



OXFORD COLLEGE OF BUSINESS
RTO No: 21442 CRICOS No. 02573B

Training and Assessment Validation and Review Policy

1. PURPOSE

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

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 meet 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 Oxford's assessment policy.

2. SCOPE

This procedure will apply to all staff, contractors and students involved in the assessment of VET courses.

3. POLICY

3.1 Oxford College of Business implements comprehensive training and assessment strategies for all accredited VET courses (training products) on its scope of registration that are responsive to industry and learner needs and meet AQF, Licensed or regulated outcome (if applicable) and training package or VET accredited course requirements.

3.2 Oxford College of Business will ensure that all assessments (including RPL):

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Version: January 2016 © OXFORD

Last update and implemented: January 2017 To be reviewed: January 2018

- 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.

- 3.3 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.
- 3.4 Ozford has implemented a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of its training and assessment strategies, practices and resources and the current industry skills of its trainers and assessors involved with delivery of training products.
- 3.5 Ozford implements a plan for ongoing systematic validation of assessment practices and judgments that includes for each training product on the scope of registration:
- when assessment validation will occur;
 - which training products will be the focus of the validation;
 - who will lead and participate in validation activities; and
 - how the outcomes of these activities will be documented and acted upon.
- 3.6 Each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the scope of registration, including those risks identified by the VET Regulator (ASQA).
- 3.7 The validation of Ozford's assessment practices and judgments is undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:
- vocational competencies and current industry skills relevant to the assessment being validated;
 - current knowledge and skills in vocational teaching and learning; and
 - the training and assessment qualification or assessor skill set

3. DEFINITIONS

Assessment

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the *Principles of Assessment* and the *Rules of Evidence*.

An assessment system includes grievances and appeals process, validation systems and processes, moderation, reporting/recording arrangements, acquisition of physical and human resources, administrative procedures, roles and responsibilities, partnership arrangements (where relevant), quality assurance mechanisms, risk management strategies and documented assessment processes.

Competency

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Independent validation

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

- are not employed or subcontracted by Ozford to provide training and assessment; and
- have no other involvement or interest in Ozford's operations.

Principles of assessment are that the assessment approach is fair, Flexible, valid and reliable.

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner's needs; • recognising competencies held by the Learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations • judgement of competence is based on evidence of learner performance that is aligned to the unit(s) of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of evidence are that the evidence collected is valid, sufficient, authentic and current.

Validity	The assessor must be assured that the learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements
Sufficiency	The assessor must be assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor must be assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Training and assessment strategies and practices

Training and assessment strategies and practices are the approach and method adopted with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Validation

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments 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.

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.

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.

5. Training and Assessment strategies

5.1 Ozford College of Business develops and implements comprehensive training and assessment strategies for all accredited VET courses (training products) on its scope of registration that are responsive to industry and learner needs and meet AQF, Licensed or regulated outcome (if applicable) and training package or VET accredited course requirements. The strategies are detailed in the Delivery and Assessment Plan (DAP) for each course which has regard to:

- The existing skills, knowledge and the experience of the learner or cohort of learners
- The mode(s) of delivery
- Where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification
- Needs of industry and industry engagement information and feedback.

- 5.2 Ozford has implemented strategies for industry engagement that include:
- partnering with local employers and relevant industry bodies;
 - involving employer nominees in industry advisory committees and/or reference groups;
 - networking with industry networks, peak bodies and/or employers;
 - developing networks of relevant employers and industry representatives to participate in assessment validation; and
 - exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.
- 5.3 Ozford systematically uses the outcome of that industry engagement to ensure the industry relevance of:
- its training and assessment strategies, practices and resources; and
 - the current industry skills of its trainers and assessors involved with delivery of training products.
- 5.4 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.
- 5.5 Ozford systematically evaluates and uses the outcomes of the evaluations to continually improve training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected, validation outcomes, client, trainer and assessor feedback and complaints and appeals. The VET Coordinator, Faculty Coordinator Accounting/Business/IT and Manager Academic Programs are responsible for reviewing training and assessment strategies at least on an annual basis.
- 5.6 Ozford systematically monitors training and assessment strategies and practices through its quality review processes to ensure regulatory and funding requirements are met.
- 5.6 Where an accredited VET courses (training products) on its scope of registration is superseded, a transition process is completed and a replacement training product prepared and registered within a period of one year from the date the replacement training product was released on the National Register.

6. Internal Validation Processes

- 6.1 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:
 - Requirements set out in the Unit(s) of Competency;
 - Benchmark samples of candidate evidence at varying levels of achievement (including borderline cases); and the
 - 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 .

6.2 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 tools 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.

6.3 Collecting Feedback:

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

6.4 Review of Results:

- Identify
 - What was done well (assessment/resource meets required standard)
 - Areas for 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.

6.5 The findings are reported to VET Coordinator and /or Manager Academic Programs who:

- Sign off to acknowledge receipt of recommendations
- Assess extent of changes required
- Implement new processes via the continuous improvement log
- Update DAP, learning materials and/or assessments based on feedback
- Report on outcomes to all Staff.

7. INDEPENDENT VALIDATION PROCESSES

7.1 Ozford has developed and implemented an independent validation plan which ensures that each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the scope of registration, including those risks identified by the VET Regulator (ASQA). The plan covers:

- when assessment validation will occur;
- which training products will be the focus of the validation;
- who will lead and participate in validation activities; and
- how the outcomes of these activities will be documented and acted upon.

7.2 For independent validation, the VET coordinator/Faculty Coordinator Accounting/Business/IT will source one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated;
- current knowledge and skills in vocational teaching and learning; and
- the training and assessment qualification or assessor skill set

For the independent validation of AQF qualifications or the assessor skill set from the Training and Education Training Package (or its successor), the VET coordinator one or more persons who collectively have:

- a) current knowledge and skills in vocational teaching and learning; and
- b) the training and assessment qualification or assessor skill set at least to the level being validated.

7.3 For the Training and Education Training Package (or its successor), the validation will cover

- the RTO's assessment tools, processes and outcomes in relation to other AQF qualifications and/or units of competency on its scope of registration, as directed by the VET Regulator; and
- the assessment system to be adopted in the delivery of the training and assessment qualification or assessor skill set.

For the delivery and assessment of an AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the validation will cover:

- the assessment system for delivery of the training and assessment qualification or assessor skill set; and
- the RTO's assessment tools, processes and outcomes in relation to the training and assessment qualification or assessor skill set.

7.4 Outcomes of independent validation plan are to be documented and acted upon as a part of the annual training product reviews.

Assessment Validation Tool

Date of validation session:

Qualification / Course code:

Qualification / Course title:

Organisation name and address:

This session validates:

- Assessment tools
- Assessment process (Including evidence gathered and judgments made)
- Full Qualification
- Individual unit/units
- Integrated units

Validation team (In attendance at session)

Name	Position	Organisation	Signature

Units of competency being validated:

Unit Code	Unit Title

1. Briefing on unit/units and resources:

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

- Teamed 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:

This section will be reviewed when validation tools are discussed with training manager

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: