

THE RTO ASSESSMENT VALIDATION PROCEDURE

1. PURPOSE

- 1.1. This procedure outlines how The College RTO conducts assessment validation to ensure quality assessment is conducted in relation to assessment tools and processes.

2. SCOPE

- 2.1. The Assessment Procedure, including Validation, applies to all staff, (Trainers/Assessors), contractors and consultants working on assessment related activities at The College RTO.

3. VALIDATION

3.1. Preparing the Assessment Validation Schedule

- 3.1.1. The College RTO validates all training courses on its scope of registration at least once every five years. We also ensure compliance with the minimum requirement of validating at least 50% of the training courses within the first three years of each five-year cycle.

3.2. Documenting the Assessment Validation

- 3.2.1. The Assessment Validation Schedule plans regular assessment validation activities conducted on a quarterly cycle. Assessment validation findings are recorded on the Assessment Validation Checklist and outcomes are raised as opportunities for improvement in accordance with the Quality Assurance and Continuous Improvement Policy. This is a systematic approach to address the outcomes from validation events and monitored through to its completion.

- 3.2.2. The Assessment Validation Schedule is a document which identifies:

- The training course which is being validated;
- The date on which the assessment validation will occur;
- Lead validator;
- Participants assisting in the validation activities;
- Summary of completed validation outcomes. This summary is presented to the RTO Operations meeting for actioning.

3.3. Scheduling validation activities

- 3.3.1. The basis for determining when each training course is validated, is informed through the Validation Risk Rating Scale. Each training course is validated in order of its assigned risk rating. Qualifications/units with higher risk ratings are given priority in the order of courses to be validated.

- 3.3.2. The Validation Risk Rating Scale outlines the risk rating criteria and identified risk factors as follows:

Validation Risk Rating Scale

Each qualification/unit is allocated points for each applicable statement as follows:

- Qualification risks identified by the VET regulator/ “*Training Products of Concern*” – 12 points
- Enrolment numbers exceed 20% of The College RTO’s total enrolments for accredited training- 8 points
- New/ superseded qualification/ Unit of Competency – 8 points
- Partner arrangement for assessment – 8 points
- Newly developed assessment tools – 6 points
- Licensing requirements associated with qualification – 6 points
- Majority of students undergoing Recognition of Prior Learning (RPL) in the qualification – 6 points
- Funded qualifications (eg. Smart and Skilled) – 6 points
- New assessor at the RTO – 4 points
- Multiple delivery sites – 4 points
- Includes units subject to changes in technology and workplace processes (e.g. equipment/ resources/ documentation) – 2 points
- Online delivery – 2 points

- 3.3.3. The Validation Risk Rating Scale is reviewed as follows:

- updated when a new training course is added or removed from our Scope of Registration;
- when a Training and Assessment Strategy (TAS) is updated;
- training courses are scheduled for validation 12 months after the training delivery commences;
- Assessment validation activities are to occur each quarter.

4. SELECTING UNITS OF COMPETENCY (UNITS)

- 4.1. The basis for conducting assessment validation is the unit. ASQA recommends validating a minimum of two units of competency within each qualification on our scope of registration. The units included within the assessment validation plan are:

- 4.1.1. two (2) units from each qualification on the explicit scope of registration;
- 4.1.2. two (2) units from each skill set on the explicit scope of registration;
- 4.1.3. each unit listed on the explicit scope of registration.

- 4.2. Where there is commonality of units, the same unit should not be selected across multiple training courses.
- 4.3. Where a unit is included within a clustered assessment design, the unit remains the focus of the assessment validation.

5. RETAINING RECORDS TO SUPPORT FUTURE VALIDATION ACTIVITIES

- 5.1. Student assessment items are retained to ensure that a statistically valid sample size is available for scheduled assessment validation activities. This period of retention may be contrary to what is indicated within The RTO Record Management Policy; however, once the selection of units and training courses is established, arrangements are put in place to ensure that the completed student assessment items are available for the planned future assessment validation activity.

6. SELECTING OR NOMINATING PERSONS TO PARTICIPATE IN ASSESSMENT VALIDATION ACTIVITIES

- 6.1. Assessment validation is undertaken by one or more persons, who are not directly involved in the particular instance of delivery and assessment of the training course being validated. A trainer who delivers the same course, but in a different location teaching a different cohort, can be involved in participating in the assessment validation activity.
- 6.2. If there is any concern that the trainer/assessor may hold bias about the assessments which were conducted, then they should not be included in the assessment validation team. Should a trainer/assessor know they are biased they must excuse themselves from the validation.
- 6.3. Persons selected to conduct assessment validation must collectively hold the vocational competencies and current industry skills relevant to the assessment being validated. Persons must also be competent in training and assessment, i.e. hold the TAE40116 Certificate IV in Training and Assessment. This requirement for both vocational and training and assessment competency must be verified before persons are nominated on the assessment validation plan.
- 6.4. Industry representatives and/or Subject Matter Experts are invited to be a part of the validation team collective. Select members of the relevant Course Advisory Group (CAG) may be invited to participate in the validation in these roles as Subject Matter Experts and/or industry representatives
- 6.5. The composition of an assessment validation team is:
 - 6.5.1. one (1) lead validator who holds the TAE competencies and is experienced at facilitating robust discussions and negotiating consensus;
 - 6.5.2. 1-2 additional validators who hold the required TAE and vocational competencies;

- 6.5.3. one (1) industry representative who is the Subject Matter Expert in the performance of the task relevant to the units.

7. CALCULATING A VALID SAMPLE

- 7.1. Assessment sampling is choosing a statistically valid sample of completed student assessments. The selection of completed student assessment items is informed by using the following criteria:
 - 7.1.1. the assessment work of a range of students in the selected program;
 - 7.1.2. the assessment work of a range of trainer/assessors across different sites; and
 - 7.1.3. the assessment works reflects the diversity of the current delivery model.
- 7.2. The sample size must be large enough that the validation outcomes can be applied to the entire sample applicable to the unit being validated.
- 7.3. When calculating a sample size, the sample size calculator provided by ASQA on their website is used.
- 7.4. When using the calculator, the number of assessment judgements that have occurred for a particular unit over the last 12 month period are entered. The settings relating to the percentage of error (15%) and confidence level (95%) remain at their pre-set levels.
- 7.5. Once the number of sample student assessments are calculated, the assessment records and associated documentation for the nominated students are gathered for evaluation by the validation team.

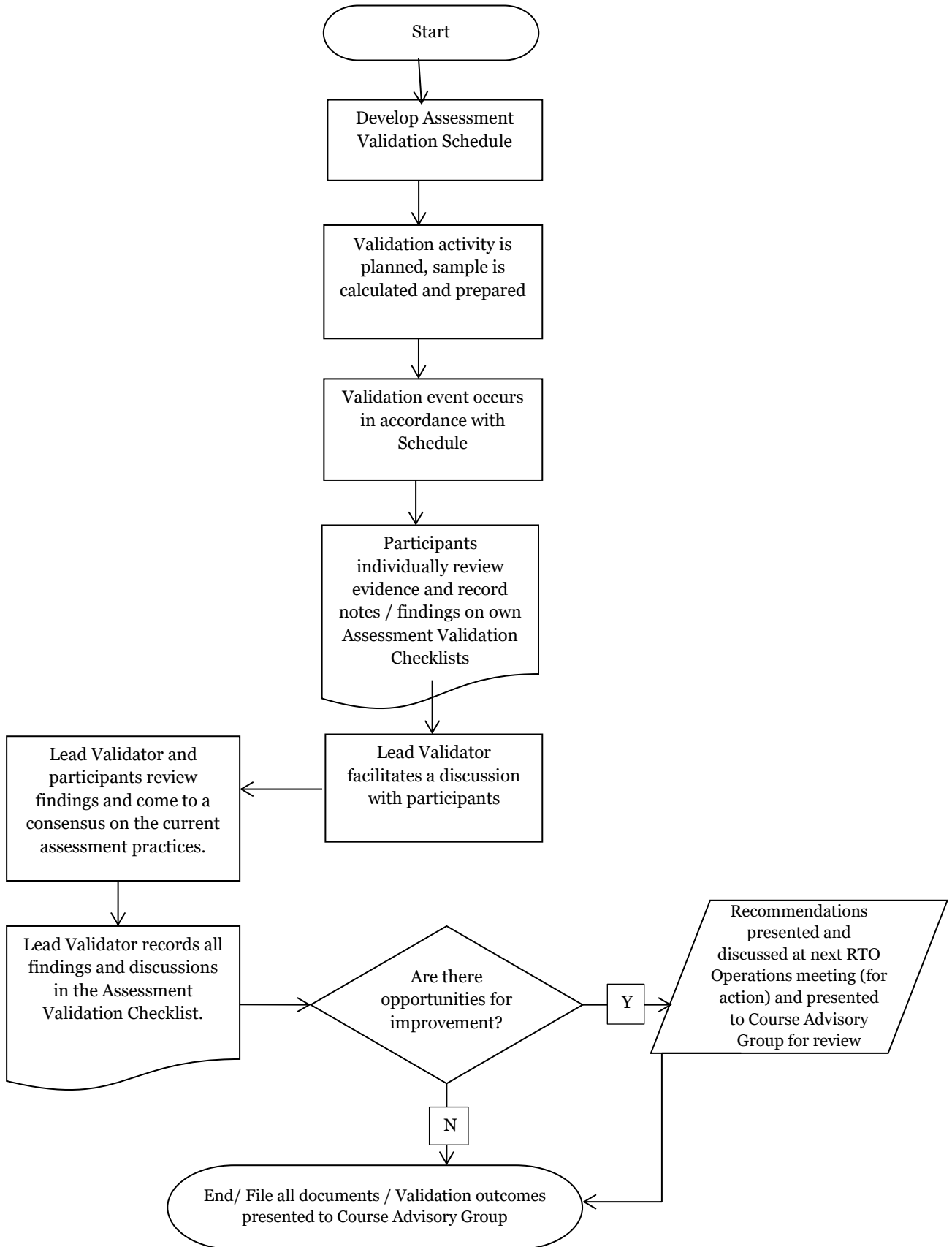
8. PLANNING ASSESSMENT VALIDATION

- 8.1. The College RTO's Assessment Validation Schedule identifies the training courses and units to be validated, the date for the meeting and who is designated to lead and assist with the validation.
- 8.2. The lead validator is responsible for identifying and inviting people to the validation event listed on the schedule.
- 8.3. The lead validator provides the validation team one week prior to the validation event, with:
 - 8.3.1. the complete assessment tool for the unit;
 - 8.3.2. assessment mapping;
 - 8.3.3. Training and Assessment Strategy (TAS);
 - 8.3.4. the unit and its assessment requirements;
 - 8.3.5. available data on completion rates or re-assessment;
 - 8.3.6. selected statistically valid sample of completed student assessment items.

9. CONDUCTING ASSESSMENT VALIDATION

- 9.1. The assessment validation activities are conducted in a face-to-face meeting, or via teleconference.
- 9.2. At the commencement of the meeting, the lead validator provides an outline of the approach being taken and the process to be followed. The lead validator briefs the participants on the use of the assessment validation checklist and the criteria.
- 9.3. The lead validator provides to each participant the assessment tools and resources and an equal number of sampled completed student assessment items.
- 9.4. At the beginning of the activity, participants may be allocated at least an hour to individually review the assessment tools and resources, the training and assessment strategy and their allocated sample of completed student assessment items.
- 9.5. The assessment validation team determines whether the assessment sample is valid, reliable, sufficient, current, and authentic. The Assessment Validation Checklist is used by the validators.
- 9.6. The Assessment Validation Checklist identifies whether the assessment:
 - 9.6.1. complies with training course requirements;
 - 9.6.2. adheres to the principles of assessment, fairness, flexibility, validity, and reliability;
 - 9.6.3. produces valid, sufficient, authentic, and current evidence;
 - 9.6.4. meets industry requirements and reflects real work-based environments;
 - 9.6.5. assesses the right level of difficulty aligned with the skills and knowledge requirements of the unit;
 - 9.6.6. includes assessment instructions which are clearly explained and logically structured;
 - 9.6.7. provides adequate benchmarks for assessment;
 - 9.6.8. identifies areas for improvement.
- 9.7. During the validation meeting, the lead validator facilitates discussion about each point on the Validation Checklist. The lead validator aims to reach group consensus about any recommended outcomes for improvement, and these are documented on the Validation Checklist.
- 9.8. At the conclusion of the validation activity, the lead validator summarises the collective findings on the Validation Checklist.
- 9.9. The validation outcomes will be discussed at the next The College RTO Operations meeting, where any recommended changes are assigned to a team member to action.

10. ASSESSMENT VALIDATION PROCEDURE FLOW CHART



THE RTO ASSESSMENT VALIDATION PROCEDURE

STATUS AND DETAILS

Status	Current		
Version	1		
Effective Date	24 February 2021		
Review Date	24 February 2024		
Approval Policy	The College Senior Management Team		
Governing Authority	Western Sydney University Enterprises Board		
Endorsed by	The RTO Committee		
Unit Responsible	The College Registered Training Organisation		
Enquiries Contact	The College RTO E: rto@westernsydney.edu.au		
Available On	SharePoint	<input type="checkbox"/>	Website <input checked="" type="checkbox"/>
Policy Code	PRO_ACA_002 A		
Policy Category	Academic		
Related Documents, including Legislation/Policies/Procedures	The RTO Assessment Policy The RTO Third Party Agreements Policy and Procedure Standards for Registered Training Organisations (RTOs) 2015		

SUMMARY OF CHANGES FROM PREVIOUS VERSION