**Canberra Institute
of Technology**
RTO Code 0101 | CRICOS No. 00001K

Assessment Validation Procedure

Contents

1. Associated policy

The *Assessment Validation Procedure* has been developed in conjunction with the *Assessment Validation Policy*.

2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

This procedure applies to:

- all nationally recognised training products on the scope of registration, both qualifications and explicit units
- administration staff and educators with responsibilities related to assessment validation.

3. Procedures

Validation of assessment will occur:

- in the design process (pre-delivery validation)
- after delivery (post-assessment validation):
    - as part of the published cycle of post-assessment validation
    - as part of continuous improvement actions arising from feedback from assessors, students, or other stakeholders.

The design or purchase of assessment tools is part of CIT's assessment system under the *Standards for RTOs (*Clause 1.8).

Validation resources will be published internally and accessible to all staff.

3.1 Validity of the assessment system design process (pre-delivery validation)

All assessment resources for new and re-developed training products, whether purchased or designed internally, will be validated:

- during the design process
- prior to first use
- prior to finalisation of the Training and Assessment Strategy (TAS).
    Refer: *Curriculum Development Procedure*
       Amendment to Scope of Registration Procedure

Pre-delivery validation is conducted by Program Services, as part of the assessment system design process, for:

- new TAS documents for the delivery of new courses, including additions to the scope of registration
- new TAS documents, where courses are transitioning to new qualifications and:
    - all non-equivalent units will need to be redeveloped and then validated
    - new courses including where courses are transitioning to new qualifications, and new units, while deemed equivalent, may have changes to assessment conditions
- existing assessment tools modified through a review process

- new assessment tools developed internally
- assessment resources acquired or purchased from a third party, including from other TAFE Institutes.

Refer:

- *Academic Quality Procedure*

- *Amendment to Scope of Registration Policy*

- *Assessment Procedure*

- *TAS Development Policy*

- *TAS Development Procedure*

3.1.1 Pre-delivery validation – new training products

Step	Action	Responsibility
1	Plan pre-delivery validation in consultation with the Head of Department.	Head of Department Program Services
2	Review assessments in conjunction with Education Advisors – Program Services.	Teaching Department Subject Matter Expert (independent of the writing of the assessment)
3	Record outcomes and complete pre-delivery validation report.	Education Advisors – Program Services
4	Update record tracking progress of pre-delivery validation.	Head of Department Program Services

3.1.2   Pre-delivery validation existing training products

Step	Action	Responsibility
1	Plan pre-delivery validation of existing training products in consultation with the teaching team.	Head of Department
2	Review assessments and make planned changes in conjunction with Education Advisors – Program Services.	Teaching Department Subject Matter Expert (independent of the writing of the assessment)
3	Record outcomes and complete pre-delivery validation report.	Teaching team

Step	Action	Responsibility
4	Update record tracking progress of pre-delivery validation for existing training products.	Head of Department

3.2 Validation of the application of assessments (post-assessment validation)

The post-assessment validation is a quality process that evaluates if:

- assessors reached accurate and consistent decisions that resulted in nationally recognised training outcomes
- the collection of valid, sufficient, authentic and current evidence meets the Rules of Evidence
- competency decisions are valid, fair and reliable in accordance with the Principles of Assessment
- assessment validation outcomes and actions are used to inform continuous improvement of assessment.

The validation process provides recommendations for future improvements to the assessment tool, delivery and/or assessment outcomes.

Step	Action	Responsibility
1	**Develop and implement a Post-Assessment Validation Schedule.** Allocate courses and units to be validated post-assessment over a five-year period using a risk approach and all courses on scope are included. Possible risk factors may include: • new courses being offered • overseas delivery • assessment only (RPL) courses • online delivery and assessment • multiple sites and large numbers of educators and assessors • the use of new assessment tools • delivery of training products where safety is a concern • delivery of training and assessment as part of a formal arrangement with a secondary school • level and experience of the educators • change in technology • change in workplace processes	Head of Department Education Quality

Step	Action	Responsibility
	• change to licencing requirements. **Refer:** *ASQA Risk Assessment Framework* and *ASQA Risk Priorities* Provide Heads of Department with a copy of the post-assessment validation schedule at the start of each year. Support Heads of Department through the validation process and scheduled meetings. Quality assure and store all final validation reports. Maintain up to date information and templates on SharePoint for validation of new training products and Post-Assessment Validation.	
2	**Identify units to be validated based on a risk assessment.** Sample a minimum of **2 units of competency** for validations of qualifications typical of the qualification or skill set. *Note: This number may be increased where validation outcomes indicate assessment judgements are not valid.*	Head of Department Education Quality
3	**Appoint Lead Validator** *Note: Validation must be led (Lead Validator) by individuals who were not part of the delivery and assessment being validated. The Lead Validator may be an educator from another teaching department, Head of Department, or a Quality Advisor.*	Head of Department
4	**Identify people involved in Assessment Validation meeting.** *It is a requirement that one or more persons participate in the validation who are not directly involved in the unit's delivery and assessment. This can be an educator from another department or preferably an Industry representative.* *At CIT it is considered good practice to have an industry representative involved in validation.* Ensure the review process is completed by people who collectively hold: a. vocational competence for the training product being validated (evidenced by formal qualifications or demonstrated equivalence) b. current industry skills (evidenced by work in industry, professional development, experience with latest techniques, product knowledge) c. credentials specified in Schedule 1 Standards for RTOs 2015	Lead Validator Heads of Department Educators

Step	Action	Responsibility
	d. current knowledge and skills in VET (evidenced by professional development, current practice). *Note: Above requirements may be met via a team approach whereby one person can demonstrate (a) and (b) and another person is able to demonstrate (c) and (d).* *Note: The exception to this process applies in the case of applications to add any qualification or assessor skill set from the TAE Training Package to the Scope of Registration. Assessment validation of current TAE training products must be carried out by an external, independent validator. They must not:* • *be employed or contracted by CIT to provide training and assessment* • *have any involvement or interest in the operations of CIT.*	
5	**Preparation for Validation** Determine the valid sample of students based on completions in the previous six months and confidence level, to reduce the margin of error. *Note: The sample should be large enough that the validation outcomes of the sample can be applied to the entire set of judgements.* Select students having completed (results UP, F, RG) the same assessment for the unit in the previous 12 months. Export records for students in the sample from the Student Management System (SMS) into MS Excel and save document.	Head of Department Education Quality
6	**Collect assessments for validation** Enter the number of assessment judgements onto the validation report. *Note: This is the total number of assessment judgements made in the training product being validated over a period of at least six months; this aligns with the retention requirements described in ASQA's General Direction—Retention requirements for completed student assessment items.* Populate student details in the **Validation Report.** Customise rows for each assessment tool. Consider the time available for the Validation meeting *Note: approximately two to three hours.*	Lead Validator
7	**Schedule validation meetings** Set dates with educators/assessors for validation meetings for the calendar year.	Head of Department

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Step	Action	Responsibility
	Book and coordinate meetings; advise Head of Department Education Quality of meeting details. Ensure the resources for each unit to be validated are brought to the meetings.	
8	**One week before the meeting:** • prepare the **Validation Report** for each unit/qualification *Note: Where a unit is in multiple qualifications a Validation Report must be prepared for **each** qualification subject to validation.* • email course, unit information and student assessment instructions to stakeholders in preparation for the meeting. • ensure the relevant documents are available on the day, either digital or in hard copy including the following: o completed marked student assessments o assessor Instructions and Educator/Teacher Guide o Unit of Competency (UOC) outline o mapping document o knowledge questions o observation checklists o case studies o project tools o any other Assessment Tools. *Note: If the marked student assessments are not on hand the post-assessment validation cannot proceed.*	Lead Validator
9	**At the Meeting** • use the validation report as a meeting agenda • acknowledge student privacy requirements • review one unit at a time • review all student assessments in the sample • analyse and interpret the assessment task tool, instructions, and conditions for assessment, cross-referencing to the Educator/Teacher Guide • analyse and review the model answers for each task • respond to the questions listed in the Validation Report report • reach agreement and record comments against each criterion and whether improvements are required or why they are not required. Record final recommendations/actions for improvements to assessment	Lead Validator Panel members

Step	Action	Responsibility
	tools/ future assessment judgements and identify any trends or issues that need to be addressed • sign hardcopy version of completed Validation Report after all student files have been validated and the outcomes of the validation are documented • save the Validation Report under the course name and date of validation meeting, using 'National Code Validation ddmmyy'.	
10	**After the meeting** • document the outcomes of the post-assessment validation for the next Course Teams meeting and update the CIP • discuss recommendations with staff members not in attendance at the Post-Assessment Validation meeting.	Head of Department
11	Email the completed **Validation Report** including the SMS report highlighting the names of students whose assessments were validated, to educationquality@cit,edu.au and Head of department Education Quality	Lead Validator
12	Check validation reports and upload to TRIM or return to the Head of Department for further clarification. Confirm completion of Validation Report and ensure education quality administrator uploads **Validation Reports** to TRIM.	Quality Advisors
13	Notify the Senior Education Leaders and Education Design and Delivery Lead where changes are required to curriculum.	Head of Department
14	Facilitate the update of assessment of tasks/tools and other rectifications where required and advise the Senior Education Leader and Education Design and Delivery Lead of the status of completing rectifications.	Head of Department Education Quality
15	Update the validation schedule.	Head of Department Education Quality

4. Supporting Documents

4.1 Legislation/Regulation

• *Standards for RTOs 2015 (Clause 1.8, 1.9-1.12 and 2.2)*
• *Standards for Registered Training Organisations Amendment (VET Workforce Support) Instrument 2024*

4.2 Policy and Procedures

• *Assessment Validation Policy*

- *Assessment Policy*

- *Assessment Procedure*

- *Amendment to Scope of Registration Policy*

- *Industry and Community Engagement (Training and Assessment) Procedure*

- *Privacy Policy*

- *Training and Assessment Strategy Development Policy*

4.3 Related Documents

- Pre-delivery Validation Report

- Quality Review Prior to Adding to Scope of Registration

- Assessment Quality Review template

- Assessor Decision Review

- Validation Report

- *ASQA Fact Sheet Conducting Validation*

- *Users' Guide to the Standards for Registered Training Organisations (RTOs) 2015 Version 2.2 October 2019*

5. Definitions

All terminology used in this procedure is consistent with definitions in the CIT Definition of Terms. Specific definitions relevant to this policy are:

Confidence level	In survey sampling, different samples can be randomly selected from the same population, and each sample can often produce a different confidence interval. Some confidence intervals include the true population parameter; others do not.
	A confidence level refers to the percentage of all possible samples that can be expected to include the true population parameter. For example, suppose all possible samples were selected from the same population, and a confidence interval were computed for each sample. A 95% confidence level implies that 95% of the confidence intervals would include the true population parameter.
Lead Validator	The person charged with the responsibility to co-ordinate and lead validation activities. The lead validator cannot be the educator directly involved in the delivery or assessment being validated.
Margin of Error	The margin of error is a statistic expressing the amount of random sampling error in a survey's results. The larger the margin of error, the less confidence one should

	have that the poll's reported results are close to the "true" figures; that is, the figures for the whole population.
Training Product	An AQF qualification, skill set, unit of competency, accredited short course and module on the Institute's scope of registration. This includes all qualifications but also all explicit units of competency.
Validation	Validation is a quality review process that confirms the assessment system can consistently produce valid assessment judgements. Validation involves checking that assessment tools have produced valid, reliable, sufficient, current and authentic evidence—evidence that allows CIT to make reasonable judgements about whether training product requirements have been met.
Valid assessment judgement	A valid assessment judgement is one that confirms a student holds all the knowledge and skills described in a training product.