing the graduate for future workforce requirements. Project used a design thinking approach. Ran a series of workshops to define problems and solutions– created a mind map. 60 key stakeholders including teachers, students (current and past), industry. 300 problems identified, key problems included lack of transferable skills, job readiness, critical thinking, problem solving, too task focused and lack of person-centered care approach. Project is now moved to program curriculum re-design using FIT model. Proposing testing this in October focusing on medication safety. MDC members invited to look at the platform and MDC is interested in ongoing updates of project.</p> <p>CCN – Clinical placement coordinators local network.</p> <p>Victoria has a good network of clinical coordinators that work together to share their placements to assist with the limitations of placement. The Vic CCN are keen to hear of other similar networks and would like to invite MDC members to collaborate.</p> <p>██████████ will share her details if other states are keen to join the CCN network and will advise MDC when next CCN meeting is to be held.</p>
DISCUSSION ITEMS			
6.	██████████ Audit & withdrawal processes	██████████	<p>██████████ audit on past students who withdraw. What processes do MDC members deploy when students withdraw to feel supported with strategies in place to increase student satisfaction?</p> <p>██████████ – depends on number of withdrawing students, these audits can alter the results. Despite student supports available we still have unhappy students.</p> <p>Heather will share the process with MDC once in place</p> <p>██████████ policy on unit attempts, clear communication processes are important</p>

No	Item	Lead	Details
	Application to increase the nominal hours.	[REDACTED]	Vic purchasing guide Rachel confirmed that nominal hours have increased from 1778 to 1788
	National World Skills competition	[REDACTED]	Promoting August 2023 – in Melbourne 17-19th August 2023. Good opportunity for teacher PD, networking and for students. Regional comps next year. Nursing is new to world skills. Will have 6 pt rooms including treatment and utility room. They are looking for equipment – if MDC can help loan or hire equipment, please contact [REDACTED]. If teachers are interested in being actors also contact [REDACTED] and she will follow with you. [REDACTED]
	Palliative Care placement	[REDACTED]	New unit has a mandatory workplace component of applying a palliative approach– how are people meeting the placement requirement. [REDACTED] can provide this in any environment you are in, many MDC members agreed. [REDACTED] – also confirmed this can be done in a simulated environment as per training package. [REDACTED] also wanted to know if students are used to assist in simulations in other area - [REDACTED] has had actors in the past form local acting groups. [REDACTED] run interprofessional palliative care end of life workshops/simulation.
	Validation Session – April	[REDACTED]	<p>Validation session in April, thank you for attending, feedback overly positive. Feedback given about form. Always looking for feedback – please provide. [REDACTED] suggests a lead in the groups as feedback indicates that some groups don't know what they are doing. The same feedback was received from several MDC members. Discussion on how to run these sessions more effectively included:</p> <ul style="list-style-type: none"> - How do we identify lead people? - Can MDC members be leads? - Can this be identified in the invite? - Can we focus on one RTO? - Can we change the focus to be more moderation? Collaboration - Checklist helps to lead the discussion <p>Action Working party to work on checklist/form:</p> <p>[REDACTED]</p>

No	Item	Lead	Details
			<p>Calendar invite will be sent for meeting by new chairs of MDC</p>
	New Chairs		<p>from and are new chairs – congratulations and thank you both for taking on this role</p>
7.	External Body Meeting Update	update	<p>is working to have positive impact on enrolled nurse training and workforce</p> <p>New CEO attended last meeting and discussed ways can partnership with to improve indigenous workforce</p> <p>Letters sent out to Chief nurses and other high-level stakeholder to meet and discuss objectives</p> <p>Also involved in active in rewrite of standards</p>
8.	MEMBERS UPDATE by state, including placement issues/update:	All	<ul style="list-style-type: none"> NSW: transition some student with gap training for infection control and new training package ACT: Accreditation 5 years awarded and busy preparing for transition SA: Mostly focus on competing old training package. Think – busy with transition, lots going on QLD: Busy with delivery of new program. Infection control updated and delivered. mapping old too new to create gap assessments VIC: Beginning to see some students hunting RTO to complete 54115 for meds. – same work as others. Not offering gaps to new students transitioning. – busy with transition, including infection control. – finished transition, managing 3 intakes per year. –approach for infection control is to integrate the new infection control into other units. - accreditation just submitted, placements being reviewed, restructure of nursing team – interested in anyone's ideas/advice for admin to have oversight from multiple campuses. TAS – No representative WA – No representative NT – the only provider in the NT, placements are not an issue. INF006 have transitioned, still teaching 54115 and awaiting ASQA to scope 54121 taking a long time, beginning to prepare for next accreditation

No	Item	Lead	Details
Other business			
9.		██████████	Once 54115 is taught out are we able to give credit transfers for equivalent units- yes you can if equivalent
10.	MDC Meetings 2023		In calendar – ██████████ will reset
11.	Validation 2023		Working group before the next date – Units to be confirmed
12.	Next meeting – xxx 11am via MS Teams		

ACTION REGISTER

	Responsibility	Due Date	Status
CCN Network ██████████ will share her details if other states are keen to join the CCN network and will advise MDC when next CCN meeting is to be held.	██████████		Active
National world skill competition – MDC members to email ██████████ if they are able to lend or hire equipment or are interested in being actors for world skills	MDC members		
Working group to meet to adjust current MDC validation template for use in next meetings – focus more on peer collaboration than validation Calendar invites to be sent to volunteers listed in minutes above	██████████		

	Responsibility	Due Date	Status

MODERATION DELIVERY COMMITTEE (MDC)

Meeting minutes BGM 2022

DATE: 1/4/22

VENUE: MS Teams

TIME: 11am AEDT

11am (VIC, NSW, Tas), 10.30am (SA), 10am (QLD), 8am (WA)

Members:

- [Redacted]
- [Redacted]

Guests:

Apologies:

- [Redacted]

Secretariat:

- [Redacted]

No	Item	Lead
Standing items		
1.	Welcome / Acknowledgement of Country	Chair
2.	<p>Introductions / Apologies – [Redacted]</p> <p>Attendees – [Redacted]</p> <p style="text-align: center;">Linda Willington, [Redacted]</p>	Chair
3.	<p>Review and discussion of updated ToR</p> <ul style="list-style-type: none"> - Added Enrolled Nursing to title to allow clarification for future planning <ul style="list-style-type: none"> o Moderation Delivery Committee for Enrolled Nursing o This will allow other sectors to set up a similar committee - [Redacted] met with [Redacted] recently looking at the model more broadly <ul style="list-style-type: none"> o Membership national and recognition - No changes to history/background - Changes to overall objectives <ul style="list-style-type: none"> o Question three points as similar in 'to achieve this' o Providing feedback to Skills IQ o [Redacted] – doing a lot of work around promotion o Consultation with [Redacted] o Two way communication with [Redacted] o Pre-validation session to participate in continuous <ul style="list-style-type: none"> ▪ Member collaboration with key stakeholders o Promote MDC – aged care meeting and how the committee works <ul style="list-style-type: none"> ▪ Leaves open to consult with peak bodies o Benchmarking with ANMAC/ASQA to show continuous improvement o Membership sections 	All

No	Item	Lead
	<ul style="list-style-type: none"> ▪ Changes to membership organisation ▪ Talk about RTO's as a general term ○ Invited guests <ul style="list-style-type: none"> ▪ Change wording for consistency ○ Added membership responsibility <ul style="list-style-type: none"> ▪ Involvement in the committee – must attend at least every second meeting throughout the year ▪ Advance apologies sent prior to meeting ○ Governance structure <ul style="list-style-type: none"> ▪ One chair and deputy chair – reduce confusion ▪ One secretary and deputy secretary ▪ Executive committee setup ▪ BGM – two year ▪ No two person from the same organisation in the executive committee ▪ No more than one person from private RTO in either role ▪ No more than one further term in role ○ In addition <ul style="list-style-type: none"> ▪ One voting right per member ▪ Additional points added 	
4.	<p>Review and discussion of Strategic Plan 2022-2024</p> <ul style="list-style-type: none"> - 2 year strategic plan - 2020 expansion to national committee members (closed) - Having a voice around enrolled nursing - State and national consultation incorporated in strategy plan, adding into the objectives - Work towards reviewing and provide feedback on current government policy - Incorporate NZ to work towards engagements - Evaluation <ul style="list-style-type: none"> ○ Review at next BGM - Using a full range of member organisation templates - Benchmarking activities - Validation on a 5 year cycle to match ASQA recommendations/structure <ul style="list-style-type: none"> ○ Strategies – could be benchmarking activities (broader) - Changed wording to cover all governing bodies ([REDACTED] etc) - Pathway from VET to HE - Engaging with industry and peak bodies attendance - Point 6 more Victoria focus – removed - Adding industry and peak bodies to objectives, goals and strategies - Consistent terms and language changes throughout - Adding supporting other industry cluster committees across Australia 	All
5.	<p>Endorsement Vote by Member organisations</p> <ul style="list-style-type: none"> - All attendees endorsed March 2022 ToR 1/04/2022 - Review date 1/04/2024 	All
6.	<p>Review of nominations for executive positions</p> <ul style="list-style-type: none"> - Chair: [REDACTED] - Deputy Chair: [REDACTED] - Secretary: Linda Willington - Deputy Secretary: awaiting nominations 	All

No	Item	Lead
7.	Vote by member organisations to fill executive positions - Other positions will be filled in future meetings	All
8.	Next regular meeting date: 13/5/22	Chair

PRI – Moderation of Assessment Judgements

Note: Moderation is a quality control process aimed at bringing assessment judgements into alignment to ensure consistent decisions have been applied. It is a process that ensures the same standards are applied to all assessment results within the same unit of competency. This process must be conducted after student assessments have been marked but prior to the finalisation of student results and entry to Banner. Moderation is also used to identify any recommendations for future improvement. All PRI documentation should be stored in Trim.

Department:	HUMAN SERVICES		
National ID of qualification:		Qualification Title:	
National ID of UoC:	HTEENN012	UoC Title:	Chronic Health
Assessment Task:	Subject review		
Name of Participants:	Anna Prescott, Anna Waddell, Syatha Venkataraman		
Date:	9/12 + 16/12		
Number of Student Assessments Reviewed:	Subject review		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Assessment 2 - Presentation Q6 confusing for students	Re word question to clarify requirements	Anna P, Anna W and Sujatha	9/12/19
Powerpoints repetitive	Go through all power points and streamline them	Anna P + Anna W	16/12/19
Quiz questions not strong enough evidence	Review and update quiz questions for each required condition	Anna P Anna W	Feb-20

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Department:	Human Services		
National ID of qualification:	HLTEENN003 HLTEENN004	Qualification Title:	Diploma of Nursing.
National ID of UoC:	HLTEENN003 HLTEENN004	UoC Title:	Perform Clinical Assessment monitor Nursing Care plans
Assessment Task:	Subject review		
Name of Participants:	Nadine morton, Sujatha Venhataraman, Kate Taylor, Fleur Martinussen, Anna Prescott		
Date:	17/12		
Number of Student Assessments Reviewed:	Subject review		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Vital signs assessment - rubric and teacher guide updated to include clearer instructions and answers.
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Development course creation.
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input type="checkbox"/> Yes <input type="checkbox"/> No N/A	

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Commencement activity	Forum activity → What is ADL's - research. Restrict access until completed	Sujatha	Dec-19
Careplan activity - lot of students miss sections. Evaluation & discrepancy box.	Evaluation in classroom activity. Make scenario AM shift/PM shift/night → next day. 2x careplans remain in placement book.	Nadine + Fleur Kate - scenario Anna + Kate - placement & skills book →	Jan-20 Jan-20 Dec-19
Updates to clinical skills book - Formatting and wording	Need version at footer. Assist with meals and oral care to be RN sign. on placement. Elimination in SLE.	Fleur create dropbox for evaluation Skills book - Ann	Kate Feb 20 Dec-19
FBL video/voice over + template	-Timing incorrect	Fleur	Feb-20
Quizzes	Attempts to change from unlimited to 2 attempts only	Nadine	Dec-19
Vital signs revision	Kahoots quiz for vital signs practice	Kate, Nadine, Anne	Sept-Dec-19
Personal hygiene rubric	Update sponging assessment to make wording clearer.	Nadine	Nov-19
observation chart updated	Need to get a new updated electronic chart to reflect changes.	Sujatha to email [redacted]	Jan-20
Neurological video not on development course	Need to have our CIT version	Nadine	Jan-20
Neurological observation form updated from [redacted]	[redacted] has a new form with good explanations on the back. Can be used to update our form	Sujatha will contact [redacted] to access [redacted] electronic form	Jan-20

HLTENN003 }
 HLTENN004 } 17/12/19

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Admission & discharge assessment - need separate marking rubrics and separate	see previous	Anna P - mapping Subject guide template - Nadine Elearn Rubric - Nadine	Feb-20 Jan-20 Jan-20
Admission to 1 assessment and Discharge to a different assessment	- 11 -		
Neurovascular assessment - Compartment Syndrome	Change questions regarding compartment Syndrome on Peer assessment + marking rubric	- skillsbook - Kate marking rubric - Kate	- Dec-19 - Feb-20

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Department:	Human Services Nursing		
National ID of qualification:		Qualification Title:	Diploma Enrolled nursing
National ID of UoC:	CAC.PRPO03	UoC Title:	Reflection & improve own professional practise
Assessment Task:	Professional Development plan		
Name of Participants:	Anshi Reddy, Lisa Burling, Jayne Stetto, Fleur Martens		
Date:	27.7.20		
Number of Student Assessments Reviewed:	8		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	SWOT (needs to be submitted) Update teacher guide
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Internal / External needs to be more specific	Be specific 3 Internal identified 3 External identified	Lisa	Aug 2020
Professional / Personal Develop Plan	Remove personal	Lisa	Aug 2020
Target date	Change to target <u>time</u> frame	"	"
SWOT analysis POP ³ template	Avoid students having options with assessment questions	"	"
Development area ³ objective	Change objective to goal so clearer for student	"	"
Marking rubric	Update Internal / External SWOT (submit)	Jayne	Aug 2020
Teacher guide	SWOT (submit)	Jayne	"

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Department:	Human Services Nursing		
National ID of qualification:	CHC	Qualification Title:	Diploma Enrolled Nursing
National ID of UoC:	CHCPRP003	UoC Title:	Reflection: improve own professional practise
Assessment Task:	Self reflection		
Name of Participants:	Ansh: Reddy, Lisa Bursling, Jayne Stello, Fleur Matkouski		
Date:	27.7.20		
Number of Student Assessments Reviewed:	4		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Reward part of teacher guide to reflect changes
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Reword reflection question	To make sure student reflect on own actions not other staff	Jayne? Anshi	August 2020
Teacher guide	Reword to reflect above changes	"	"

From: [Willington, Linda](#)
To: [Burling, Lisa](#); [Jackson, Lynette](#); [Martinussen, Fleur](#); ["Mayberry, Christine"](#); [Morgan, Gemma](#); [Morton, Nadine](#); ["Muthurajah, Lily"](#); ["Power, Melissa"](#); ["Anna"](#); ["Reddy, Anshi"](#); ["Taylor, Kate"](#); [Thomson, Ming](#); [Venkataraman, Sujatha](#); [Willington, Linda](#); ["Waddell, Anna \(Health\)"](#)
Subject: Nursing care plans - student issues meeting
Date: Wednesday, 24 March 2021 11:51:00 AM
Attachments: [Plan of nursing care for a client with mobility issue 2021 .docx](#)
[Dementia NCP template 2021.docx](#)

OFFICIAL

Hello team,

This morning a few of us met to discuss issues, concerns and frustrations teachers were having with students understanding in completing the care plans on placement (the assessments in the back of their book mostly).

Issues raised included:

- Confusion about the term "nursing care plan" and the ability for a student to understand this process required to complete the care plans on clinical placement.
- Terminology used to describe the components of the care plan even though they have been changed to hopefully clarify confusion
- Revised care plans for stage 1 have not been updated in the stage one book despite emails sent to be updated in 2020 and recently 2021
- Gaps in knowledge for basic understanding of how to apply the nursing process
- Consistency of education within the team about the nursing process
- Students not having the ability to apply critical thinking for care plans required for combined stage 2 class in stage 2

We have discussed the following strategies to address the above concerns which is listed below. We will also meet as a team in the week we return from break to ensure we all apply a consistent process when educating our students in classes. I will send you an invite.

Strategies include:

Stage 1

- Remove the term "nursing care plan" and use the term "Plan of care for....." (all stages)
- Using the template developed as attached in this email to introduce this concept into the following classes: Confirm physical, Older client and combined practical – students get used to thinking I this way and learn how to apply it to examples in class
- Include example in placement prep

Stage 2

- Using the template developed as attached in this email to introduce this concept into the following classes: Analyse health using case studies and chronic health. Work through mobility care plan required for placement – scaffolding students
- Students in stage 2 are now only required to complete the mobility care plan, the other 2 (Hydration and vital signs to be completed in stage 3 when students have developed more critical thinking ability

Stage 3

- Using the template developed as attached in this email to introduce this concept into the following classes: Diabetes and primary

We will meet on Friday 16th April at 9am – 10pm to discuss the ADPIE process and ensure all teachers in the team are using the same approach.

I hope this makes sense, please see me if you need further clarification.

Kind regards

Linda Willington

Diploma of Nursing Coordinator
Senior Teacher
Human Services

CIT Health, Community & Science
Phone: 62070972

Canberra Institute of Technology

Tel: +(61) 02 62070972 | Email: linda.willington@cit.edu.au

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CRICOS No. 00001K | RTO 0101

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In the spirit of reconciliation, we acknowledge that we are on Ngunnawal land.
Please consider the environment before printing this email.

From: Jackson, Lynette <Lynette.Jackson@cit.edu.au>

Sent: Wednesday, 24 March 2021 11:27 AM
To: Wellington, Linda <Linda.Willington@cit.edu.au>
Subject: Plan of Nursing care examples

OFFICIAL

Hi Linda as discussed I have attached both the one for stage 1 car of the older person
And Mobility for stage 2 complex care

I have made a few adjustments as discussed in the meeting
Can you pass this on to everyone to review and make adjustments

Lynette

Lynette Jackson

Lynette Jackson RN
Nursing Program Teacher
Diploma of Nursing Program
Human Services
CIT Health, Community & Science
Phone: 62073721

Canberra Institute of Technology
Email: lynette.jackson@cit.edu.au

Address: CIT Bruce, Room A201, Vowel Cres, Canberra | GPO 826, Canberra 2601
CRICOS No. 00001K

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Department:	Human Services		
National ID of qualification:	HLT54115	Qualification Title:	Diploma of Nursing
National ID of UoC:	HLTWHS002	UoC Title:	Follow Safe Work Practises for direct client care
Assessment Task:	FRAT assessment, WHS inspection, Patient requiring infection control precautions additional to standard precautions, Personal stress reflection and debrief exercise, Manual handling		
Name of Participants:	Fleur Martinussen, Anna Prescott, Lynette Jackson		
Date:	17/12/2019		
Number of Student Assessments Reviewed:	55		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>Manual handling Detailed assessment checklist provided to teachers assessing these skills (reviewed annually)</p> <p>FRAT assessment teacher guide available however not in correct CIT template</p> <p>WHS inspection needs teacher guide</p> <p>Patient requiring infection control precautions additional to standard precautions needs teachers guide</p> <p>Personal stress reflection and debrief exercise needs teachers guide</p>
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Mapping completed
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Manual Handling and WHS inspection - Simulated learning environment reflects industry standards
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Some marking guides still to be completed

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Students completing hospital FRAT assessment rather than specific CIT FRAT assessment as student's were required to print assessment from eLearn then complete. Teachers guide not on correct template	Assessment put in clinical placement book for 2020 Update teacher guide on correct template	Fleur	Completed 17 th Dec 2019 Completed 17 th Dec 2019
WHS inspection students assessing scenario incorrectly No teachers guide	Re-word specific questions Complete teachers guide	Fleur	Completed Dec 2020 Completed 17 th Dec 2019
Patient requiring infection control precautions additional to standard precautions. Students miss-interpreting the questions No teachers guide	Questions re-worded to be more specific Complete teachers guide	Fleur	Completed Dec 2020 Completed 17 th Dec 2019
Personal stress reflection and debrief exercise No teachers guide	Complete teachers guide	Fleur	Completed 17 th Dec 2019
Manual Handling None identified - will continue to review as required			

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Department:	Human Services		
National ID of qualification:	HLTEN013A	Qualification Title:	Implement + monitor care of the older person
National ID of UoC:		UoC Title:	Diploma Nursing
Assessment Task:	Subject Review.		
Name of Participants:	Lynette Jackson, Sujatha V, Jayne Saeto		
Date:	12/12/19.		
Number of Student Assessments Reviewed:	80.		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	- theory. - simulation: - workplace - quiz.
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Nursing Care Plans poorly completed.	Add. more content a NCP. Run case study's. + look 3 areas	Lynette Sujatha	Feb 2020
	- nutrition. - skin integrity - pain.		
NCP. in placement book require update. to reflect class.	make new NCP template similar to Aunt/complex care. stg 2.	Lynette	Feb 2020
	need to include Education of pt/careg. + safety.		
Quiz quest missing informat	- update quizzes do include - social isolation -	Jayne.	Dec 19.
Mapping out of date for new assessment	update mapping	Jayne Lynette Sujatha	Feb 2020

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Department:	Human Services		
National ID of qualification:		Qualification Title:	Diploma of Nursing
National ID of UoC:		UoC Title:	Analyse + Respond to client Health
Assessment Task:	Subject Review		
Name of Participants:	Lynette Jackson, Nadene Maxton, Lisa Buehling, Fleur Marchmussen		
Date:	12/12/19		
Number of Student Assessments Reviewed:	84		

Item	Yes/No	Comments
Clear and comprehensive teacher guide (marking key) provided to teachers to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different teacher would result in the same decision)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
All teachers applied the evidence collection process and decision making consistently across delivery modes, contexts and/or learner needs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Any NMS were co marked by 2 teachers.
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	- online - virtual. - simulation. - quiz.
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Simulation as Assessment to be removed due to ↑ stress on students	- Add Clinical Place as Assessment 3. use simulation as a learning moment.	Lynette to modify Mapping.	Feb 20
Out of Date power points need to fix	Each system to include - Review A+P	CVS - Lisa/Pleur Resy - Lynette. Urinary Nadine.	
more a Nursing care + Assessment	- Common Diseases - S+S - Nursing Assessment - Nursg Care.	Nervous Syst } Nadine. Special Sens } Muscle skeletal Lisa. Reprod - Lynette.	
		Digestive/metabol - Fleur. Immune + lymphatic Lynette.	
Review VSIM to decide on quiz. require	Mapping update	Lynette -	Jan - 20th 2020

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Department:	Department of Human Services		
National ID of qualification:	HLT54115	Qualification Title:	Diploma of nursing
National ID of UoC:	HLTAAP003: Analyse health		
Assessment Task:	Cardiovascular Case Study		
Name of Participants:	Lynette, Nadine, Chris,		
Date:	16/4/2021		

Purpose of meeting:

Teachers have identified a large percentage of students in all 3 groups who are NYS for the cardiovascular case study

Item	Yes/No	Comments
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input type="checkbox"/> Yes <input type="checkbox"/> No	All templates used Teacher guides for care plans to be updated

Moderation form

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
<p>Students unable to successfully demonstrate their knowledge in analysis and nursing action of a deteriorating patient</p>	<p>Assessment level is deemed to be at the right level for stage 2 students</p> <p>Keep the assessment the same except for a clearer description with the questions</p> <p>Ensure the teaching reflects a small amount of anatomy, some pathophysiology and also the nursing process and actions required within the scope of practice</p> <p>Include classroom activities that help the student practice the nursing actions</p>	<p>Lynette, Nadine, Chris</p>	<p>Semester 2 2021</p>

Moderation form

PRI – Moderation of Assessment Judgements

Note: Moderation is a quality control process aimed at bringing assessment judgements into alignment to ensure consistent decisions have been applied. It is a process that ensures the same standards are applied to all assessment results within the same unit of competency. This process must be conducted after student assessments have been marked but prior to the finalisation of student results and entry to Banner. Moderation is also used to identify any recommendations for future improvement. All PRI documentation should be stored in Trim.

Department:	Department of Human Services		
National ID of qualification:	HLT54115	Qualification Title:	Diploma of nursing
National ID of UoC:	HLTENN003 HLTENN004 HLTENN013 HLTENN011 HLTENN005 HLTENN012 HLTENN009		
Assessment Task:	Care plans		
Name of Participants:	Lynette, Linda, Pooja, Lisa, Nadine, Anna p, Anna W, Gemma Jade, Chris, Sujatha		
Date:	16/4/2021		

Purpose of meeting:

Teachers have identified a lack of understanding for care plans from students. This is demonstrated in large amount of NYS assessments

Item	Yes/No	Comments
Assessment situations (eg, flexible learning, online, or classroom delivery) are comparable to ensure a reliable outcome	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Evidence used at the moderation meeting e.g. assessment tasks and teacher guides (marking keys), consistent and used by all moderators	<input type="checkbox"/> Yes <input type="checkbox"/> No	All templates used Teacher guides for care plans to be updated

Moderation form

Recommendations arising from moderation meeting (transfer to Continuous Improvement Action Plan):

Issues Identified	Suggested Improvements	Who will action	Action due date
Students requiring more assistance to complete care plans	<p>Care plans which are now called The Nursing Process are going to be taught in all stages of the Nursing diploma.</p> <p>Stage 1 will be a modified process to allow students to develop their understanding of the process</p> <p>Stage 2 will go into more specific detail while still providing prompts for the student to ensure the student understands.</p> <p>Stage 3 will be more of an analysis of The Nursing process.</p>	<p>Stage 1 combined subject teachers Stage 1 Care of the older client teachers</p> <p>Stage 2 Analyse Health Mental health</p> <p>Stage 3:Acute and Complex health</p>	Semester 2 2021
Lack of consistent language	<p>All care plans are now called The Nursing Process, this includes ADPIE and analysis of the current issue.</p> <p>The Nursing process language will be consistent in all stages and all relevant subjects.</p> <p>Placement book will also reflect consistent terminology</p>	<p>All teachers</p> <p>Lynette</p>	Semester 2 2021
Template needing more information	The template will be modified to consistent simple language. It will be a generic template and teachers will modify it to suit individual requirements	All teachers	Semester 2 2021
Unable to utilise smart goals	<p>More practice in stage 1. Breakdown goals into each component.</p> <p>Placement books to have examples</p>		Semester 2 2021

VALIDATION REPORT

(Two Units of Competency)

Note: this form has been developed for validating two units of competency. If more than two units of competency are being validated, please use a separate form or the Validation Report for clustered units. For further information regarding validation, see ASQA's Fact Sheet www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation.

Documentation for validation

The validation team should have these documents for validation. Please tick those available at this validation

- Training Package Qualification Requirements
- Units of competency from Training Package being validated
- Subject guides
- Training and Assessment Strategy (TAS) for the qualification or Statement of Attainment
- Assessment tools (includes instructions to learners and assessors, teacher guides)
- Completed and assessed learner work (appropriate sample size)
- Learning resources

Validation Report

Date of Validation		30 August 2019	
National ID of qualification		HLT54115	
Qualification Title		Diploma of Nursing	
National ID of Units of Competency		Title of Units of Competency	Delivery Mode (Blended, Online, Work based)
UoC 1	HLTENN002	Apply communication skills in nursing practice	Blended including online assessment. Face to face delivery
UoC 2	HLTENN013	Care of the older client	Blended including online assessment. Face to face delivery

LEAD VALIDATOR TO COMPLETE							
Validation Team Name/s	Organisation/Designation	Role in Validation team				Qualification (if required)	
		Teacher not involved in UoC delivery or assessment	Teacher involved in UoC delivery and assessment	Industry representative	Other (such as LLN Expert, CITSA, please specify)	TAE40110 (or its successor)	Holds Vocational competency
Lead: Christine ^{MA} Mayberry _{MAYBERRY}	CIT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sujatha Venkataraman	CIT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nadine Morton	CIT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Catherine O'Connor	CIT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
[REDACTED]	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anna Prescott	CIT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were informed of their confidentiality obligations Yes No

Lead Validator's signature..... CMayberry

Date 30/8/19.

Note: Validation of units/qualification from the TAE Training Package must be undertaken by persons who have had no involvement with the delivery of training and assessment for CIT.

*Participants in attendance are members of the panel who are not part of the validation assessment decisions or make up part of the panel requirements as per Standard 1.11

Step One: Training and Assessment Strategy (TAS) Validation				
Training and Assessment Strategy	Yes/No	Comments/required actions/ suggested improvements	Person nominated to complete action/s	Due date for completion of action/s
1. Assessment instruments/tools align to the assessment methodologies detailed in the TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
2. Electives selected relevant to industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Number of Assessment tasks and methods used to assess this unit(s)			
Units of Competency	Assessment Number	Assessment Title	Assessment Method (eg exam, observation, knowledge, portfolio, third party report, project etc) Must align with TAS matrix.
UoC1	1	Providing personal hygiene/sponging – providing effective communication in a complex situation whilst maintaining the client’s dignity and respect. (co-assessed with HLTENN004, CRN 23668)	Practical skill demonstration, knowledge and skills
HLTENN002	2	Professional Email –Identify and incorporate strategies to overcome complex situation utilising CIT policy and NMBA professional standards.	Written assessment, knowledge
	3	Online theory Quiz – Demonstrate effective communication strategies and understand their professional responsibilities.	Online Quiz –knowledge
	4	Progress notes and handover	Written assessment, knowledge and skill (updated for 201920 to include a video scenario for progress notes)
	5	Part 5a - Clinical hand over (verbal) Verbal - with observation checklist uploaded on eLearn, Part 5b – Debrief of hand over Part 5c– Evaluation Debrief participation - discussion used to formulate evaluation (written), uploaded on eLearn	Demonstration and written assessment, knowledge and skills
	6	Successful completion of Clinical Placement (meeting NMBA standards)	Portfolio, Third party report, observation, knowledge and skills
UoC2	1	Journal: Life of an Older person	Written, knowledge
HLTENN013	2	Written task: Short Answers Reflections on care of the deceased.	Written, knowledge

		Care of the deceased person & provide support & comfort for the grieving client/family. Differentiate between palliative care and end of life care.	
3		Online quizzes (4)	Knowledge
4		Case study: Conditions and counselling and support services	Written - knowledge
5		Nursing Care plans Co-assessed with HLTENN003 and HLTENN004	Written, knowledge (template provided)
6		FRAT Tool : Co-assessed with HLTWHS002. Completed on clinical placement	Written, knowledge (template provided)
7		Care Plans: Client with Dementia and Physical Disability. Completed on clinical placement	Written, knowledge (template provided)
8		Successful completion of Clinical Placement (meeting NMBA standards)	Portfolio, Third party report, observation, knowledge and skills

List any special points regarding delivery and assessment e.g. regulatory or licensing requirements, RPL only, delivery in the workplace etc.

Learning Resources				
Learning Resources	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
1. Learning resources meet the requirements of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Review of text books and online resources (eLearn) <ul style="list-style-type: none"> (Berman, A., et al (2010). <i>Kozier and Erb's Fundamentals of Nursing. Vol, 1, 2 & 3.</i> Pearson, Australia, NSW. Crisp, J., C. Douglas, C., Rebeiro, G. & Waters, D. (2017)., <i>Potter & Perry's fundamentals of nursing (5th ed.)</i>. Sydney, Australia: Mosby Elsevier. Cohen, B.J. (2012). <i>Memmler's the Human Body in Health and Disease (12th ed.)</i>. Philadelphia: Lippincott, Williams and Wilkins Marieb, E (2015) <i>Essentials of Human Anatomy & Physiology 11th ed</i> Pearson Education Limited. England Rebeiro, G., Wilson, D., Scully, N. & Jack, L.. (2017)., <i>Potter & Perry's fundamentals of nursing, Clinical skills workbook (3rd ed.)</i>. Sydney, Australia: Mosby Elsevier. Comments by industry representative:		

	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Review of online resources: Comments by industry representative: “Challenging and difficult behaviour” now referred to as “Responsive behaviour”		
2. Learning resources reflect current industry practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environment reflect the industry clinical environment.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environment reflect the industry clinical environment.		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Fairness				
1. Reasonable adjustments can be applied to the assessment to take into account the individual learner’s needs (eg such as providing oral rather than written assessment).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in subject guide. Any letter from student support taken into consideration		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in subject guide. Any letter from student support taken into consideration		
2. Learners are provided with clear information about the assessment and any resits before undertaking the assessment. Learners are provided with feedback after the assessment.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide and assessment guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and times frames are clear		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide and assessment guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and times frames are clear		

3. Information is available to learners regarding the appeals process.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Available on subject guide as per CIT template		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Available on subject guide as per CIT template		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Flexibility				
4. Recognition of prior learning is made available to the learner at enrolment or prior to commencement of training.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding Recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions • CIT website 		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding Recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing in the following methods: <ul style="list-style-type: none"> • Orientation and information session • CIT website 		
5. The assessment uses a range of assessment methods which recognise that learners can demonstrate competence in a variety of ways (ie practical tasks can also demonstrate knowledge).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items including online quizzes, skills demonstrations, verbal assessment demonstration, written assessment tasks, achievement of set goals and reflection during clinical placement Industry comment: Assessments are very varied and meet industry expectations well.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items including online quizzes, written assessment tasks, achievement of set goals and reflection during clinical placement.		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Validity				
6. The assessment requires the learner to demonstrate skills and knowledge that reflect current workplace practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for a demonstration of knowledge and skills and is set to reflect industry practice. Practical assessment and clinical assessment are reflective of current industry policy and practices. Industry comment: Assessments are very varied and meet industry expectations well.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for a demonstration of knowledge and skills and is set to reflect industry practice		
7. The assessment ensures that learners could demonstrate the practical application of skills and knowledge and transfer these to a variety of workplace situations.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessments reflective of current industry policies and practices. Industry comment: Assessments include potential distractions and privacy concerns that reflect industry situations.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessments reflective of current industry policies and practices. Industry comment: Assessments meet and even go beyond what industry expect from a new practitioner.		
8. The assessment covers all the required components of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		

Step 2: Review of Assessment Tools – Principles of Assessment



Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Reliability				
9. Clear and comprehensive teacher guides (marking keys) are provided to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different assessor would result in the same decision).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessments, answers available on observation checklists. Online quizzes self-marking		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessments. Online quizzes self-marking		
CIT Administration				
10. CIT current version templates used for all documentation (ie subject guides, assessment cover sheets, teacher guides)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment guides and teacher guides needs to be updated to latest CIT templates for HLTENN013	Sujatha Venkataraman together with teachers who currently teach this unit (Jayne Stetto and Gemma Morgan)	October 2019 (prior to next cohort starting unit)

Panel's Decision	Comments
<input type="checkbox"/> No change	
<input checked="" type="checkbox"/> Minor change needed	Assessments and teacher guides for HLTENN013 to be updated to current CIT templates. Language update in Subject guide for HLTENN013 to reflect updated industry language (Difficult and Challenging behaviours" now referred to as "Responsive" behaviours). Current language in subject guide reflects current version of UoC.
<input type="checkbox"/> Significant change needed	

Step 3: Review of Assessment Judgements – Rules of Evidence

One of the requirements of the Standards for RTOs 2015 is to review a statistically valid sample of completed assessments for making improvements to future assessments. Use the recommended ASQA tool <https://www.surveymonkey.com/mp/sample-size-calculator/> to calculate sample size. Refer to ASQA’s User’s Guide to the Standards for further information. Note: The trainer and assessor who delivered/assessed the training product being validated cannot determine the validation outcome for any assessments/judgements they made.

UoC 1 – Statistically Valid Sample							
Number of students enrolled in UoC	30	Confidence Level	95%	Margin of error	5%	Sample size to be provided	28

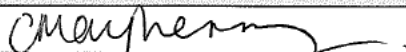
Rules of Evidence				
Learner assessments reviewed Insert CIT Number (do not use learner names)	Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner’s knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner’s own work.
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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UoC 2 – Statistically Valid Sample							
Number of students enrolled in UoC	30	Confidence Level	95%	Margin of error	5%	Sample size to be provided	28



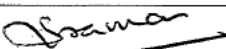
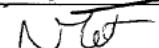
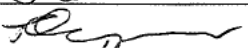

Rules of Evidence				
Learner assessments reviewed Insert CIT Number (do not use learner names)	Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner's knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner's own work.
CIT237435	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
CIT236214	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No


Panel's Decision			
Overall, the assessor judgements are:	<input checked="" type="checkbox"/> Appropriate (no change required)	<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Too harsh
	Comments/actions for improvements:		
Follow-up actions to be completed by:	Name:	Date:	

I confirm that the final validation decision/s have been made by person/people who were not directly involved with the delivery and assessment of the training product being validated.

Lead Validator:	Christine Mayberry	Date:	30/8/2019	Signature:	
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We agree with the final validation decision/s and were presented with the stated sample size of judgements.

Industry Representative:		Date:	30/8/2019	Signature:	
Industry Representative:		Date:		Signature:	
Industry Representative:		Date:		Signature:	
CIT Representative:	Sujatha Venkataraman	Date:	30/8/2019	Signature:	
CIT Representative:	Nadine Morton	Date:	30/8/2019	Signature:	
CIT Representative:	Catherine O'Connor	Date:	30/8/2019	Signature:	
Other:	Anna Prescott	Date:	30/8/2019	Signature:	
Other:		Date:		Signature:	

Completed Action/s Checklist			
TAS updated	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Assessment tool/s updated	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Subject guide updated	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Teacher guide updated	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Head of Department Name:	Lily Muthurajah	Date:	2/9/19
		Signature:	

Next Steps:

- The completed validation report must be filed in TRIM.
- Actions contained in this validation report must be entered on the Continuous Improvement Plan.
- The Head of Department responsible for the qualification must ensure that actions are complete.
- The Head of Department responsible for the qualification must ensure the recommendations and improvements identified during the validation meeting are implemented.



Canberra Institute of Technology
Assessment Record in Semester 1 2019

Date Printed: 03 SEP 2019 09:12 am
 HARTSU SWRF002
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CRN: 23671 National ID: HLTENN002 Course: HESC 559 Title: Apply communication skills in nursing practice

ID	Name	Assessment No:		Assessment No:		Assessment No:		Assessment No:		Mid-term Grade	Saved Final Grade	Rolled Final Grade
		Date	Grade	Date	Grade	Date	Grade	Date	Grade			
											UP	UP
											UP	UP
										AP		
										AP		
										AP		
											UP	UP
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											UP	UP
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											UP	UP
										AP		
											WA	WA
											UP	UP
										AP		
										AP		
											UP	UP
											UP	UP
											WA	WA
											WA	WA
											WA	WA

Notes:

- Include individual assessment number as described in the subject guide.
- Ensure date assessment was submitted and grades are entered for all assessment items.
- If you have more than five assessments reprint this sheet and include with records.

Individual Assessments: S = Satisfactory NYS = Not Yet Satisfactory
 RS = Resit/Resubmit DNS = Did Not Submit

Midterm Grade: AP=Academic Progress (automatic roll to WA 12 months from CRN end date)
 EG=Extension Granted (automatic roll to WA 8 weeks from CRN end)

Saved Final Grade: Displays a final grade that has been saved before or during roll to academic history

Rolled Final Grade: HD = High Distinction D = Distinction P = Pass UP = Ungraded Pass F = Fail
 WA = Withdrawn Attended WW = Withdrawn Without Attendance CR = Credit

CRN: 23671 National ID: HLTENN002 Course: HESC 559 Title: Apply communication skills in nursing practice

ID	Name	Assessment No:		Assessment No:		Assessment No:		Assessment No:		Assessment No:		Mid-term Grade	Saved Final Grade	Rolled Final Grade
		Date	Grade	Date	Grade	Date	Grade	Date	Grade	Date	Grade			
													UP	UP
												AP		
												AP		
													UP	UP
													UP	UP
													UP	UP
													UP	UP

Notes:

Include individual assessment number as described in the subject guide.
Ensure date assessment was submitted and grades are entered for all assessment items.
If you have more than five assessments reprint this sheet and include with records.

Individual Assessments: S = Satisfactory NYS = Not Yet Satisfactory
RS = Resit/Resubmit DNS = Did Not Submit

Midterm Grade: AP=Academic Progress (automatic roll to WA 12 months from CRN end date)
EG=Extension Granted (automatic roll to WA 8 weeks from CRN end)

Saved Final Grade: Displays a final grade that has been saved before or during roll to academic history

Rolled Final Grade: HD = High Distinction D = Distinction P = Pass UP = Ungraded Pass F = Fail
WA = Withdrawn Attended WW = Withdrawn Without Attendance CR = Credit

Assessor

Name: _____
Signature: _____
Date: _____

Other Assessor (if applicable)

Name: _____
Signature: _____
Date: _____

Assessor verifying final results

Name: _____
Signature: _____
Date: _____

CRN: 23674 National ID: HLTENN013 Course: HESC 570 Title: Implement and monitor care of the older person

ID	Name	Assessment No:		Assessment No:		Assessment No:		Assessment No:		Mid-term Grade	Saved Final Grade	Rolled Final Grade
		Date	Grade	Date	Grade	Date	Grade	Date	Grade			
											UP	UP
											UP	UP
										AP		
										AP		
											UP	UP
											UP	UP
										AP		
										AP		
											UP	UP
											AP	
											UP	UP
											UP	UP
										AP		
										AP		
											WA	WA
											UP	UP
										AP		
										AP		
											UP	UP
											UP	UP
											WA	WA

Notes:
 Include individual assessment number as described in the subject guide.
 Ensure date assessment was submitted and grades are entered for all assessment items.
 If you have more than five assessments reprint this sheet and include with records.

Individual Assessments: S = Satisfactory NYS = Not Yet Satisfactory
 RS = Resit/Resubmit DNS = Did Not Submit

Midterm Grade: AP=Academic Progress (automatic roll to WA 12 months from CRN end date)
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CRN: 23674 National ID: HLTENN013 Course: HESC 570 Title: Implement and monitor care of the older person

ID	Name	Assessment No:		Assessment No:		Assessment No:		Assessment No:		Mid-term Grade	Saved Final Grade	Rolled Final Grade
		Date	Grade	Date	Grade	Date	Grade	Date	Grade			
											WA	WA
											WA	WA
											UP	UP
										AP		
										AP		
											UP	UP
											UP	UP
											UP	UP
											UP	UP
											UP	UP

Notes:

Include individual assessment number as described in the subject guide.
Ensure date assessment was submitted and grades are entered for all assessment items.
If you have more than five assessments reprint this sheet and include with records.

Individual Assessments: S = Satisfactory NYS = Not Yet Satisfactory
RS = Resit/Resubmit DNS = Did Not Submit

Midterm Grade: AP=Academic Progress (automatic roll to WA 12 months from CRN end date)
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Rolled Final Grade: HD = High Distinction D = Distinction P = Pass UP = Ungraded Pass F = Fail
WA = Withdrawn Attended WW = Withdrawn Without Attendance CR = Credit

Assessor

Name:

Signature:

Date:

Other Assessor (if applicable)

Name:

Signature:

Date:

Assessor verifying final results

Name:

Signature:

Date:

VALIDATION REPORT

(Two Units of Competency)

Note: this form has been developed for validating two units of competency. If more than two units of competency are being validated, please add additional rows. For further information regarding validation, see [ASQA's Fact Sheet on Conducting Validation](#).

Documentation for validation	
The validation team should have these documents for validation. Please tick those available at this validation	<input checked="" type="checkbox"/> Training Package Qualification Requirements <input checked="" type="checkbox"/> Units of competency from Training Package being validated <input checked="" type="checkbox"/> Subject guides <input checked="" type="checkbox"/> Training and Assessment Strategy (TAS) for the qualification or Statement of Attainment <input checked="" type="checkbox"/> Assessment tools (includes instructions to learners and assessors, teacher guides) <input checked="" type="checkbox"/> Completed and assessed learner work (appropriate sample size) <input checked="" type="checkbox"/> Learning resources <input checked="" type="checkbox"/> Banner report/s of UoCs being validated

Validation Report			
Date of Validation		4 June 2019	
National ID of qualification		HLT54115	
Qualification Title		Diploma of Nursing	
National ID of Units of Competency		Title of Units of Competency	Delivery Mode (Blended, Online, Work based)
UoC 1	HLTENN004	Implement, monitor and evaluate nursing care plans	Blended
UoC 2	HLTENN003	Perform clinical assessment	Blended

LEAD VALIDATOR TO COMPLETE							
Validation Team Name/s	Organisation/Designation	Role in Validation team				Qualification (if required)	
		Teacher not involved in UoC delivery or assessment	Teacher involved in UoC delivery and assessment	Industry representative	Other (such as LLN Expert, CITSA, please specify)	TAE40110 (or its successor)	Holds Vocational competency
Lead: Anna Prescott	CIT	<input checked="" type="checkbox"/>	NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
[REDACTED]	[REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sujatha Venkataraman	CIT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lynette Jackson	CIT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were informed of their confidentiality obligations Yes No

As a Validation Panel you are not to disclose or discuss the student, person, work or results that you will be viewing as part of the validation process, outside of the validation process or with people who are not part of the validation team.

Lead Validator's signature..... 

Date 4/6/19

Note: Validation of units/qualification from the TAE Training Package must be undertaken by persons who have had no involvement with the delivery of training and assessment for CIT.
 *Participants in attendance are members of the panel who are not part of the validation assessment decisions or make up part of the panel requirements as per Standard 1.11

Step One: Training and Assessment Strategy (TAS) Validation

Training and Assessment Strategy	Yes/No	Comments/required actions/ suggested improvements	Person nominated to complete action/s	Due date for completion of action/s
1. Assessment instruments/tools align to the assessment methodologies detailed in the TAS.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
2. Electives selected relevant to industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

Number of Assessment tasks and methods used to assess this unit(s)

Units of Competency	Assessment Number	Assessment Title	Assessment Method (eg exam, observation, knowledge, portfolio, third party report, project etc) Must align with TAS matrix.
UoC1	1	Personal Hygiene practical	Demonstration, observation, knowledge and skills
HLTENN004	2	Quiz A - Actual and potential nursing care	Online - knowledge
	3	Quiz B – Risk identification and prevention	Online - knowledge
	4	Clinical skills book – Oral care, Assist with eating and drinking, Assist with elimination needs, Child Basic life support, Range of Motion exercises, Deep breathing and coughing exercises	Demonstration, observation, knowledge and skills
	5	Successful completion of clinical placement (meeting NMBA standards)	Portfolio, Third party report, Observation, Knowledge and Skills
	6	Falls risk assessment tool (Co-assessed with HLTWHS002)	Knowledge
	7	Care plans x 2 (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
	8	Evaluation of care plans (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
	UoC2	1	Quiz – Stages of development
HLTENN003	2	Worksheets – mealtime management and develop health care package	Written - Knowledge
	3	Compass online quiz (Through ACT Health)	Online - knowledge
	4	Charting vital signs	Knowledge
	5	Vital signs practical	Demonstration, observation, knowledge and skills
	6	Neurological and neurovascular observations practical	Demonstration, observation, knowledge and skills

	7	Clinical skills book – Urinalysis, Blood glucose monitoring, Chest pain assessment, Oxygen saturation monitoring, Neurovascular observations, Neurological observations	Demonstration, observation, knowledge and skills
	8	Admission x 2, Discharge x 2 and integumentary assessment	Knowledge
	9	Successful completion of clinical placement (meeting NMBA standards)	Portfolio, Third party report, Observation, Knowledge and Skills
	10	Care plans x 2 (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)
	11	Evaluation of care plans (completed on clinical placement)	Knowledge (please note care plans and evaluation has been combined to 1 assessment for 2019)

List any special points regarding delivery and assessment e.g. regulatory or licensing requirements, RPL only, delivery in the workplace etc.

Learning Resources				
Learning Resources	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
1. Learning resources meet the requirements of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Industry representative happy with text book and review of the online information. Ebooks discussed		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Industry representative happy with text book and review of the online information. Ebooks discussed		
2. Learning resources reflect current industry practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Simulated environments reflect the industry clinical environment. Tour of facilities given.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Compass online provided by industry (Canberra Health Services), Simulated environments reflect the industry clinical environment. Tour of facilities given.		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Fairness				
1. Reasonable adjustments can be applied to the assessment to take into account the individual learner's needs (eg such as providing oral rather than written assessment).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in the subject guide		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Assessment options are listed in the subject guide		
2. Learners are provided with clear information about the assessment and any resits before undertaking the assessment. Learners are provided with feedback after the assessment.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and time frames are clear.		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide clearly defines assessment method and requirements. Resit is offered for all assessment items, number of opportunities and time frames are clear.		
3. Information is available to learners regarding the appeals process.	UoC 1 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Subject guide update required – need to have reference to “Academic appeals policy”	Subject teacher	July 2019
	UoC 2 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Subject guide update required – need to have reference to “Academic appeals policy”	Subject teacher	July 2019

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Flexibility				
4. Recognition of prior learning is made available to the learner at enrolment or prior to commencement of training.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing course in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions (verbal) • CIT website 		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Information regarding recognition of prior learning is provided to all students prior to commencement of the Diploma of Nursing course in the following methods: <ul style="list-style-type: none"> • Orientation and information sessions (verbal) CIT website		
5. The assessment uses a range of assessment methods which recognise that learners can demonstrate competence in a variety of ways (ie practical tasks can also demonstrate knowledge).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items, including : Online quizzes, clinical skills demonstration, assessment tool completion, written assessment, achievement of set goals and reflection during clinical placement		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Varied range of assessment items, including : Online quizzes, clinical skills demonstration, industry online quiz, assessment tool completion, written assessment, achievement of set goals and reflection during clinical placement		

Step 2: Review of Assessment Tools – Principles of Assessment

Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Validity				
6. The assessment requires the learner to demonstrate skills and knowledge that reflect current workplace practices.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for demonstration of knowledge and skills and is set to reflect industry practice. Practical assessment and clinical skills are reflective of current industry policies and practices. Quiz questions are reflective of current industry policies and practices		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The combination of assessments allows for demonstration of knowledge and skills and is set to reflect industry practice. Practical assessment and clinical skills are reflective of current industry policies and practices. Online Compass quiz provided by Industry Quiz questions are reflective of current industry policies and practices		
7. The assessment ensures that learners could demonstrate the practical application of skills and knowledge and transfer these to a variety of workplace situations.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessment and clinical skills are reflective of current industry policies and practices		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Practical assessments and clinical skills are reflective of current industry policies and practices. Some skills are required to be observed twice, a minimum of 1 will be observed in the workplace.		
8. The assessment covers all the required components of the unit of competency.	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	As per mapping document		

Step 2: Review of Assessment Tools – Principles of Assessment				
Principles of assessment	Satisfactory Yes/No	Comments/required actions/ suggested improvements. Must include information on the improvement needed if no is selected	Person nominated to complete action/s	Due date for completion of action/s
Reliability				
9. Clear and comprehensive teacher guides (marking keys) are provided to ensure that consistent judgements are made about a learner's competence (ie the same evidence presented to a different assessor would result in the same decision).	UoC 1 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Answers are available for observation checklists and practical assessment checklists. Online quizzes self marking		
	UoC 2 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guides available for written assessment and answers are available for observation checklists and practical assessment checklists. Online quizzes self marking		
CIT Administration				
10. CIT current version templates used for all documentation (ie subject guides, assessment cover sheets, teacher guides)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Assessment guides and teacher guides need to be updated to CIT templates (2019)	Subject teachers	July 2019

Panel's Decision		Comments
<input type="checkbox"/>	No change	
<input checked="" type="checkbox"/>	Minor change needed	*See above comments *CIT need to update clinical placement book to make it clear that students are to perform manual BP's whilst on clinical placement
<input type="checkbox"/>	Significant change needed	

Step 3: Review of Assessment Judgements – Rules of Evidence

One of the requirements of the Standards for RTOs 2015 is to review a statistically valid sample of completed assessments for making improvements to future assessments. Use the tool <https://www.surveymonkey.com/mp/sample-size-calculator/> to calculate sample size. When random selection of students has been determined, list student CIT numbers below and highlight selected students on Banner report or eLearn grader report. Note: The trainer and assessor who delivered/assessed the training product being validated cannot determine the validation outcome for any assessments/judgements they made.

UoC 1 – Statistically Valid Sample							
Number of students enrolled in UoC	17	Confidence Level	95%	Margin of error	5%	Sample size to be provided	17


		Rules of Evidence			
Students assessments reviewed Insert CIT Number (do not use student names)		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner's knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner's own work.
Student CIT Number	CRN No/s	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
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		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

UoC 2 – Statistically Valid Sample							
Number of students enrolled in UoC	17	Confidence Level	95%	Margin of error	5%	Sample size to be provided	17



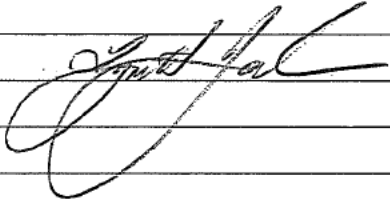
Rules of Evidence							
Student assessments reviewed. Insert CIT Number (do not use student names)		Valid The submitted evidence is directly related to the competency being assessed and covers all aspects of the unit including being based on realistic workplace activities.	Current The submitted evidence reflects the learner's knowledge and skills and current industry practice.	Sufficient The quality and quantity of the submitted evidence is sufficient for assessors to make a valid judgement that the learner can competently and repeatedly apply all aspects of the unit.	Authentic Assessors can be confident the submitted evidence is the learner's own work.		
Student CIT Number	CRN No/s						
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Panel's Decision			
Overall, the assessor judgements are:	<input type="checkbox"/> Appropriate (no change required)	<input type="checkbox"/> Inconsistent	<input type="checkbox"/> Too harsh
	<input type="checkbox"/> Too lenient		
Comments/actions for improvements:			
Follow-up actions to be completed by:	Name: Anna Prescott	Date:	4/6/19

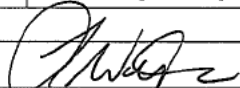
I confirm that the final validation decision/s have been made by person/people who were not directly involved with the delivery and assessment of the training product being validated.

Lead Validator:	Anna Prescott	Date:	4 June 2019	Signature:	
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We agree with the final validation decision/s and were presented with the stated sample size of judgements.

Industry Representative:		Date:	4 June 2019	Signature:	
Industry Representative:		Date:		Signature:	
Industry Representative:		Date:		Signature:	
CIT Representative:	Sujatha Venkataraman	Date:	4 June 2019	Signature:	
CIT Representative:	Lynette Jackson	Date:	4 June 2019	Signature:	
CIT Representative:		Date:		Signature:	
Other:		Date:		Signature:	
Other:		Date:		Signature:	

Action/s to be implemented through the Continuous Improvement Plan as part of Program Review and Improvement (PRI)

TAS update <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment tool/s update <input type="checkbox"/> Yes <input type="checkbox"/> No	Subject guide update <input type="checkbox"/> Yes <input type="checkbox"/> No	Teacher guide update <input type="checkbox"/> Yes <input type="checkbox"/> No		
Head of Department Name:	Linda Willington	Date:	5.6.19	Signature:	

- Next Steps:**
- Actions contained in this validation report must be entered on the Continuous Improvement Plan and evidence maintained that actions were implemented.
 - The Head of Department responsible for the qualification must ensure the actions, recommendations and improvements identified during the validation meeting are implemented.
 - Email completed validation report to Education Quality ensuring the following is attached:
 - Banner report or eLearn grader report of all students who submitted work within the UoCs being validated (Note: highlight student names whose work was validated)
 - Assessment tools for UoCs being validated, including subject guide (Note: if assessment tools and subject guide are on eLearn, tick the box only)
 - Completed student assessments that were validated (Note: if student assessments on elearn, tick the box only)

Delivery and Assessment Strategy

Review the delivery strategy against each question below. This will include the following documents:

Delivery Plan	Institute	Yes	No	Comment	Improvement recommendations/actions	Person Responsible	Date to be completed
Does the delivery and assessment strategy address all 'Knowledge Evidence' specified within the Unit/s of Competency? <i>TAS de Mapping</i>	[Redacted]	✓		TAS does not list methods			
	[Redacted]	←		not written yet			
	Canberra	✓		'x' needs clarification	Most questions aligned but not 'x'	[Redacted]	July 2019
	[Redacted]	✓		Delivery hours don't tally on TAS			
		✓		only evidence gathering methods included			
Does the delivery and assessment strategy address all the 'Performance Evidence within the Unit/s of Competency' <i>Mapping</i>	[Redacted]	✓		Individual item mapped	not question Better mapped	[Redacted]	July 2019
	Canberra	✓		Clearly mapped			
	[Redacted]	✓		has skills book (assessment tool)	clarity around rating scale	[Redacted]	July 2019
		✓		Needs to be more specific and relate to evidence requirements			"
		✓		not mapped only methods included			
Does the delivery and assessment strategy address all of the resource requirements specified within the Unit/s of Competency? i.e. equipment, tools	[Redacted]	✓		Delivery Plan addresses resources per session			
	Canberra	✓		Online on subject guide			
	[Redacted]	✓		not addressed anywhere	Resources need to be available to look at	[Redacted]	July 2019 August 2019
		✓		that outline not available	on TAS		
Does the delivery and assessment strategy address all assessment condition requirements specified in the unit/s of competency? i.e. simulated or workplace	[Redacted]	✓		In delivery Plan			
	Canberra	✓		Online in mapping doc.			
	[Redacted]	✓		Performance evidence	not specified as per condition	[Redacted]	
		✓		not mapped to standard of practice			

Principles of Assessment
Review the assessment tasks and tools against each question below:

Principles of Assessment	Yes	No	Comment	Improvement recommendations/actions	Person Responsible	Date to be completed
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Validity - assessment methods, processes, evidence requirements and interpretation reflect as closely as possible the requirements of the industry competence standard.

Is the unit/s of competency from the current version of the Training Package?	[Redacted]	✓				
	Canberra	✓				
	[Redacted]	✓				
	[Redacted]	✓				
Do the assessment tools identify the qualification (code and title) and the unit/s of competency (code/s and title/s)?	[Redacted]	✓		hammer tool plus Assessment		
	Canberra	✓				
	[Redacted]	✓	✓	not qualification just unit code + title		
Are foundation skills assessed? • Learning • Reading • Numeracy • Writing • Oral communication	[Redacted]	✓		Explicit in PC		
	Canberra	✓		"		
	[Redacted]	✓		"		
	[Redacted]	✓		"		




Principles of Assessment	Yes	No	Comment	Improvement recommendations/actions	Person Responsible	Date to be completed
Reliability – consistency between <ul style="list-style-type: none"> the judgements made by different assessors the judgements made by the same assessor on different occasions The outcomes resulting from different assessment instruments within a particular course. All Institutes to bring 3 pieces of de-identified student work (exceptional, minimum, unsuccessful or resubmit) 						
Do the assessment tools provide clear instructions (in simple language) for the learners and assessors?	[Redacted]	✓		Access version + marking grid		
	Canberra	✓		Teacher's guide + student guide clear		
	[Redacted]		✓	Instructions not clear some very good questions		
	[Redacted]	✓		For the assessments provided		
Would every assessor read the document the same?	[Redacted]	✓		As above 100% on Calyx		
	Canberra	✓		Clear TAs + teacher guide		
	[Redacted]	✓		Teacher's guide match ^{with} student instructions		
	[Redacted]		✓	Confusion as some are online		
Fairness – the assessment methods, processes, and evidence requirements do not disadvantage any individual or group.						
Are they free of bias? ie. Are there a variety of assessment methodologies used.	[Redacted]	✓		clearly outlined range provided		
	Canberra	✓		"		
	[Redacted]		✓	Insufficient time allocated to multiple assessments		
	[Redacted]	✓		good reasonable adjustment		

Does the assessment/s suit, or can it be adapted for persons with special needs without compromising validity / changing the Unit of Competency?	[Redacted]	✓		Adaptations can be made			
	Canberra	✓		Visual " , extra time			
	[Redacted]	✓	✓	handbook not clear	Does not separate	simulation	from placement
	[Redacted]	✓					
Is it over assessing – Are the expectations higher than the Unit of Competency (Check AQF level)?	[Redacted]		✓	Well mapped to level			
	Canberra		✓	"			
	[Redacted]	✓	✓	Over assessed - needs clarity			
	[Redacted]	✓		* Not all assessments available			
Flexibility – allows for suitable location and timing of assessments.							
Can the conditions of the assessment be adjusted to meet student's needs if applicable?	[Redacted]	✓		Delivery plan states			
	Canberra	✓		" in subject guide			
	[Redacted]	✓		Difficult to ascertain - no reasonable	adjustment	clarity	
	[Redacted]	✓		Difficult to ascertain without all	assessments		
Other							
Are the assessment task(s) developed on the Organisation/Institute templates?	[Redacted]	✓					
	Canberra	✓					
	[Redacted]	✓		Revision controlled			
	[Redacted]	✓					

Are there any grammatical or spelling errors?	<div style="background-color: black; width: 100px; height: 20px;"></div> Canberra <div style="background-color: black; width: 100px; height: 20px;"></div>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	taught instead of 'taut' ve skirt not obvious. Difficult to read - too much text on one page			
Is the layout clear?	<div style="background-color: black; width: 100px; height: 20px;"></div> Canberra <div style="background-color: black; width: 100px; height: 20px;"></div>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	clear but can't understand objective of assessment too much text on one page			

Rules of Evidence (Mapping)							
Review the assessment evidence for at least one candidate (the completed assessment for one student) against each question below.							
Rules of Evidence	Yes	No	Comment	Improvement recommendations/actions	Person responsible	Date to be completed	
Valid – the evidence relates clearly and unambiguously to the skills, knowledge and application specified in the Unit of Competency.							
Does the evidence collected match the Unit/s of Competency?	<div style="background-color: black; width: 100px; height: 20px;"></div> Canberra <div style="background-color: black; width: 100px; height: 20px;"></div>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Questions need to be aligned in mapping needs to clearly address assessment requirements			

Sufficiency - an appropriate quantity and range of evidence relating to the Unit of Competency			
Has enough evidence been collected to match all components of the Unit/s of Competency?	Canberra ✓	✓	Unclear because of unclear instruction
Is there enough evidence to make a judgement of SAT / NYS?		✓	Cannot make a judgement as not all available. No mapping doc
Authentic - able to be verified as the work of the candidate.			
Can you verify that the evidence provided is the work of the candidate?	Canberra ✓	✓	Coversheet & declaration
		✓	Declaration made on assessments
		✓	No declaration, just a signature
		✓	Yes & declaration
Currency - has been completed within the last two years.			
Is the evidence provided current? Is it less than 2 years old?	Canberra ✓	✓	second page & full version control
Is Updated version control of assessment, is the students work presented meet industry currency		✓	version control
		✓	"
		✓	"

		✓					
	Canberra	✓					
		✓					
Does the evidence reflect current legislation and best work practices?		✓					

Performance
Assessment requirements signed at placement
especially for Canberra

not all assessment tools available

Thank you for your contribution to this validation session which will improve future delivery and assessment.

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Canberra



