GUIDELINE (VET):
VALIDATION AND MODERATION OF ASSESSMENT
1 Purpose

1.1 These are the Validation of Assessment Guidelines in relation to Vocational Education and Training (VET) at the University.

1.2 These Guidelines have been formulated to:

- Ensure that a process exists for the validation of assessment for VET qualifications delivered by the University, or on its behalf.
- Ensure that a supportive mechanism exists for confirming professional judgment by academic staff members involved in VET and to provide an opportunity for professional exchange.

2 Scope

2.1 These Guidelines apply to all VET qualifications offered at or by the University.

3 Principles

3.1 Standard 15 of the Standards for NVR Registered Training Organisations 2012 requires that an RTO provides quality training and assessment across all of its operations:

15.1 The RTO collects, analyses, and acts on relevant data for continuous improvement of training and assessment.

15.2 Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry.

15.3 Staff, facilities, equipment and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or VET accredited course and the RTO’s own training and assessment strategies and are developed through effective consultation with industry.

15.5 Assessment including Recognition of Prior Learning (RPL):
   a) meets the requirements of the relevant Training Package or VET accredited course and
   b) is conducted in accordance with the principles of assessment and the rules of evidence and
   c) meets workplace and, where relevant, regulatory requirements and
   d) is systematically validated.

3.2 The University is committed to quality training and assessment in compliance with the above Standards in which:

- Assessors compare and evaluate against the relevant competency standard or standards to ensure, validity, reliability, fairness, flexibility and effectiveness of their:
  o assessment methods
  o assessment tools
  o assessment procedures
  o assessment decisions
Validation and Moderation is systematically implemented to assess course quality and drive continuous improvement in training delivery and assessment. Validation processes will be inclusive of all stakeholders including industry and other external parties (as appropriate).

Validation takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

4 Definitions

4.1 The definitions set out below apply specifically to assessment by the University for VET. They outline the requirements of the Standards for NVR Registered Training Organisations 2011 and/or the Australian Qualifications Framework 2013.

- **Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.

- **Assessment Tools** include the following components—context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the student and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).

- **External Parties** are all people except those employed by the University to deliver and assess any units of competency from any of the qualifications in the Training Package or curriculum being moderated.

- **Moderation** is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

- **Training Package** means a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

- **Validation** involves checking that the assessment tool produced is valid, reliable, sufficient, current and contained authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.
Continuous Improvement

5.1 Validation forms part of the University’s continuous improvement process with outcomes informing the development and review of assessment tools. Continuous improvement of assessment will take place before and during assessment and in relation to the following areas:

- The interpretation of unit(s) of competency.
- The development of delivery and assessment strategies, the design of assessment processes, (including types of assessments to be used, the location and number of assessments.
- Clear assessment tools and guides to evidence.
- Learner performance, the benchmarks against which learner performance is to be assessed and an understanding of the standard of competency to be achieved by a learner.
- The role of the assessor and the assessment process generally.

Actions - Validation

6.1 The Head of Campus (Broome) or delegate will:

- Establish a Validation and Moderation Schedule identifying all units delivered in all qualifications.
- Identify units to be validated for the year - ensuring that the focus of the validation process is on those areas considered to be of highest risk within the area being assessed.
- Identify people to be involved in assessment validation – this must include industry representatives, and may also include teaching staff, students, vocational and assessment specialists, professional association representatives, or other appropriate stakeholders.
- Inform staff of Validation and Moderation requirements
- Review the Validation and Moderation schedule – the schedule should be updated each year taking into account the outcomes of assessment validation and activities

The role of the VET Assessor in Validation

7.1 Each VET Assessor will, for each unit/cluster of units:

- Complete a Unit Delivery and Assessment Strategy.
- Develop/review the assessment tool.
- Participate in continuous improvement and validation activities.
- Implement recommendations.
8 Records for Assessment Validation and Moderation

8.1 The following internal documents are used in Validation and Moderation processes:

- Industry Validation Form
- Delivery and Assessment Strategies (QDAS and UDAS)

- Assessment Tool, including:
  o Instructions to assessor
  o Instructions to student
  o Assessment Task(s)
  o Assessment Record
  o Marking Guide

- RPL Assessment Tool including:
  o Assessor Information and Assessment Templates.
  o Candidate RPL Information and Self-assessment Kit.
  o Candidate RPL Evidence Kit.

- Annual Internal Review Report.
- Continuous Improvement Register.