

## VALIDATION POLICY

### INTRODUCTION

The purpose of the Validation Policy and Procedure is to ensure that assessment tasks are valid, flexible, reliable and fair, and that decisions are made on the basis of sufficient and appropriate evidence.

JMD Business Institute t/a State Institute of Training (SIT) has developed this policy and procedure to:

Comply with the requirements of Standards for RTO 2015 - Standard 1 Clause 1.1 - 1.4, 1.5 – 1.6, 1.8 - 1.12, 1.25, 1.26-1.27, Standard 2 Clause 2.2

The policy is applicable to all qualifications on scope of SIT. All Staff and any third party acting on behalf of SIT will be covered under this policy.

### POLICY

SIT has a Validation Plan , and will implement, systematic validation of assessment practices and judgments.

Validation will be conducted on a regular basis (prior to implementation of assessment tools and post implementation) for each training product in line with the requirements of the Standards (Clause 1.10 & 1.11) and involves industry experts and people external to the particular assessments being validated.

All Educators engaged with the SIT are required to regularly participate in validation. As and when required SIT will engage external validators for an independent feedback on the assessment tools.

Validation outcomes are documented and results of validation acted upon to bring about improvements to the RTO's training and assessment systems and practices.

Where qualifications or assessor skill set from the Training and Education Training Package is being delivered after 1 January 2016, SIT will ensure an Independent Validation of its assessment system, tools, processes and outcomes has taken place in accordance with the requirements of Schedule 2 of the Standards.

Standard 1, Clause 1.9, 1.10 and 1.11

#### **Develop a plan for validation**

- Develop a plan for validation for each item on the RTO's scope of registration using the *Validation Plan*.

This will include:

- When the validation will occur
- Which units/modules will be validated
- Who will participate in, and lead the validation
- A validation schedule is a five-year plan. Ensure that each training product must be reviewed at least once in that five-year period., with at least 50% of the training products must be validated within the first three years of each five-year cycle.
- Ensure that high risk units or modules, or those that have a high volume are validated more regularly and are validated first. Indicators of risk might include

- the use of new assessment tools
- delivery of training products where safety is a concern
- the level and experience of the assessor, or
- changes in technology, workplace processes, legislation, and licensing requirements.
- Ensure that validation processes include at least one person who is not involved in the particular instance of delivery and assessment of the unit/module being validated. For example, this might mean that a trainer/assessor delivering a qualification to a group of class-based students might be involved in the validation of assessments for an online or workplace based group of students.

### Procedure

Collectively, (in accordance with Clause 1.11) the people validating assessment must have:

- Vocational competencies and current industry skills.
- Current knowledge and skills in vocational teaching and learning; and
- The training and assessment qualification or assessor skill set.

Industry experts may be involved in validation to ensure there is a combination of expertise and to ensure the assessment system and process:

- Produces valid assessment judgments
- **Ensures graduates have the skills and knowledge expected by industry.**

### Conduct validation

Refer Standard 1, Clause 1.9, 1.10 and 1.11

- Conduct validation with relevant people according to the plan.
- The purpose of validation should be to review the assessment judgments made by the RTO and should be conducted after assessment has been completed.
- Conduct validation using assessments that have been completed using a random sampling approach (see below).
- Use the *Validation Tool* to conduct and record the validation process.
- **Final validation decisions are made by a person who has not directly involved with the delivery and assessment of the training products being validated**

### Sampling

- To determine a statistically valid sample size you can use an online sample size calculator tool such as: <http://www.raosoft.com/samplesize.html>  
<https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation>

Validation may be conducted for assessment decisions for the relevant unit/module made within the last month, for the last cohort, between two certain dates etc. Sample should include a variety of delivery models and assessment approaches where possible – for example, RPL assessments should be included, assessments from all delivery models from a variety of Educators/assessors etc.

### **Record and act upon validation outcomes**

Refer Standard 1, Clause 1.9, 1.10 and 1.11

#### **Validation Register**

- Completion of validation should be recorded on the *Validation Register*.
- Findings and recommendations arising from validation are to be summarised on the *Validation Register*.
- **Recent validation outcomes and relevant improvements will be discussed at each management meeting.**

#### **Actions and improvements**

- SIT will decide at a management level whether any actions are to be taken based on recommendations.
- Where improvements are to be made to the assessment system, tools or practices based on the outcomes of validation, these improvements are to be recorded on the *Continuous Improvement Register*

#### **Management Action and Responsibility**

Academic Manager is responsible for overall implementation of this policy.

The trainers and assessors will support the academic manager to organize and complete the validation process according to the schedule. CEO holds the overall authority to approve this policy.

#### **Definitions**

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

- ‘Are not employed or subcontracted by SIT to provide training and assessment
- ‘Have no other involvement or interest in the operations of the RTO.’<sup>1</sup>

**Standards** means the Standards for Registered Training Organisations (RTOs) 2015

**Training Product** means AQF qualification, skill set, unit of competency, accredited short course and module.

**Validation** is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET

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<sup>1</sup> Quoted from: Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015*. Accessed on January 5, 2015, from [http://www.asqa.gov.au/verve/resources/Users\\_Guide\\_to\\_the\\_Standards\\_for\\_Registered\\_Training\\_Organisations\\_RTOs\\_2015.pdf](http://www.asqa.gov.au/verve/resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf)

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.<sup>2</sup>

## Legislative Context

### The legislative base for this policy is as follows:

- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations 2015
- VET Student Statistical Collection Guidelines
- Student Identifiers Act 2014
- Equal Opportunity Act 1995
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005

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<sup>2</sup> Quoted from: Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from [http://www.asqa.gov.au/verve/resources/Users\\_Guide\\_to\\_the\\_Standards\\_for\\_Registered\\_Training\\_Organisations\\_RTOs\\_2015.pdf](http://www.asqa.gov.au/verve/resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf)