Assessment Validation and Review Policy and Procedures

1 Rationale

Validation is concerned with quality review and is a process to ensure quality, consistency and fit for purpose of assessment.

Validation of assessment is a process for ensuring that the way a unit of competency is assessed, and the evidence collected through these assessments, is consistent with the requirements of the unit or group of units, of competency and of industry. It includes validating the:

- assessment process;
- assessment tools and instruments;
- evidence collected using tools and instruments;
- interpretation of that evidence to make a judgement of competence in relation to the same unit(s) of competency.

Assessment validation and review is necessary to meet VET Quality Standards - Assessment including Recognition of Prior Learning (RPL) is systematically validated.

2. Aim

The purpose of this policy is to describe the procedures for Ozford College of Business to ensure that assessments are validated and reviewed in compliance with the VET Standards.

Assessments should:

- Have clear, documented evidence of the procedures for collecting, assessing, judging and recording outcomes, i.e. to help improve the consistency.
- Have evidence of content validity, i.e., whether the assessment task(s) as a whole, represents the full range of knowledge and skills specified within the Unit(s) of competency.
- Reflect work-based contexts, specific enterprise language and job-tasks and meets industry requirements.
- Adhere to the literacy and numeracy requirements of the Unit(s) of Competency.
- Be designed to assess a variety of evidence over time and contexts.
- Be designed to minimise the influence of extraneous factors i.e., factors that are not related to the unit of competency on candidate performance.
- Have clear decision making rules to ensure consistency of judgments across assessors as well as consistency of judgments within an assessor.
- Have a clear instruction on how to synthesise multiple sources of evidence to make an overall judgment of performance.
- Have evidence that the principles of fairness and flexibility have been adhered to.
- Be designed to produce sufficient, current and authentic evidence.
- Be appropriate in terms of the level of difficulty of the task(s) to be performed in relation to the skills and knowledge specified within the relevant unit(s) of Competency.
- Outline appropriate reasonable adjustments that could be made to the gathering of assessment evidence for specific individuals and/or groups.
- Adhere to the Ozford’s assessment policy.
3. Definitions

Validity is concerned with the extent to which an assessment decision about a candidate, based on the performance by the candidate, is justified. It requires consideration of the conditions that weaken the consistency of decision making, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence.

Validation means confirming that something is fit for a purpose, and in this context an RTO should validate its assessment strategies by:

- reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency standards, at least annually
- document any action taken to improve the quality and consistency of assessment

Validation may occur:

- Pre-assessment to validate assessment strategies and tools
- Post-assessment to validate assessment outcomes, this is usually referred to as assessment moderation

The term 'moderation' is used in this context to describe the process by which assessment tools, process and judgments are validated. If the moderation process does not validate the assessment processes, tools, outcomes, then actions to be taken to improve the quality and consistency of assessment need to be documented.

4. General Policy

4.1 Ozford College of Business will ensure that all assessments (including RPL and CT):
- Comply with the assessment guidelines
- Lead to the issuing of a statement of attainment or qualification under the AQF where applicable
- Are valid, reliable, fair and flexible
- Provide applicants with all information relative to the context, purpose and process of the assessment
- Where relevant, focus on the application of knowledge and skill to the standard of performance required and cover all aspects of performance, including task skills, task management skills, contingency management skills and job role environment skills
- Provide for the evaluation of sufficient evidence
- Provide for feedback to the applicant for the outcomes of the assessment and guidance on future options/appeal procedures in relation to those outcomes
- Are equitable for all persons taking account of individual needs
- Provide for reassessment on appeal

4.2 Assessment strategies will be reviewed on a regular basis by the VET Coordinator, Trainers qualified/experienced in the area of study. Student and industry feedback (where appropriate) relating to the assessment strategies are actively sought and taken into consideration as a standard continuous improvement process.

5. Learning and assessment strategies

5.1 Ozford College of Business has developed and implemented learning and assessment strategies for each Training Package qualification and units of competency within its scope of registration.
5.2 These learning and assessment strategies will be reviewed at least annually to ensure relevance to industry.

5.3 Ozford College of Business will ensure that in developing, adapting or delivering training/assessments:

- It will identify the methods to identify learning needs
- The requirements of the Training Package are met
- Transition to reviewed Training Packages occurs within 12 months of their publication
- Core and elective units are identified
- Customisation/contextualisation meets the requirements of the Training Package and Purchasing Guide
- Industry, client and staff feedback is incorporated into the process using information collected via the respective processes established by Ozford.

5.4 The VET Coordinator and Manager Academic Programs are responsible for reviewing learning and assessment strategies to ensure compliance with the above at least on an annual basis.

6. Validation Processes

Validation requires assessors to meet – physically or virtually – every semester to discuss and confirm that assessments (including RPL and CT):

- meet the requirements of the endorsed components of Training Packages and the outcomes specified in the course/units of competency
- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
- are valid, reliable, fair and flexible
- provide for applicants to be informed of the context and purpose of the assessment and the assessment process
- focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including dimensions of competency
- involve the evaluation of sufficient evidence to enable judgments to be made about whether competency has been attained
- Check whether the judgment was too harsh or too lenient by reviewing samples of judged candidate evidence against the:
  1. Requirements set out in the Unit(s) of Competency;
  2. Benchmark samples of candidate evidence at varying levels of achievement (including borderline cases); and the
  3. Assessment decision making rules specified within the assessment tools.
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes
- are equitable (link to equity groups and assessment) for all persons, taking account of individual needs relevant to the assessment
- provide for reassessment on appeal

7. Conducting the Session:

- Explain the aim of the validation exercise and highlight links with RTO functions and Training and Assessment Strategies
- Examine related assessment tools- review processes of tolls and rules of assessment consistent with training package requirements
- Examine related training resources – Map to the unit and performance criteria to ensure consistency with training package requirements
• Ensure all sections of the validation form are completed and signed by all participants who partake in the assessment validation meeting
• Always refer to the rules of assessment as a guiding principle- validity, reliability, sufficiency and fairness

8. Collecting Feedback:

• Discuss the issues identified during the validation session
• Discuss appropriate corrective actions
• Identify if:
  1. Aims of the validation process have been achieved
  2. Sample assessments/resources reflected in the relevant Training and Assessment Strategy and the relevant Training Package
• Discuss what everyone learnt from the Validation Session

9. Review of Results:

• Identify
  1. What was done well (assessment/resource meets required standard)
  2. Areas of improvement (assessment/resource do not comply with standards)
• Map/record compliant and non-compliant activities of current assessment process and/or resource appropriateness and make suggestions for improvement
• Collate results against each action item

10. Reporting:

Finding is reported to VET Coordinator and/or Manager Academic Programs who:

  1. Signs off to acknowledge receipt of recommendations
  2. Assess extent of changes required
  3. Implements new processes via the continuous improvement log
  4. Update DAP, learning materials and/or assessments based on feedback
  5. Report on outcomes to all Staff

PLEASE NOTE

At all stages of the validation process it is critical to consider the response of the assessors whose work is the subject of the validation exercise.

All times these assessors should be consulted to reiterate the purpose of the Validation Exercise. That is, its focus on the processes and not the individual.
Assessment Validation Tool

Date of validation session:

Qualification / Course code:

Qualification / Course title:

Organization name and address:

This session validates:
- [ ] Assessment tools
- [x] Assessment process  (Including evidence gathered and judgments made)
- [ ] Full Qualification
- [ ] Individual unit/units
- [ ] Integrated units

Validation team (In attendance at session)

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Units of competency being validated:

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1. Briefing on unit/units and resources:

Person validating briefs all present on how they train and assess, resources available and target clients

- Team briefed on qualification and units, and common understanding of unit requirements
- Team briefed on delivery and assessment methods
- Team is briefed and shown resources for training and assessment
- Client/target group is described
- Assessment procedure explained
- Team briefed on how the candidate is informed of assessment decisions

Detail any recommendations for improvements or changes:

2. Assessment tools examined to ensure that they

- Cover relevant unit/s of competence elements and performance criteria requirements
- Address required knowledge and skill
- Address the evidence guide including any critical aspects of assessments in the unit/s.
- Covers dimension of competence
- Cover employability skills
- Have a list of anticipated answers for underpinning questions asked
- Takes advantage of historic/integrated assessment
- Links to the organization’s assessment strategies for this qualification
- Can be contextualised for clients and individual needs
- Covers OH&S requirements of the unit and any industry requirements
- Cover any literacy/numeracy and proof reading requirements of the unit
- Meets organisation templates styles
- Contains version details and the dates of versions (indicated currency)
- Includes observations an assessment method (if required in the evidence guide)
- Contain instructions to the candidate (indicates reliability)
- Contain instructions to assessors (indicates consistency)

Recommendations for improvements or changes:

3. Assessment practices examined to ensure that they meet the

Principles of assessment:
- Valid (Assessment relates to the training package unit/s of competence and assessment strategy)
- Reliable (Able to be used by any assessor across a range of settings and contexts and is likely to produce consistent results)
- Flexible (Can be delivered on/off the job, suitable times for the candidate, offering RPL)
- Fair (Reasonable adjustments made, contextualised to suit characteristics of individual candidates)
- Is the assessment task/s Appropriate to demonstrate competency at AQF level and

Rules of evidence:
- Valid (Evidence collected meets the training package and unit of competence requirements)
- Sufficient (Is there enough evidence collected to make a decision or judgment for competence?)
- Current (Evidence has been collected within a reasonable timeframe relative to the learning or RPL)
- Authentic (Can this be proven that this is the candidates own work?)

Recommendations for improvements or changes:
4. **Certificates issued:**

- Meet the current AQF design requirements
- Contain Employability Skills Statement
- Contain apprenticeship or government funded statement (where applicable)
- Clearly indicate whether or not they are a full qualification or statement of attainment
- Lists all units of competence achieved

Recommendations for improvements or changes:

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5. **Validation checked by Manager Academic Programs and VET Coordinator**

- Recommendations for improvement forwarded to continuous improvement meeting for action

- **Trainer name:**

- **Trainer signature:**

- **Date:**

- **VET Coordinator name:**

- **VET Coordinator signature:**

- **Date:**

- **Manager Academic Programs name**

- **Manager Academic Programs signature**

- **Date:**

- **Industry Consultant name:**

- **Industry Consultant signature:**

- **Date:**

**Comments:**