



Australian Leading Institute of Technology

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No.4.1.11: Validation Policy and Procedure

Policy Context

This policy relates to:	
Registration Manager	Australian Skills Quality Authority (ASQA)
Conditions of Registration	VET Quality Framework (VQF)
Codes and Standards	Standards for RTOs 2015 – Standard: 1.9; 1.11; 1.25; 2.2(b);
Legislation or other requirements	National Vocational Education and Training Regulator Act 2012

Purpose

The purpose of this Validation Policy and Procedure for ALIT is to ensure that assessment tasks are valid, flexible, reliable and fair, and that decisions are made based on sufficient and appropriate evidence. Validation is conducted on a regular basis for each training product in line with the requirements of the Standards (Clause 1.9, 1.10 & 1.11) and involves industry experts and people external to the assessments being validated.

Objective

The objective of this Policy and Procedure for is to ensure that ALIT has:

- a policy and procedures for validation.
- A plan for validation for each training product

Scope

This policy is applicable on the following stakeholders:

- ALIT Staff
- External validator as required

General Processes

1. Validation Activities

- Review of the assessment resources after students use the tools and methods
- Implement improvements to the assessment resources when systematic reviews and feedback has been completed and received

2. Validation Documents

Validation Strategy

- tells us what we are going to do and when we are going to do it

Assessment Validation Template

- this is one that we use when we are developing a new course or qualification.
- we use it mostly in our work with other ALITs to help them ensure their assessment planning is correct from the very beginning of their planning.
- it is a good overview of what elements to focus on when validating.

Assessment Validation

- what we use to check out assessment documents after we have done some assessment

Validation Review Report

- what we use to summarise our findings during an assessment validation review

Validation Action Plan

- what we use to plan how we are going to 'fix' any of the things we find that need 'fixing' - this is really the thing that drives our continuous improvement in this area.

Systematic Validation

Systematic validation of an ALIT's assessment practices and judgements 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:

- on or prior to 31 March 2019:
 - vocational competencies and current industry skills relevant to the assessment being validated
 - current knowledge and skills in vocational teaching and learning

- the training and assessment credential specified in Item 1, or Item 2, or Item 4, or Item 5 of Schedule 1.
- on or after 1 April 2019:
 - vocational competencies and current industry skills relevant to the assessment being validated
 - current knowledge and skills in vocational teaching and learning
 - the training and assessment credential specified in Item 2 or Item 5 of Schedule 1.

3. Independent Validation

Note: Institute is not delivering any training product related to training and education at the moment, so this is not required by the ALIT.

Independent validation of assessment is important for ensuring quality assessment outcomes that are consistent and meet industry expectations.

To deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the ALIT must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation).

ALIT engages in independent validation of assessment. Independent validation means that the validation is carried out by a validator or validators who are not employed or subcontracted by ALIT to provide training and assessment and have no other involvement or interest in the operations of ALIT.

Independent validation of assessment is a process that ensures that assessment practices are appropriate to the outcomes of training, are consistently applied, meet standards for assessment, and are aligned with industry and training package requirements for units of competency.

5. Key aspects of assessment

The key aspects of assessment that are reviewed through ALIT's validation processes are:



6. Independent opinion and feedback

Independent validation of assessment is undertaken by individuals or agencies that are independent of ALIT. It typically involves experts in education and assessment, but may also involve industry representatives, other registered training organisations and specialist assessors.

The benefits of an independent process for assessment validation include:

- Maintain a compliant validation plan
- Assessment does address all requirements of the training product
- Assessment does gather sufficient valid assessment when conducted in a workplace
- Adequate exposure to workplace conditions, including appropriate simulated environments
- Assessment activities conducted using required resources
- Using practical assessment
- Issues relating to authenticity of assessment, particularly in distance and online delivery are resolved.

7. Validation Plan

ALIT has implemented a Validation Plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on ALIT's 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.

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, considering the relative risks of all the training products on ALIT's scope of registration, including those risks identified by ASQA.

ASQA may from time to time determine specific training products that must have attention paid. This advice is published to www.asqa.gov.au

ALIT's validation schedule reflects its current scope of registration always, with the validation schedule adjusted each time a new training product is added.

Steps involved in ALIT's validation plan: (Refer Standard 1, Clause 1.9, 1.10 and 1.11)

- a. Complete validation schedule
- b. Scheduled validation day
- c. Validation of assessment records
- d. Validation recommendation and action Implementation

Procedures

	Procedure Steps	Responsibility	Reference
Table 1: Steps for Planning the Validation Process			
1	Establish five years assessment validation schedule	CEO with trainers and assessors	The schedule should be developed for five years period and based on a 'risk assessment' approach.
2	Identify independent parties to be involved in the process	Management, Assessors, CEO	<p>Selection would depend on what units/qualification are being validated.</p> <p>Internal and independent parties <i>must</i> be involved and listed in the schedule.</p> <p>This may involve students, trainers/assessors, industry representatives, professional association representatives, assessor networks, small and large</p>

			businesses or other relevant independent parties.
3	Plan the validation activities	CEO	Ensure it includes random selection of evidence for validation.
4	Inform relevant independent parties of validation requirements	CEO	This involves invitations being extended to all relevant independent parties. Include an explanation about their roles and responsibilities.
5	Review information already on file that has been gathered by others over time.	CEO	This is information provided by independent parties that have answered the questions in an ongoing/systematic way.
6	Ensure activities are undertaken and documented	CEO with trainers and assessors	Documentation must be completed, signed and dated by all in attendance using the organisational templates supplied
7	Review process and outcomes	CEO with trainers and assessors	Undertaken with lead person (chair or independent participants)

8	Ensure recommendations are reviewed and implemented where appropriate	CEO with trainers and assessors	Completed templates have a follow up section which must be completed and checked to ensure there is a responsible person
9	Review schedule	CEO with trainers and assessors	
<p>Table 2: Steps for conducting/participating in validation activities</p>			
1	Review plan developed from schedule and confirm appropriateness of planned activity	Internal and independent participants	Completed before the validation activity is conducted to ensure relevance.

2	Book venue and/or electronic equipment, arrange resources. Identify lead chairperson for the validation activity	CEO with trainers and assessors	Involves some participants meeting face-to-face, whilst others use technology for the same activity. Resources must include training package, AQF levels, relevant legislation/regulations that may impact, all assessment documentation, all assessment evidence.
3	Review assessment documentation Sample size will be calculated by CEO according to ASQA fact sheet on validation.	CEO with trainers and assessors	
4	Ensure independent parties are briefed about their role	Lead person (chair)	The lead person's role is to ensure the activity remains on track and everyone has input into the discussion. Review roles and responsibilities of all participants. Ensure Code of Practice and/or Confidentiality agreement is in place

5	Ensure all documentation is available	Lead person (chair), CEO	This includes training package, AQF levels, relevant legislation/regulations, workplace documents, all assessment tasks and tools (validation). This also should include information gathered in answer to questions(ongoing/systematic)
6	Participate in Validation activities	Internal and independent participants	This includes group agreement on how to work together (see attachment for further assistance) and clarifying roles of participants
7	Complete documentation as required	Lead person (chair), CEO	Documentation must be completed, signed and dated by all in attendance using the organisational templates supplied.
8	Undertake modifications as directed	Nominated person	Follow ALIT's continuous improvement procedure

Table 3: Steps for reviewing validation activity			
1	Collect feedback from participants regarding activities	Lead person/chair and CEO	Open discussion on how participants felt about the activity What was learnt from the activity?
2	Discuss how the next validation may be streamlined or improved	Internal and independent participants	Documented as part of the ALITs processes
3	Review results	Internal and independent participants	Open discussion
4	Provide feedback to ALIT	Lead person/chair	Using ALITs documentation and processes

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