

# TAFE Assessment Validation Procedure

## Section 1 - Purpose / Objectives

(1) This procedure outlines the requirements and processes for the effective validation of assessment used within national training package qualifications and VET accredited courses.

## Section 2 - Scope / Application

(2) This procedure includes all training products on the scope of registration and applies to all teaching areas and all staff in VET programs within Victoria Polytechnic.

## Section 3 - Definitions

(3) Refer to relevant definitions provided within the National Standards for Registered Training Organisations (2015).

(4) For the purpose of this procedure (refer Section 5) - Responsible Person refers to the staff member delegated by the Manager to be responsible for the validation of the required qualification according to the Program Area Validation of Assessment Plan.

(5) For the purpose of this procedure a statistically valid sample is one that is:

- a. large enough that the validation outcomes of the sample can be applied to the entire set of judgements, and
- b. taken randomly from the set of assessment judgements being considered.

## Section 4 - Policy Statement

(6) See Victoria University [Assessment for Learning Policy](#) .

## Section 5 - Procedures

### Part A - Roles and Responsibilities

Role	Responsibilities
Vice-President - Victoria Polytechnic	<p>Develop and maintain a five year validation plan that includes all training products listed on the scope of registration.</p> <p>Annually determine a statistically valid proportion of assessments that needs to be validated.</p>

Role	Responsibilities
Manager	<p>Develop, maintain and oversee the implementation of a program area validation plan that includes all training products delivered within the program area and ensure each training product is fully validated over a five year cycle.</p> <p>Ensure program area validation plan is revised each calendar year.</p> <p>Ensure rectifications and improvements identified in validation activities are listed on the Continuous Improvement Register, and oversee the implementation of the associated actions according to specified timeframes.</p>
Responsible person	Set up validation meetings with competent and relevant participants according to the program area plan.
Lead Validator	Conduct validation meetings and ensure identified rectifications and improvements are recorded and passed on to the Responsible Person / Manager for inclusion on the Continuous Improvement Register.
Validators	<p>Participate in scheduled validation meetings.</p> <p>Provide evidence of vocational and training and assessment competency and currency as required.</p>

## Part B - Overview

(7) Assessment validation is an essential process to ensure the integrity of VET assessments at Victoria Polytechnic and across the broader VET sector.

(8) All training products on Victoria Polytechnic's scope of registration must undergo validation at least once every five years.

(9) The validation activities covered by this procedure include validation of assessment tools and validation of assessment processes and judgements

(10) Validation of teaching and assessment strategies with industry is not covered in this procedure. This process is part of the Industry Engagement Procedure.

(11) Validation must be led (Lead Validator/Responsible Person) by individuals who have the requisite vocational competency and currency and training and assessment competency and currency; and who were not part of the delivery and assessment being validated. This may mean that validators have to be sought outside Victoria Polytechnic. It may be necessary, in some cases, to share the lead validator role between two individuals to ensure that this requirement is met.

(12) Staff who have been part of the delivery and assessment of the units being validated may participate in the validation process but not in the Lead Validator/Responsible Person role.

(13) Additional requirements exist for the validation of qualifications from the Training and Education (TAE) training package.

(14) Rectifications and improvements identified in validation activities must be listed on the Continuous Improvement Register, along with appropriate actions, timelines and responsible parties. These must be monitored and signed off when completed.

(15) Rectifications and improvements identified in validation activities must be applied across the whole qualification, as appropriate.

## Part C - Victoria Polytechnic Validation Plan

(16) This plan is the five year master plan for assessment validation activities across Victoria Polytechnic.

(17) The plan specifies:

- a. The number of units that must be validated for each training product. (This figure is determined based on 20% of the units being delivered in the program, rounded up to the nearest whole number).
- b. Annual validation of each training product with the entire training product being validated at least once within the five year cycle.

(18) The plan is published on the [VEFE Quality Sharepoint site](#).

## Part D - Determine Statistically Valid Sample Size

(19) Annually in January the Vice-President must determine the statistically valid sample proportion of student assessments for validation.

(20) The process is:

- a. Obtain the total number of completed VET unit enrolments for Victoria Polytechnic in the previous year. This means the total number of unit enrolments with outcomes of competent, not competent, RPL granted or RPL not granted. (N)
- b. Access the [ASQA validation sample size calculator](#) (as recommended in the User Guide to the Standards for RTOs).
- c. Input number of assessment judgements (number of overall unit enrolments in previous academic year obtained in clause (20)a. above.
- d. Input estimated error level (Victoria Polytechnic has determined this to be 5%).
- e. Input confidence level (Victoria Polytechnic has determined this to be 99%).

(21) The calculator will identify the sample size (S). Record the recommended sample size (S).

(22) Calculate the sample proportion (P) by dividing (S) by (N) and converting to a percentage. Round result to nearest whole number. Where (P) is less than 2%, round up to 2%.

(23) Update the TAFE Assessment Validation Sample Report (VUASSRC0133), (accessible through Staff Connect) with the identified value for sample proportion (P) to ensure the value is applied to all sampling for validation in that year.

(24) Publish the identified sample proportion in P003-G03 Determination of proportion of assessments for validation .

## Part E - Validation of Assessment: Program Area Plan

(25) For each teaching program area, Managers must develop a Validation of Assessment Plan that is consistent with Victoria Polytechnic's five year plan for Validation of Assessment. This includes the nomination of a lead and additional participants for each training product.

## Part F - Preparing for Validation for each Training Product

(26) The Responsible Person must be nominated by the Manager. This person must:

- a. hold vocational competence and currency as well as training and assessment competency and currency;

- b. not have been involved in the specific delivery or assessment of the assessments being validated.

(27) The Responsible Person must:

- a. identify relevant, qualified persons to participate in the validation process;
- b. negotiate and communicate the appropriate time and place for the validation meeting to occur (validation meetings should be 2-3 hrs. in duration);
- c. select the units to be validated (if not already on the Validation of Assessment Plan). The number of units is specified on Victoria Polytechnic's Five Year Plan for Validation of Assessment. The units must be selected based on a risk framework that includes consideration of:
  - i. licensing requirements;
  - ii. health and safety factors;
  - iii. industry feedback;
  - iv. history of complaints, concerns raised in learner or teacher/assessor feedback or other issues;
  - v. prior validation of units;
  - vi. core or elective;
  - vii. learner profile (e.g. international onshore students, delivered offshore etc.).
- d. select student files to be validated:
  - i. Access TAFE Assessment Validation Sample Report through Staff Connect.
  - ii. Enter the Course Code and Unit Code.
  - iii. The report will generate a random sample of student IDs and names of those who have completed the unit within the previous 6 month period.
  - iv. The report will limit the number of names on the list to the number required according to the statistically valid sample proportion, as described in Part D above.
  - v. Where RPL is used for the relevant unit, and no RPL completions have been included in the random samples, an additional student RPL file should be added to the sample.
- e. Where external validators are to be included, provide each external validator with an electronic copy of the Validator Competence Verification Form and request that they bring certified copies or originals of evidence of competence to the meeting.
- f. Prepare documentation for validation meeting. The below documents can be electronic, printed or a mixture of both.
  - i. TAS/s (training and assessment strategy) if more than one cohort.
  - ii. Course information handbook/s.
  - iii. For each unit –
    - Assessment Map
    - Unit or Cluster Guide
    - Assessment tools (including Assessor Guide and Assessment Record Book)

## **Part G - Conducting the Validation Meeting**

(28) Collect completed Validator Competence Verification forms from any external participants and ensure evidence is attached. These documents become part of the validation record to be stored on file.

(29) The form P003-F01 Victoria Polytechnic Validation of Assessment must be used to guide the validation meeting, and each participant should be provided with copies.

- a. Where units are clustered for the purpose of assessment, a single form may be used for the cluster.

b. Otherwise, units must be documented on different forms.

(30) Appoint one validator as the official note taker.

(31) Work through the form, checking for each item whether or not the evidence is there to support compliance. Note evidence of compliance and non-compliance as appropriate, and also identify opportunities for improvement.

(32) At the end of the meeting, compile a list of the agreed rectifications or improvements that have been identified, seeking input from all validators.

(33) All validators should sign the official version of the validation form. Alternatively, these may be typed up following the meeting and distributed electronically to all participants for their email approval.

## **Part H - Follow-Up from Validation Meetings**

(34) The Responsible Person is to collate the following documentation:

- a. Validator Competence Verification forms and supporting documentation.
- b. Final validation meeting record on the Validation of Assessment Tools Processes and Judgements form.
- c. The course documentation that was considered in the validation process (note that these should already be in electronic format).

(35) Scan the relevant documentation above. Save the scanned / electronic documentation onto the Y: drive in the designated validation folder for the program area. Use the filename

(36) File the physical copies of the above in the location designated by the Manager.

(37) Provide the list of identified rectifications and improvements, and suggested actions to the Manager to ensure that they are added to the Continuous Improvement Register.

(38) Managers must work with relevant staff to ensure actions identified as part of the validation process are fully implemented. Even though only a small number of units from the qualification are officially validated at each meeting, rectifications and improvements identified should be made to all units delivered as part of the program, as appropriate.

## **Part I - Additional Requirements for Training and Education qualifications**

(39) Validation must be led by an external, independent validator. This person must not be an employee of Victoria Polytechnic and must have taken no part in the delivery or assessment of the qualifications being validated.

(40) The external validator must hold a qualification at Diploma level or above from the TAE10 training package (or its successor) or any other diploma in adult education.

## **Section 6 - Guidelines**

(41) Nil

# Section 7 - References

(42) Click [here](#) to view these references -

- a. P003-F01 TAFE Validation of Assessment Tools Process and Judgements
- b. P003-F02 TAFE Validator Competence Verification
- c. P003-G01 Summary of TAFE Assessment Validation Procedure
- d. P003-G02 TAFE 2016 to 2020 Training Product Validation Plan
- e. P003-G03 Determination of proportion of assessments for validation
- f. P003-T01 TAFE Assessment Validation - Program Area Plan

## Status and Details

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