



PP-33 ASSESSMENT VALIDATION POLICY AND PROCEDURE

Contents

Purpose	1
Definitions	1
Policy.....	2
Procedures	2
1. Plan validation.....	2
2. Conduct validation	3
3. Record and act upon validation outcomes	4

Purpose

The purpose of this policy and procedures is to outline Australian Institute of Science and Technology (AIST)'s approach to ensuring assessment is systematically validated in line with the requirements of Clauses 1.9 – 1.11 and Clause 1.25 of the Standards for RTOs.

Definitions

Independent validation means that the *'validation is carried out by a validator or validators who:*

- *'Are not employed or subcontracted by Australian Institute of Science and Technology (AIST) to provide training and assessment*
- *'Have no other involvement or interest in the operations of the RTO.'*¹

Standards means the Standards for Registered Training Organisations (RTOs) 2015

Training Product means AQF qualification, skill set, unit of competency, accredited short course and module.

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.²

¹ Quoted from: Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015*. Accessed on May 10, 2019, from <https://www.legislation.gov.au/Details/F2019C00380>

² Quoted from: Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015*. Accessed on May 10, 2019, from <https://www.legislation.gov.au/Details/F2019C00380>



Policy

1. Australian Institute of Science and Technology (AIST) has a plan for, and implements, systematic validation of assessment practices and judgments.
2. Validation is conducted on a regular basis for each training product in line with the requirements of the Standards (Clause 1.10 & 1.11) and involves industry experts and people external to the particular assessments being validated.
3. All Educators engaged with the RTO are required to regularly participate in validation.
4. Validation outcomes are documented, and results of validation acted upon to bring about improvements to the RTO's training and assessment systems and practices.
5. Where qualifications or assessor skill set from the Training and Education Training Package is being delivered after 1 January 2016, Australian Institute of Science and Technology (AIST) will ensure an Independent Validation of its assessment system, tools, processes and outcomes has taken place in accordance with the requirements of Schedule 2 of the Standards.

Procedures

Plan validation

Refer Standard 1, Clause 1.9, 1.10 and 1.11

Procedure	Responsibility
<p>Develop a plan for validation</p> <ul style="list-style-type: none">• Develop a plan for validation for each item on the RTO's scope of registration using the <i>Validation Plan</i>. This will include:<ul style="list-style-type: none">– When the validation will occur– Which units/modules will be validated– Who will participate in, and lead the validation• A validation schedule is a part of the five-year validation plan. Ensure that each training product must be reviewed at least once in that five-year period., with at least 50% of the training products must be validated within the first three years of each five-year cycle.• Ensure that high risk units or modules, or those that have a high volume are validated more regularly and are validated first. Indicators of risk might include<ul style="list-style-type: none">– the use of new assessment tools– delivery of training products where safety is a concern– the level and experience of the assessor, or– changes in technology, workplace processes, legislation, and licensing requirements.• Ensure that validation processes include at least one person who is not involved in the particular instance of delivery and assessment of the unit/module being validated. For example, this might mean that a trainer/assessor delivering a qualification to a group of class-based students might be involved in the validation of assessments for an online or workplace-based group of students.	VET Manager



Procedure	Responsibility
<ul style="list-style-type: none">Collectively, (in accordance with Clause 1.11) the people validating assessment must have:<ul style="list-style-type: none">Vocational competencies and current industry skills.Current knowledge and skills in vocational teaching and learning; andThe training and assessment qualification or assessor skill set.Industry experts <u>may</u> be involved in validation to ensure there is a combination of expertise and to ensure the assessment system and process:<ul style="list-style-type: none">Produces valid assessment judgmentsEnsures graduates have the skills and knowledge expected by industry.	

Conduct validation

Refer Standard 1, Clause 1.9, 1.10 and 1.11

Procedure	Responsibility
Conduct validation <ul style="list-style-type: none">Conduct validation with relevant people according to the plan.The purpose of validation should be to review the assessment judgments made by the RTO and should be conducted after assessment has been completed.Conduct validation using assessments that have been completed using a random sampling approach (see below).Use the Validation Plan to conduct and record the validation process.Final validation decisions are made by a person who has not directly involved with the delivery and assessment of the training products being validated	Trainers/Assessors
Sampling <ul style="list-style-type: none">To determine a statistically valid sample size you can use an online sample size calculator tool such as: http://www.raosoft.com/samplesize.html https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validationValidation may be conducted for assessment decisions for the relevant unit/module made within the last month, for the last cohort, between two certain dates etc. Sample should include a variety of delivery models and assessment approaches where possible – for example, RPL assessments should be included, assessments from all delivery models from a variety of Educators/assessors etc.	VET Manager



Record and act upon validation outcomes

Refer Standard 1, Clause 1.9, 1.10 and 1.11

Procedure	Responsibility
<p>Continuous Improvement Register</p> <ul style="list-style-type: none">• Completion of validation should be recorded on the <i>Continuous Improvement Register</i>.• Findings and recommendations arising from validation are to be summarised on the <i>Continuous Improvement Register</i>.• Recent validation outcomes and relevant improvements will be discussed at each management meeting.• AIST will decide at a management level whether any actions are to be taken based on recommendations.• Where improvements are to be made to the assessment system, tools or practices based on the outcomes of validation, these improvements are to be recorded on the <i>Continuous Improvement Register</i>.	VET Manager