



Assessment Tool Validation Report Form

Assessment Tool Development

Version 1.0 Produced 11 March 2022

Purpose

The *Validation Report Form* is used to document all quality reviews and validation undertaken on all Compliant Learning Resources' assessment tools.

This tool aims to ensure the assessment tool:

- assesses all knowledge and skills of the relevant unit(s) of competency
- assesses knowledge and skills in accordance with the Principles of Assessment (Table 1.8-1, Clause 1.8, *Standards for RTOs 2015*) and Rules of Evidence. (Table 1.8-2, Clause 1.8, *Standards for RTOs 2015*)

Additionally, all developers at Compliant Learning Resources are required to refer to this tool throughout the assessment tool development process to ensure they are guided by the quality checkpoints outlined in this tool.

Assessment Tool Information

Unit Code	CHCDIV001	Date submitted for validation	2 August 2022
Unit Title	Work with diverse people (Release 1)	Assessment tool validated by	Pat Salonga
Assessment tool developed by	Jesus Santiago	Validation completed on	10 August 2022

All the following documents must be submitted to the validator:

- Assessment tools (Candidate instructions, assessor marking guide, associated assessment forms and templates)
- Assessment Mapping (AMT.xlsx)

No. of Gaps Identified

Total number of requirements					
Performance Criteria	Foundation Skills	Knowledge Evidence	Performance Evidence	Assessment Conditions	Total
15	0	31	3	1	50

Gaps identified					
Performance Criteria	Foundation Skills	Knowledge Evidence	Performance Evidence	Assessment Conditions	Total
4	-	-	0	-	4

No. of critical issues identified	No. of moderate issues identified	No. of minor issues identified
4	1	2

Knowledge Assessment

Candidate Instructions

CRITERIA	Addressed?	Comments
1. Clear instructions are provided to the candidate.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2. Questions are written in a manner that enables the candidate to demonstrate or perform the verb in the Knowledge Evidence (KE), where applicable. <i>For example, if the KE is 'Explain Concept A,' the question asks the candidate to <u>explain</u> and not to <u>list</u> or <u>identify</u>.</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3. The required number of responses is specified, where applicable. <i>For example, 'Identify the five principles of,' 'List three techniques for....'</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
4. A clear outline of what constitutes a satisfactory response or performance is provided to the candidate.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
5. Instructions are presented in the correct sequence, i.e. instructions are written step-by-step to enable the candidate to satisfactorily answer the question. <i>What must the candidate do first, next, and so on...</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
6. Clear and concise language is used and appropriate to the AQF level.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

CRITERIA	Addressed?	Comments
7. Spaces for responses (answer fields) are provided and organised to cover all requirements of the question, including the number of required responses if applicable.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
8. Spaces for responses (answer fields) are labelled correctly.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
9. No double-barreled questions/instructions, i.e. questions ask for only one aspect of the Knowledge Evidence. <i>Example of double-barreled questions: Describe A and B..., Explain when and how..., Explain the purpose and application of...</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
10. If the question asks for more than one response, there are separate spaces or answer fields provided for different responses.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
11. Where the Knowledge Evidence requires reference to organisational resources, organisational policies and procedures, the candidate is referred to either: <ul style="list-style-type: none"> ▪ Resources available at the candidate's workplace/organisation, ▪ Resources available through the candidate's training organisation, or ▪ Resources provided through a simulated environment. 	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
12. External links, if any, are working and directing properly.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Assessor Instructions

CRITERIA	Addressed?	Comments
1. Each question is correctly and accurately mapped to the relevant Knowledge Evidence (KE), including an indication of whether it fully or partially (p) meets the Knowledge Evidence.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2. Each question is mapped to the relevant section(s) in the Learner Guide/Learning Resource.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3. The marking guide is consistent with the candidate instruction/question. This includes the verb used, a number of required responses, terminologies used, and the specific aspect of Knowledge Evidence covered. <i>For example, if the question instructs the candidate to 'List three techniques for...', the marking guide also says, 'The candidate must list three techniques...' (and not 'provide two strategies for....')</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
4. Explicit statements and descriptions of what constitutes a satisfactory response are provided in the assessor marking guide. <i>These include mandatory statements, such as: 'For a satisfactory performance, the candidate's response must include three of the following....'</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
5. A level of flexibility for assessment is provided through statements such as 'if the candidate provided other responses, this is still acceptable provided that their responses are...' or 'wording may slightly vary.'	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

CRITERIA	Addressed?	Comments
6. Benchmark answers along with sample or model answers sufficiently address the relevant aspect of the Knowledge Evidence.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
7. Additional instructions are provided in the marking guide for instances where the assessor needs to refer to external documents, e.g. legislation specific to the candidate's state or territory, relevant resources specific to the candidate's industry, or responses sourced online, where applicable. <i>E.g.</i> <i>The assessor must refer to the legislation specific to the candidate's state or territory. Model answers below are from the WHS Act 2011 (Qld.).</i> <i>The assessor must access the link provided by the candidate to verify whether the source is reliable, current, and relevant.</i> <i>The assessor must review the candidate's responses against the organisational policies and procedures provided through the simulated environment (Section 3, pages 25 – 26).</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Practical Assessment

Candidate Instructions

CRITERIA	Addressed?	Comments
1. Clear instructions and guidance are provided to the candidate.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Some tasks need to be rewritten for clarity (Addressed during rectification stage)

CRITERIA	Addressed?	Comments
<p>2. The practical tasks clearly instruct the candidate to demonstrate or perform the verb of the practical requirements (Performance Criteria, Performance Evidence, Foundation Skills)</p> <p><i>E.g. If the requirement is 'Develop a plan,' the task instructs the candidate to <u>develop</u> and not to 'describe the parts' nor 'access and review' a plan.</i></p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<p>3. The practical tasks provide guidance for the candidate to produce or perform the requirement to a satisfactory level.</p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<p>4. The required number of outputs, e.g. the number of responses and submissions required, how many resources to be accessed or the number of people to be consulted, how many times something must be demonstrated, are explicitly stated, where applicable.</p> <p><i>E.g. Provide care for two children and two toddlers, submit three feedback forms, consult with the supervisor and one colleague, etc.</i></p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<p>5. A clear outline of what constitutes satisfactory performance is provided to the candidate.</p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<p>6. Instructions are written in the correct and logical sequence, i.e. step-by-step instructions are provided to the candidate to satisfactorily complete the task.</p> <p><i>What must the candidate do first, next, and so on, e.g. consult with stakeholders first, then draft, review, and revise the plan</i></p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<p>7. The candidate has been informed of all the resources required to complete the practical assessments, e.g. a workplace (or a similar environment), policies and procedures, workplace supervisor, etc.</p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

CRITERIA	Addressed?	Comments
8. Clear and concise language is used and appropriate to the AQF level.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
9. Templates for submissions or spaces for answers are provided either: <ul style="list-style-type: none"> ▪ Through the simulated environment, e.g. links to an intranet site. ▪ In the workbook (for written responses). ▪ Along with the workbook (for templates and forms that are submitted separately) 	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
10. Where templates, forms, and resources are to be accessed online, links are provided and working and directing properly.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
11. The instructions explicitly state the evidence format required for the task, whether the candidate is required to: <ul style="list-style-type: none"> ▪ record their responses in the workbook, ▪ complete or produce a product or document (and if templates or forms are to be used) ▪ demonstrate or perform a task while being observed – and whether this is to be directly observed or recorded. 	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
12. For output-based tasks where the candidate is required to produce and submit an output (e.g. reports, project plans, analysis, etc.), clear guidance is provided on how they can produce the required output to a satisfactory level. <i>For example, the report or plan must cover the following...</i>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

CRITERIA	Addressed?	Comments
13. For observation-based tasks where the candidate is required to perform/demonstrate something while being observed, clear guidance is provided on how they can perform or demonstrate the task to a satisfactory level.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
14. For simulated/case study tasks, all organisational resources required to complete the assessment have been provided through the simulated assessment. These include case study scenarios, simulated policies and procedures, simulated employee and client records, simulated organisational charts, where applicable, etc.	<input type="checkbox"/> YES <input type="checkbox"/> NO	N/A
15. For simulated/case study tasks, the resources the candidate needs to access (or the training organisation must organise access to) have been listed. These include volunteers to participate in role play-based assessments, equipment, e.g. fire extinguisher, first aid kit, where applicable, etc.	<input type="checkbox"/> YES <input type="checkbox"/> NO	N/A
16. For simulated/case study tasks, role-play participants are sufficiently briefed about their role in the activity. These include specific cues, scripts, or information and details they need to provide during the activity. IMPORTANT: The candidate must never be given access to these volunteer/participants briefing documents.	<input type="checkbox"/> YES <input type="checkbox"/> NO	N/A
17. Where supervisor declarations and other third-party sign-off are required, the supervisor has been clearly informed on what they are declaring or what they are signing off on and instructed on how they are to provide the declaration and sign-off.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Assessor Instructions

CRITERIA	Addressed?	Comments
1. Each practical task is correctly and accurately mapped to the relevant practical requirement (PC, FS, PE), including an indication of whether it fully or partially (p) meets the unit requirement.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	WAT 3 should also be mapped to PC3.2 (Addressed during rectification stage)
2. Instructions on what to do before , during , and after the practical assessment tasks are provided to the assessor.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3. The marking guide is consistent with the candidate instructions. This includes: <ul style="list-style-type: none"> ▪ The evidence to be submitted. ▪ The format of the evidence required. ▪ Number of responses or submissions required. <p><i>For example, if the candidate is instructed to develop two policies and procedures documents with each document covering A, B, and C, the marking guide must state 'the candidate must submit two policies and procedures documents. Each document must cover A, B, and C.'</i></p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
4. Explicit statements and descriptions of what constitutes a satisfactory response or performance are provided in the assessor marking guide. <p><i>These include mandatory statements, such as:</i></p> <p><i>'For a satisfactory performance, the candidate's response must include three of the following....'</i></p> <p><i>'For a satisfactory performance, the candidate's submission must include the following....'</i></p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
5. A level of flexibility for assessment is provided through statements such as 'if the candidate provided other responses, this is still acceptable provided that their responses are...' or 'submissions will vary depending on the information available in their organisation/workplace.'	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

CRITERIA	Addressed?	Comments
<p>6. For output-based tasks where the candidate is required to produce and submit an output (e.g. reports, project plans, analysis, etc.), specific benchmarks or criteria describing what a satisfactory output looks like are provided to the assessor.</p> <p><i>For example, 'the report or plan includes the following information...', 'the report uses plain English...', 'the report has no grammatical errors...', etc.</i></p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<p>7. For simulated/case study output-based tasks where the candidate is required to produce and submit an output (e.g. reports, project plans, analysis, etc.) in a simulated environment, benchmarked versions of a template/form are provided.</p> <p><i>For example, financial reports completed for a case study/simulated business incident reports completed for an incident described in a case study scenario.</i></p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	N/A
<p>8. Benchmark versions of a template/form are provided along with the assessor guide or through links provided to the assessor.</p> <p>IMPORTANT: The candidate must never be given access to the assessor versions of templates and forms.</p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<p>9. For observation-based tasks where the candidate is required to perform/demonstrate something while being observed, specific benchmarks or criteria how the task is to be performed or demonstrated satisfactorily.</p> <p><i>For example, 'the candidate uses <u>active listening</u> during the consultation, including <u>paraphrasing</u>, <u>summarising</u>, etc.'</i></p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<p>Some items in OBF require descriptions of what constitutes a satisfactory action</p> <p>(Addressed during rectification stage)</p>

CRITERIA	Addressed?	Comments
<p>10. Benchmarks for observation-based tasks are explicit and observable actions and behaviour.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ <i>'The candidate accesses a physical copy of the staff handbook,' instead of 'the candidate reviews the organisation's policies and procedures.'</i> ▪ <i>'The candidate asks the client what their goals, needs, and preferences,' instead of 'the candidate consults with the client.'</i> ▪ <i>'The candidate visually inspects the floors for tripping hazards,' instead of 'the candidate conducts a safety inspection.'</i> 	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
<p>11. Where the candidate is required to submit supplementary documents, such as copies and policies they followed while completing the task, other workplace documents they used as references to produce a written report, clear explanations on what these supplementary submissions are, their relevance in the assessment, and what the assessor is supposed to do with these documents.</p>	<input type="checkbox"/> YES <input type="checkbox"/> NO	N/A
<p>12. Explicit instructions are provided to the assessor for reviewing and verifying supervisor declarations and third-party signoffs.</p> <p><i>For example, the verification must be done through a phone call, where the supervisor providing the declaration must have necessary qualifications, the assessor must check the supervisor's qualifications, etc.</i></p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Validation Report

Principles of Assessment

Principle of Validity		
CRITERIA	Addressed?	Actions Required
1. The tool, as a whole, represents the full range of skills and knowledge specified within the unit(s) of competency, including: <ul style="list-style-type: none"> Performance Criteria (PC) Foundation Skills (FS) Performance Evidence (PE) Knowledge Evidence (KE) Assessment Conditions (AC) 	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2. The tool has been designed to assess a variety of evidence over time and contexts (i.e., predictive validity)	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3. The tool has been designed to adhere to the Australian Qualifications Level (AQF) level for the unit of competency or qualification being assessed.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
4. Any compulsory conditions set out in the assessment conditions/performance evidence have been addressed in the assessment tool, e.g. "must include...", etc.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
5. The tool meets any applicable licensing and/or regulatory requirements, e.g. Mandated assessments, Tax Practitioner Board requirements, supervised assessment, vocational placement requirements, etc.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Principle of Reliability		
CRITERIA	Addressed?	Actions Required
1. The tool consistently provides similar outcomes regardless of the person being assessed or the person assessing.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2. The tool enables multiple assessors to provide the same type of judgment when marking responses from the same candidate.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Principle of Flexibility		
CRITERIA	Addressed?	Actions Required
1. The tool allows the assessment to be completed in the workplace or in a simulated environment, except for unit(s) requiring skills to be demonstrated in a real workplace.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2. The tool includes instructions and guidance for contextualisation. For example, how a workplace task is done may vary across different organisations. The assessor must then ensure that the relevant candidate instructions and benchmarks are updated and contextualised to the organisational procedures where the candidate is undertaking the assessment.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3. The tool includes instructions and guidance for any reasonable adjustments that may be made without compromising the satisfactory level of performance required from the candidate, as required in the unit requirements and assessment requirements.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Principle of Fairness		
CRITERIA	Addressed?	Actions Required
1. The candidate understands and agrees to undertake the assessment Addressed via the provision of the Candidate Declaration and Assessment Workbook Cover Sheet (or similar) as well as assessment briefing to be conducted by the assessor prior to the assessment.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2. The candidate is provided with resources (or they have been informed about the resources they need) and clear instructions to enable them to satisfactorily complete the assessments.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
3. The tool does not over assess the candidate. These are assessments that require the candidate to complete or perform/demonstrate tasks that are above and beyond what is required in the unit requirements and assessment requirements.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Rules of Evidence

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

CRITERIA	Addressed?	Actions Required
<p>1. Assessment tool facilitates gathering evidence of the candidate's knowledge and skills in relation to the following:</p> <ul style="list-style-type: none"> Performance Criteria (PC) Foundation Skills (FS) Performance Evidence (PE) Knowledge Evidence (KE) <p>...in an environment that meets the Assessment Conditions (AC) of the unit.</p>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	
<p>2. Assessment evidence-gathering methods are appropriate to what is being assessed.</p> <ul style="list-style-type: none"> Practical skills are demonstrated and observed, i.e. asking a candidate how they do something is not a demonstration of them doing it, and vice versa Practical skills involved producing an output/product, e.g. written reports, project plans, financial reports, etc. Knowledge evidence is <u>explicitly</u> assessed through knowledge assessments or questioning and not implicitly addressed through practical assessments. <p>Knowledge evidence may be integrated into the practical assessment; however, they must still be assessed through valid methods, e.g. questioning after they have demonstrated or performed something.</p>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	

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

CRITERIA	Addressed?	Actions Required
<p>1. Evidence gathered meets the quality requirements set out in the unit of competency and associated assessment requirements.</p> <p>E.g.</p> <p>What is a sufficient project plan? How are project plans satisfactorily and sufficiently accomplished in the real workplace?</p> <p>What is a sufficient Work Health and Safety Incident Report? How are Work Health and Safety Incident Reports satisfactorily and sufficiently accomplished in the real workplace?</p>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	
<p>2. Evidence gathered meets the quantity requirements set out in the unit of competency and associated assessment requirements.</p> <p><i>E.g. The number of times a skill must be demonstrated, how many financial reports the candidate is required to submit, how many clients or customers the candidate needs to assist.</i></p>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	
<p>3. Evidence gathered is relevant to the unit of competency and associated assessment requirements.</p> <p>E.g.</p> <ul style="list-style-type: none"> <i>If the unit is about the management of project time, the information contained in the 'project plan' is relevant to project timeframes and schedules (and should not be about the management of project costs).</i> <i>Performance criteria are addressed within the context of the elements.</i> <i>Evidence gathered is relevant to the unit's workplace application.</i> 	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	

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

CRITERIA	Addressed?	Actions Required
<p>1. The assessor is able to determine that the evidence submitted is the candidate's own work.</p> <p><i>E.g.</i></p> <ul style="list-style-type: none">▪ <i>Submissions indicate they are the work of the candidate (e.g. document completed by)</i>▪ <i>The candidate is required to answer questions in their own words</i>▪ <i>Requiring supervisor declarations and third-party sign-off,</i>▪ <i>Requiring the candidate to submit a photo or video recording as evidence or requiring them to be directly observed by the assessor.</i>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	
<p>2. Instructions and guidance are provided to the assessor to confirm that the evidence submitted is genuine and is the candidate's own work.</p> <p><i>E.g. Additional instructions for the assessor to call and verify with the candidate's workplace supervisor or other third-party personnel, etc.</i></p>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>	

CURRENCY: The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

CRITERIA	Addressed?	Actions Required
1. Assessments address knowledge and skills from current units of competency and not from superseded ones.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
2. Assessments tasks reflect current industry and workplace practices and standards. E.g. use of up-to-date business technology and software (what is currently used in the relevant industry), references to current legislation, regulations, industry and workplace standards, etc.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

Non-compliances or Gaps Identified

Unit requirements and assessment requirements	Description of non-compliance or gap
PC1.2 Work with awareness of own limitations in self and social awareness	WAT 1 Gap: Flexibility The sub-criteria for item 2 are too limiting if they are set as hard requirements.
PC1.4 Identify and act on ways to improve own self and social awareness	WAT 4 - Gap: Reliability and Fairness The items in the OBF of this task are too limiting as they are examples of actions to sufficiently address PC1.4. They are too limiting if they will be considered as hard requirements.
PC2.1 Value and respect diversity and inclusiveness across all areas of work	Gap - Flexibility The sub-criteria for item 1 are too limiting if they are set as hard requirements.
PC4.1 Identify issues that may cause communication misunderstandings or other difficulties	Gap - Reliability and Fairness There is no answer field for the item I understand is mapped to this PC. It will be better to make a separate PA Task for this as PA Task 3 requires restructuring that may not accommodate it anymore.

Suggestions for Improving the Tool

Recommendations/suggestions	Summary of rectifications
The Cis of PA Tasks can be rewritten for clarity.	Rewrote/rephrased the candidate instructions as suggested
Revisions must be made to the tables in the PA Tasks	Revised/restructured tables as suggested
PA Task 3 needs to be restructured into a 'complete the table' structure.	Revised/restructured the PA Task as suggested

Sign-off

Actions from this validation implemented by	Jesus Mikael Santiago III
Date actions were completed	8 August 2022

By signing below, I confirm that I have reviewed the rectifications completed in the assessment tool and confirm that all issues identified in this validation report form are now sufficiently addressed.	
Final review done by	Patricia Lauren Salonga
Date final review was completed	10 August 2022

End of Document