

1. POLICY AND PROCEDURE DETAILS

Document Reviewer	Executive General Manager, Policy and Programs
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Associated Forms	Validation of Assessment Tools and Judgements Template Training RTO Validation Schedule Template Training Validator Competence Verification Form Template
Relevant Policies and Procedures	N/A
Relevant Legislation (RTO Standards)	1.8-1.11, 1.25

2. AIM

The Institute is committed to a high quality assessment system that informs the way assessments are conducted and to ensure that:

- a) assessment judgements are consistently made on a sound basis, and
- b) validation of assessment judgements is carried out.

Assessment validation outcomes contribute to the Institute's continuous improvement process.

3. WHAT IS ASSESSMENT VALIDATION?

Validation is a quality review process. It involves checking that the assessment tool and process produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Validation is critical in ensuring that assessment is appropriately rigorous and that graduates are fully capable of carrying out the tasks that their qualification claims they can complete. It is generally conducted after assessment is complete.

Assessment validation and assessment moderation are different things. Assessment validation is a quality review process. Assessment moderation is a quality control process.

4. OUR ASSESSMENT VALIDATION¹ PLAN

The Institute is committed to developing and implementing a plan of systematic assessment and judgement validation to ensure that:

- All of our assessment practices and results are thorough and rigorous;
- assessment judgements are consistently made on a sound basis, and

¹ 'Assessment validation' refers in this policy to the validation of both VET training products and assessment outcomes.

- ongoing validation of assessment judgements is carried out.

The Institute manager will establish and manage the validation plan (referred to as the RTO Validation Schedule,) which will include the following information for each of the training products within our scope of registration:

- when assessment validation will occur;
- who will lead and participate in validation activities; and
- how the outcomes of these activities will be documented and acted upon.

Each training product on the Institute's scope of registration will undergo validation at least once every five years (and more frequently if particular risks have been identified). This timetable will ensure that at least 50 per cent of the training products will be subjected to assessment validation within the first three years of that five-year cycle.

The validation plan will include a schedule of validation workshops.

4.1. ASSESSMENT JUDGEMENT VALIDATIONS

We will also systematically conduct validation activities to confirm assessment judgements are being made correctly. We will adopt a random sampling approach of a statistically valid sample to our assessment validation activities.

The Institute manager shall ensure that each validation audit includes RPL approaches and documentation.

Our plan will be developed using a risk-based approach, and will consider risk indicators such as:

- the potential safety concerns to clients from an assessment outcome that is not valid;
- the mode of delivery;
- changes to training packages and/or licensing requirements.

4.2. VALIDATING TAE TRAINING PRODUCTS

Any AQF qualification or assessor skill set from the Training and Education (TAE) Training Package (or its successor) that is or will be delivered by the Institute must have undergone an independent validation of its assessment system, tools, processes and outcomes. Each such validation will be carried out by a validator or validators who:

- collectively have current knowledge and skills in vocational teaching and learning, and the training and assessment qualification or assessor skill set at least to the level being validated;
- are not employed or subcontracted by the Institute to provide training and assessment, and
- have no other involvement or interest in the operations of the Institute.

5. WHO WILL CONDUCT ASSESSMENT VALIDATIONS?

Each assessment validation will be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated;
- current knowledge and skills in vocational teaching and learning; and
- who hold one of the following sets of qualifications:

- TAE40110 Certificate IV in Training and Assessment

OR

- TAE40116 Certificate IV in Training and Assessment (or its successor)

OR

- TAE40110 Certificate IV in Training and Assessment, AND one of the following:
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 - TAE LLN411 Address adult language, literacy and numeracy skills (or its successor)

OR

- TAE LLN401A Address adult language, literacy and numeracy skills

AND one of the following:

- TAEASS502 Design and develop assessment tools (or its successor) OR
- TAEASS502A Design and develop assessment tools OR
- TAEASS502B Design and develop assessment tools.

OR

- TAESS00001 Assessor Skill Set

OR

- TAESS00011 Assessor Skill Set or its successor

OR

- TAESS00001 Assessor Skill Set

AND one of the following:

- TAEASS502 Design and develop assessment tools (or its successor)

OR

- TAEASS502A Design and develop assessment tools

OR

- TAEASS502B Design and develop assessment tools

From 1 April 2019, the VET qualifications required of any such person will change. The credential required from that date is either Item 2 or Item 5 of the updated Schedule 1 in the Standards for Registered Training Organisations (RTOs) 2015.

Validation may include engagement with industry to confirm that the assessment system:

- produces valid assessment judgements, and
- ensures graduates have the skills and knowledge required by industry, as expressed in the training package or accredited course.

Trainers and assessors who are involved in training and assessment delivery being considered as part of the validation process may also participate in the validation process but must not influence the final validation decision.

Each validation activity may include consideration of:

- The applicable training and assessment strategy
- The Institute Training Needs identification forms
- Records of industry consultations
- Student feedback
- Annual report based on AQTF Quality Indicator Employer Questionnaire data
- Annual report based on AQTF Quality Indicator Learner Questionnaire data
- Policies, procedures and other supporting documents that inform the way assessment is conducted within the RTO
- The principles of assessment (see Policy 1)
- The rules of evidence (see Policy 1)

A written report will be prepared in relation to each assessment validation activity. The report will detail the findings of each validation for the consideration of the Institute manager. The report will include recommendations for changes where appropriate. The Institute manager will decide which recommendations will be implemented and will assign a staff member to oversee the implementation of each change. In this way, assessment validations will form part of our organisational continuous improvement process.

6. RETAINING ASSESSMENT MATERIALS

To facilitate assessment validation activities, and also for auditing purposes, the Institute will securely retain² all completed assessment items relating to each unit or module for six months from the date the decision on competence for the individual unit or module was made. When it is not possible to retain the actual item, we will retain evidence in the form of photographs. The original

² Secure retention means retention in a manner that safeguards the records against unauthorised access, fire, flood, termites or any other pests, and which ensures that copies of records can be produced if the originals are destroyed or inaccessible. Records may be in hard copy or electronic format.



versions of completed assessment items, such as assignments will not be handed back to learners until this six-month period has expired. Copies may be provided.