

## VALIDATION POLICY

### 1. PURPOSE/SCOPE:

To ensure that AIM WA complies with Part 2 Clauses 1.8 - 1.12 of the SRTOs 2015, a comprehensive plan of systematic validation must be developed and implemented over a five (5) year cycle. This system is to ensure that assessment judgements are consistently made on a sound basis and validation of assessment judgements is carried out.

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 RTO's scope of registration, including those risks identified by the VET Regulator.

### 2. DEFINITIONS:

**AIM WA:** Australian Institute of Management Western Australia

**Standards for RTOs 2015:** Standards for Registered Training Organisations (RTOs) 2015

**VET:** Vocational educational and training

**ASQA:** Australian Skills Quality Authority (National VET Regulator)

### 3. REFERENCES:

Standards for RTOs 2015 Part 2 – Training and assessment Standard 1.13 – 1.24

Retention of Evidence – General Direction by ASQA

AIM WA Validation Schedule for 2015 – 2019

### 4. POLICY:

Systematically conduct validation activities to confirm assessment judgements are being made correctly. The assessment system should not only include actual materials used directly in conducting assessment, but also policies, procedures and other supporting documents that inform the way assessment is conducted. This activity is a quality review and is not intended to be used to make adjustments or changes to assessment outcomes.

## 5. PROCEDURE:

Action	Procedure Details	Responsible
<b>1. Develop a five year cycle validation schedule.</b>	Schedule must ensure that each training product on AIM WA's scope is captured to be validated at least once every five years. Schedule must allow for validation of at least 50% of the training products within the first three years of each five year cycle.	RTO department 2015 - 2019
<b>2. For each training product being validated advise</b>	Form validation panels of one or more personnel 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	RTO department December and June
<b>3. Gather appropriate sample size for review</b>	Sample size must be enough to ensure assessment judgements are consistent. Using a sample size calculator is best to determine the number of assessments to validate. Evidence should also fall into the retention of evidence – general direction by ASQA.	RTO department
<b>4. Validation workshop takes place</b>	Assigned validation panel conducts review of students evidence against a validation checklist and creates a report on findings	Validation panel
<b>5. Report reviewed and recommendation actioned</b>	Validation report outlining recommendations to be reviewed by the L&D Specialist and recommendations are to be discussed with L&D Manager and agree to timeline for changes. The action needs to be conducted within 30 days of the validation taking place.	RTO department and L&D Manager

### **Additional notes for procedure above:**

#### **Action 1.**

The L&D Specialist needs to ensure that the validation schedule is maintained to identify when each training product on AIM WA scope of registration is planned to undergo validation. If no assessments for the scheduled units within the qualification are evident, then the schedule date should either be re-allocated (ensuring validation rules are met) or review the assessment tool and materials anyway. The schedule should be reviewed half yearly or adjusted when necessary throughout the year.

#### **Action 2.**

Validation (other than those from the Training and Education Training Package) are to be conducted by person(s) who do not deliver or assess the unit being validated. The validator(s) must collectively have:

- Vocational competencies and current industry skills relevant to the unit being validated
- Current knowledge and skills in vocational teaching, learning and assessment
- The current Certificate IV in Training and Assessment (TAE40116) or the Assessor skills Set (TAESS00001)

#### **Action 3.**

- AIM WA is required to validate enough assessments to ensure that the results of the validation are accurate, and are representative of the total completed assessments for the training product. Sampling sizes can be determined by using a statistically valid sample size tool such as [www.raosoft.com/samplesize.html](http://www.raosoft.com/samplesize.html)
- Once sample size has been determined, samples can be randomly selected for example: by producing an alphabetical list by surname and selecting the fifth surname then every third surname thereafter

#### **Action 4.**

- Eligible validators are to be provided with all evidence and assessors result for validation. Validators will be determining if the assessment tool and sample is:
  - Demonstrates that the assessment was conducted with fairness, flexibility, validity and reliability
  - Is valid, reliable, sufficient, current and authentic
  - Complies with the assessment requirements of the relevant training product
- Validators can discuss the sample with the assessor however only the evidence collected, retained and recorded will support the decision
- Validators will need to complete the validation report for the RTO to review
- Validation outcomes should identify recommendations for improvement to the assessment tool, assessment process or assessment outcome
- If critical issues arise in the collection of valid evidence, AIM WA should:
  - increase the validation sample size to assist with identifying patterns of issue;
  - validate completed assessments from other units of competency to see if the issue is spread across the whole of the qualification, and
  - look for patterns of error (for example, consider if it is one assessor making invalid judgements—this could indicate the assessor requires further training in competency-based assessment).



#### Action 5.

- AIM WA must create a validation plan clarifying how it will act on validation outcomes. These outcomes may be through the continuous improvement processes and should be implemented across all training products. Changes to the revised tool should also undergo quality checks and reviewed prior to implementation.

## 6. SCHEDULE:

Refer to AIM WA's Validation Schedule for 2015 – 2019 document

## 7. DEFINITIONS

<b>Assessment system</b>	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 contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2 of the SRTOs 2015.
<b>Professional development</b>	<p>Means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment. Examples of professional development activities include:</p> <ul style="list-style-type: none"> <li>a) participation in courses, workshops, seminars, conferences, or formal learning programs;</li> <li>b) participation in mentoring, professional associations or other learning networks;</li> <li>c) personal development through individual research or reading of publications or other relevant information;</li> <li>d) participation in moderation or validation activities; and</li> <li>e) Participation in industry release schemes.</li> </ul>
<b>Recognition Of Prior Learning (RPL)</b>	<p>Means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.</p> <ul style="list-style-type: none"> <li>a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);</li> <li>b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and</li> <li>c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).</li> </ul>