

Assessment Validation Procedure



Institute of Health and
Nursing Australia

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Purpose

1. The purpose of this procedure is to support the implementation of the Assessment Validation Policy ensuring that assessments conducted by the Institute of Health and Nursing Australia (IHNA) are valid, reliable, fair and flexible and allow for sufficient, current, authentic and valid evidence to be collected to determine competence.

Scope

2. This policy applies to all assessment activities of IHNA.

Responsibility

3. The overall responsibility of implementing this procedure lies on the Course Administration Manager who coordinates with Academic Director, National Training Managers and Course Coordinators for systematic validation of assessment practices and judgments.
4. Assessors are responsible for:
 - 4.1. implementing professional and effective assessment and validation practices (See Assessment Policy);
 - 4.2. implementing the assessment instruments and instructions provided for the process of conducting assessment; and
 - 4.3. ensuring that assessment complies with Principles of Assessment and Rules of Evidence.
5. The Course Development and Monitoring Committee (CDMC) oversees the validation process.

Definitions

6. Assessors are qualified trainer and assessor who hold the required credentials, hold vocational competencies at least to the level being delivered and assessed, have current industry skills directly relevant to the training and assessment being provided, have current knowledge and skills in vocational training and learning that informs their training and assessment and undertake relevant professional development (ASQA, 2019).
7. 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 required in the workplace, as specified in a Training Package or VET accredited program and is conducted in accordance with the principles of assessment and the rules of evidence.
8. Statistically valid means, for the purposes of the Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.
9. Validation is the quality review of the assessment process. Validation involves confirming 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

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.

Validation is of two types:

- 9.1 Pre-Validation (Assessment Tool Validation prior to the training delivery and assessment)
- 9.2 Post-Validation (Judgement validation with sample of student assessments)

Validation Process

10. The following 6-step process is to be used to check the assessment tool for compliance as part of the pre-validation of assessment tools:
 - Step 1. Read the assessment requirements
 - Step 2. Review the assessment plan
 - Step 3. Review the assessment matrix (mapping)
 - Step 4. Check the details about how the knowledge evidence is planned to be being gathered
 - Step 5. Check the details about how the performance evidence is planned to be being gathered
 - Step 6. Check the overall quality of the assessment tool.
11. Validation Plan:

IHNA has a documented validation plan that describes:

 - 11.1 Who will lead and participate in the validation activities, but always as a collective the participants will hold:
 - a. Vocational competencies and current industry skills relevant to the assessment being validated
 - b. People with current industry skills can provide input on:
 - The industry relevance of the context and conditions of the assessment
 - The industry relevance of the resources used during assessment
 - The tasks the student completed, and
 - The judgements made by the assessor.
 - c. People who are vocationally competent will hold competency in the training product (or similar/related) being validated.
 - Current knowledge and skills in vocational teaching and learning, and
 - The TAE40116 Certificate IV in Training and Assessment or the TAESS00011 Assessor Skills Set
 - d. IHNA may seek participation from:
 - Employers and employer associations



- Other industry bodies
 - Trainers and assessors
 - Current students/alumni
 - Consultants, and
 - For the purposes of benchmarking, representatives from other RTOs.
- e. Noting that the trainer and assessor who delivered/assessed the training product being validated:
- Can participate in the validation process as part of a team
 - Cannot conduct the validation on his/her own
 - Cannot determine the validation outcome for any assessment judgements they made, and
 - Cannot be the lead validator in the assessment team.
 - This arrangement will ensure that current vocational training practices are reflected and contemporary knowledge of the vocational education and training environment is used to inform critical review and outcomes.
- f. Which training products will be the focus of the validation, in accordance with the validation plan and schedule (see Section 12 Validation Plan in the Assessment Validation Policy)
- g. When assessment validation will occur; and
- h. How the outcomes of those activities will be documented, including proposals for actions and presentation at a meeting of the Course Development and Monitoring Committee (CDMC) for input, feedback and/or approval for implementation.
- i. It is the responsibility of the National Training Manager/Course Coordinators to ensure amendments are made as approved and notify trainers and assessors of the outcome

11.2 Reviewing the assessment practice

- a. All participants in the assessment validation process are responsible to carefully review documentation provided, and to provide advice on whether or not the system is providing valid, reliable, current, and authentic assessment products with sufficient output to make a judgement of competency.
- b. Only those not originally involved in the training or assessment of the training product can be involved in determining the outcomes of the validation process.
- c. Participants are to follow IHNA's Assessment Validation Form in the conduct of the review of the assessment.

11.3 Reporting on validation outcomes

- a. The Course Administration Manager is responsible for collating all validation reports, synthesising data and providing a final report to the Academic Director for review and/or approval prior to presentation at a next scheduled meeting of the CDMC.



- b. The report will include, as relevant, recommendations (as appropriate) to modify:
 - Assessment tools
 - Context and conditions for the assessment
 - The actual assessment task
 - Advice to students about the assessment
 - Criteria used for judging the quality of performance (e.g. The decision-making rules, evidence requirements etc.)
 - Resources need for assessment, and
 - Meeting the principles of assessment and rules of evidence.
- c. In consultation with the Academic Team and the Academic Director, the Course Administration Manager will prepare an implementation plan to guide and monitor any resulting change process.

11.4 Monitoring validation outcomes

- a. The Course Administration Manager is to ensure:
 - Changes are made as planned; and
 - For reporting to the CDMC progress made on implementing approved changes to any part of an assessment system.

Records Management

12. All documentation from assessment validation processes is maintained in accordance with the Records Management Policy. (See Records Management Policy for more details). All assessment validations will use the 'Pre-Validation Form' or 'Judgement Validation Tool' as the guide to the process and to record the validation outcomes.

Monitoring and Improvement

13. All Validation practices are monitored by the Course administration Manager IHNA and areas for improvement identified and acted upon. Outcomes from validation feed into continuous improvement (See IHNA Quality Assurance and Continuous Improvement Procedure).

Reference

[ASQA Fact Sheet: Conducting Validation](#)

Associated information

Related Internal Documents	<ul style="list-style-type: none">• Training and Assessment Strategy• Assessment Validation Policy• Pre-Validation Form
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	<ul style="list-style-type: none"> • Judgement Validation Tool • Unit Guide • Marking Guide • Assessment tools
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Australian Qualifications Framework (2013) • <i>National Vocational Education and Training Regulator Act 2011</i> • Standards for Registered Training Organisations (SRTO) 2015: Clauses 1.9 – 1.11 • <i>Education Services for Overseas Students Act 2000 (ESOS Act)</i> • National Code of Practice for Providers of Education and Training to Overseas Students (2018) • ANMAC Enrolled Nurse Accreditation Standards 2017
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Approval Authority	Academic Board
Document Custodian	Academic Director
Committee Responsible	Course Development and Monitoring Committee
PinPoint DocID	CD-VPP-11

Change History

Version Control	Version 3.1	
Change Summary	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
	10/03/2021	Revised and updated the Assessment Validation Policy in a new template with addition of the procedure as a standalone document, approved by Academic Board on 10/03/2021
	26/10/2021	Minor updates regarding pre-validation process



Flowchart for Validation Process:

