## CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>3</td>
</tr>
<tr>
<td>Why Is An Assessment Validation Policy Necessary?</td>
<td>4</td>
</tr>
<tr>
<td>What Does Assessment Validation Involve?</td>
<td>4</td>
</tr>
<tr>
<td>Examples of ‘Best Practice’ Assessment Validation Strategies</td>
<td>5</td>
</tr>
<tr>
<td>Assessment Validation Action Plans</td>
<td>5</td>
</tr>
<tr>
<td>Assessment Validation Meetings</td>
<td>5</td>
</tr>
<tr>
<td>VET Assessment Policy and Procedures</td>
<td>6</td>
</tr>
<tr>
<td>Standardised School Assessment Documentation</td>
<td>6</td>
</tr>
<tr>
<td>Access to Professional Development for VET Teachers</td>
<td>7</td>
</tr>
</tbody>
</table>
VET Assessment Validation Guidelines

Rationale

The key objective of the VET Quality Framework is to provide the basis for a nationally consistent, high quality vocational education and training system. To maintain registration with the National VET Regulator (NVR), Registered Training Organisations must meet the Standards for National VET Regulator (NVR) Registered Training Organisations 2011 (SNR).

Any assessment validation policy, must therefore respond to the:

**SNR Essential Standards for Continuing Registration**, with particular reference to SNR15.

<table>
<thead>
<tr>
<th>SNR 15</th>
<th>The NVR registered training organisation provides quality training and assessment across all of its operations, as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1</td>
<td>The NVR registered training organisation collects, analyses, and acts on relevant data for continuous improvement of training and assessment.</td>
</tr>
<tr>
<td>15.2</td>
<td>Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry.</td>
</tr>
<tr>
<td>15.3</td>
<td>Staff, facilities, equipment and training and assessment materials used by the NVR registered training organisation are consistent with the requirements of the Training Package or VET accredited course and the NVR registered training organisation's own training and assessment strategies and are developed through effective consultation with industry.</td>
</tr>
<tr>
<td>15.4</td>
<td>Training and assessment is delivered by trainers and assessors who:</td>
</tr>
<tr>
<td></td>
<td>a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors; and</td>
</tr>
<tr>
<td></td>
<td>b) have the relevant vocational competencies at least to the level being delivered or assessed; and</td>
</tr>
<tr>
<td></td>
<td>c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and</td>
</tr>
<tr>
<td></td>
<td>d) continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.</td>
</tr>
<tr>
<td>15.5</td>
<td>Assessment including Recognition of Prior Learning (RPL):</td>
</tr>
<tr>
<td></td>
<td>a) meets the requirements of the relevant Training Package or VET accredited course; and</td>
</tr>
<tr>
<td></td>
<td>b) is conducted in accordance with the principles of assessment and the rules of evidence; and</td>
</tr>
<tr>
<td></td>
<td>c) meets workplace and, where relevant, regulatory requirements; and</td>
</tr>
<tr>
<td></td>
<td>d) is systematically validated.</td>
</tr>
</tbody>
</table>

What is Assessment Validation?

Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same standards. Validation strategies may be internal processes with stakeholders’ involvement or external validation with other providers and/or stakeholders. The goal of validation is to ensure that assessment is **valid, reliable and fair** and that decisions are made on the basis of **sufficient and appropriate evidence**. Validation is also a way to ensure that different applications of industry performance criteria or performance benchmarks remain within acceptable limits. Assessment validation is sometimes called assessment moderation.
Why Is An Assessment Validation Policy Necessary?

Validation is an important process that forms part of an assessment quality assurance system. Assessment validation processes are a very supportive mechanism for confirming professional judgement and they provide the opportunity for professional exchange.

An assessment validation strategy can provide assessors with an opportunity to:
- Reach a common understanding of the criteria they are using for the assessment to ensure their approach is consistently applied (reliable)
- Evaluate the technical quality of the assessment tools being used (valid)
- Develop some benchmark performances (examples of what competent performance looks like)
- Discuss issues of concern about the assessment process particularly in relation to fairness and flexibility
- Suggest improvements to the assessment system or processes.

An assessment validation process within an RTO:
- Can increase confidence in RTO standards which allows mutual recognition to work more successfully
- Can help maintain standards when assessment occurs in new locations and contexts such as through part-time traineeships
- Helps ensure that candidates receive fair treatment during the assessment process and value the credentials of the RTO

What Does Assessment Validation Involve?

The main elements of an assessment validation system are:
- Development of validation action plans
- Regular meetings of assessors from each of the VET delivery areas
- Sampling of assessed work
- Maintaining records of the validation system

Other assessment validation strategies that may form part of an assessment validation system are:
- Banks of shared assessment tools & exemplars distributed to VET teachers by the School
- VET Teacher Networks, workshopping half yearly, yearly and trial examinations
- VET teachers maintaining industry currency through attendance at appropriate professional development activities and mentoring Australian School Based Apprentices within industry to ensure consistent understandings of industry competency standards
- Joint marking of assessment tasks where there is more than one teacher of a VET course
- VET teachers participating in HSC marking
- Use of commercially available assessment tools eg Training Package support materials and VETASSESS
- Use of student feedback to monitor and improve assessment processes and tools
- Mentoring of new teachers
- RTO Reviews that examine samples of School assessment tools
What is the responsibility of the School, RTO Manager, VET Coordinator and VET teachers regarding Assessment Validation?

The school must be able to provide evidence of all assessment validation strategies used by teachers. Assessment validation should be considered as part of the whole school’s assessment policy and practices, particularly as they apply to VET courses.

The RTO Manager, VET Coordinator and VET teachers working together are responsible for the assessment validation system. The main elements of an assessment validation system are:

- Development of VET Assessment Validation Action Plans as part of VET Assessment Policies and Procedures
- Regular meetings of assessors from each of the VET areas
- Sampling of assessed work
- Maintaining records of the validation system and strategies for RTO audit purposes

Many activities that assessors currently engage in, such as network meetings may be documented and form part of the validation strategy.

Examples of ‘Best Practice’ Assessment Validation Strategies

Assessment Validation Action Plans

An assessment Validation Action Plan should identify:

- When validation meetings are to occur
- How the procedure for validation is to be conducted
- What units of competency are to be included
- What percentage of assessed work is to be scrutinised
- What other strategies are used by teachers to support assessment validation

Assessment Validation Meetings

Assessment validation meetings should take place at least twice per year. Early in the year the focus of meetings could be to discuss assessment plans, tasks, tools, evidence guides. Later in the year, after assessments have been conducted, the focus would shift to look at candidates’ performances and assessment judgements.

There are a number of contexts in which Assessment Validation Meetings may occur:

- As part of regional VET networks
- Within scheduled VET faculty meetings, particularly where there are a number of teachers delivering the same VET course
- As part of VET Professional Development activities
- VET Assessment Validation Meetings convened specifically for the purpose of carrying out assessment validation

The aim of validation meetings is to provide the opportunity for VET teachers to:

- Discuss the assessment methods and tools they have used
- Discuss the assessment decisions they have made
- Scrutinise the evidence that has been presented by candidates
- Check that there has been consistent interpretation of the standards in both the design of the instrument and the judgement made
- Discuss other aspects of the assessment process
Validation before assessment takes place concentrates on the:

- Assessment plan
- Design of assessment activities
- Evidence guides and assessment tools
- Benchmarks against which learner performance is to be assessed

Validation after assessment concentrates on:

- The assessment task and the assessment process
- Learner performance
- The assessment decision that has been made
- Reporting and record keeping
- Using the validation process for modifications for future VET assessment

**VET Assessment Policy and Procedures**

The RTO has developed a Teacher and Student Manual outlining VET Assessment Policies and Procedures. Such Policies and Procedures are an essential feature of a consistent approach to VET Assessment. The manuals inform VET students and teachers of all aspects of their VET Assessment. Areas covered include:

- Relationship to the School’s overall assessment policy and procedures for senior students
- The nature of VET Assessment and VET Assessment Tasks
- Individual Training Plans for Australian School Based Apprentices (SBATs)
- AQF Certification
- Assessment Guidelines
- Assessment Methods and the Collection of Evidence
- Student Rights and Procedures for VET Assessment (including access to RPL & Appeals)
- How VET Assessment is Recorded
- HSC Examination (where applicable)
- Individual VET Course Assessment Schedules or Plans

(NB: Assessment Schedules or Plans for VET can not be as rigid or structured as they may be for other HSC courses)

**Standardised School Assessment Documentation**

The use of standardised documentation by all VET teachers within the RTO assists teachers to achieve consistency in assessment practices. Examples of documentation that are standardised include:

- Assessment Notification to Students
- Assessment Task Cover Sheets
- Scope & Sequence for Delivery of Individual VET Courses
- Pro Formas for the Design of Assessment Tasks
Access to Professional Development for VET Teachers

A key factor in providing VET teachers with the skills and knowledge required for achieving confidence in their VET assessment decisions is the appropriate and adequate provision of professional development opportunities. In particular, VET teachers require access to opportunities to maintain their industry currency. The most important way for most VET teachers to maintain adequate contact with the industries within which they are training and assessing is through their involvement with mentoring students on workplacement. VET teachers must be involved in all aspects of their students’ workplace training eg:

- Decisions regarding the appropriate choice of employers for students
- Negotiations with employers regarding suitable training and assessment activities whilst students are on workplacement
- Visits to the workplace for the purposes of carrying out direct observation activities associated with the collection of assessment evidence

VET teachers should document all such activities for the purposes of providing evidence of industry currency and assessment validation.

How does assessment validation fit within the existing processes of RTO review?

Assessment Validation processes and procedures must comply with the Standards for NVR Registered Training Organisations. At the school, RTO Self Assessments are conducted annually. The RTO Site Audit requires teachers to provide evidence of Assessment Validation strategies being used. Teachers should use these VET Assessment Validation Guidelines as well as BOS Industry Curriculum Frameworks Syllabus Documentation and the RTO VET Delivery Guide to assist with this provision of evidence.