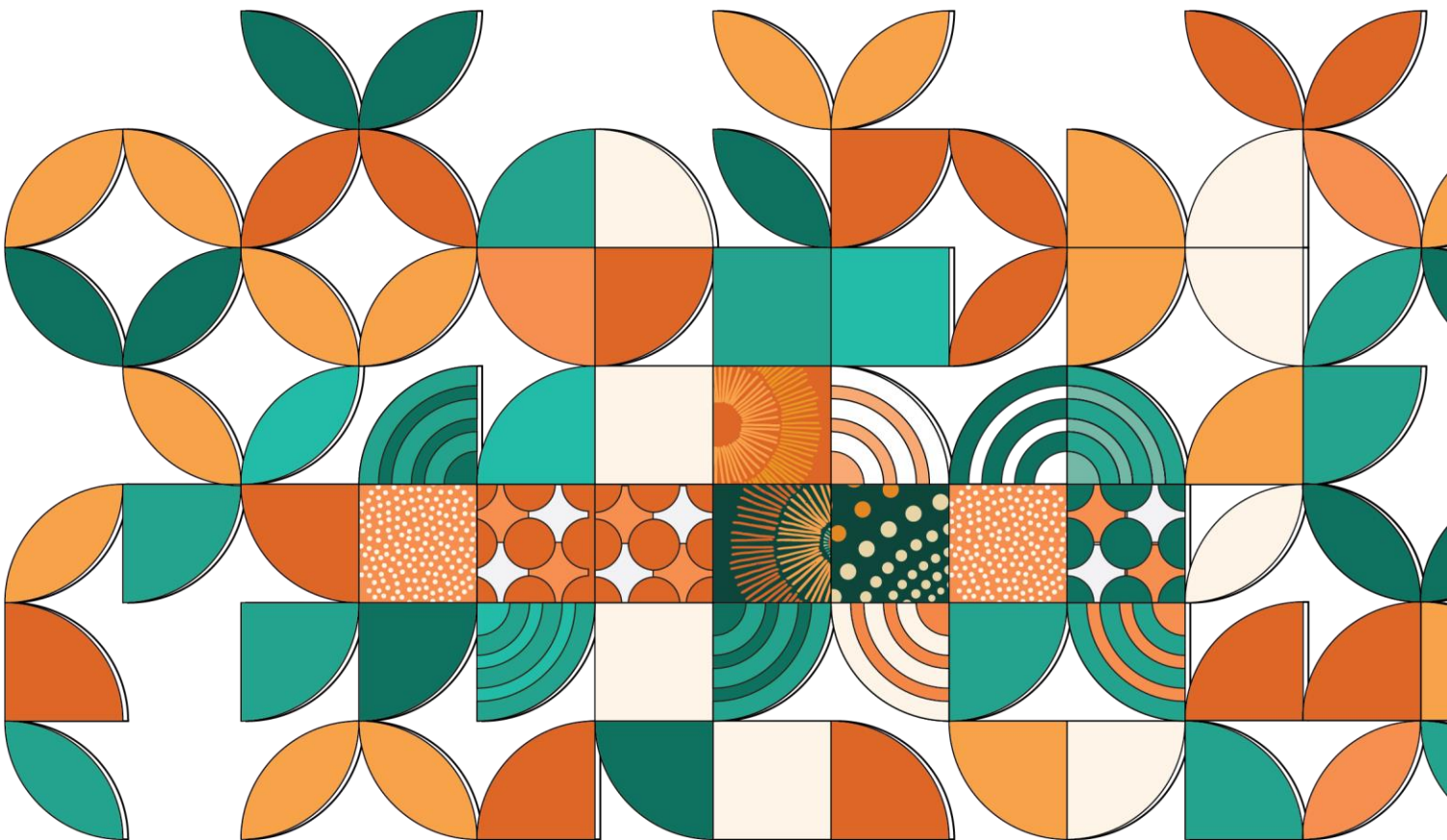# Assessment Validation Policy

SECTION 1

1. Purpose

1.1 Institute of Health and Nursing Australia (IHNA) is committed to providing quality learning, teaching and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, IHNA is required to implement a plan for ongoing systematic validation of assessment practices and judgments for each course on its scope of registration.

1.2 The purpose of this policy is to:

   a. Review IHNA assessment tools as designed against the rules of Evidence and Principles of Assessment prior to being given to students; and

   b. Ensure ongoing systematic validation of assessment practices and judgments.

2. Scope

2.1 This policy applies to all assessment activities of IHNA.

3. Definitions

3.1 **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 directlyrelevant 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, 2023).

3.2 **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 requiredin 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.

3.3 **Moderation** is a quality assurance process by which an individual or group not involved in setting or marking an assessment task confirms that assessment is continuously conducted with accuracy, consistency and fairness.

3.4 **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.

3.5 **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:

a. **Pre-Assessment Validation** (Assessment Tool Validation prior to the training delivery and assessment)

b. **Post-Assessment Validation** (Judgement validation with sample of student assessments)

SECTION 2

4. Policy Principles

4.1 Underpinning principles

a. Pre-Validation of assessment tools is undertaken to ensure compliance with requirements of national Training Packages and the rules of evidence and principles of assessments are met. The same form is used for both initial and ongoing validation. In the initial case student assessments will not be available.

4.2 Assessment validation is used by IHNA to:

a. Verify and maintain industry relevance of training and assessment strategies, practices and resources;

b. verify compliance with requirements of national Training packages;

c. monitor compliance with SRTOs 2015;

d. evaluate efficiency of training and assessment strategies and practices;

e. engage with industry;

f. apply as a method for continuous improvement of IHNA training and assessment products and services;

g. ensure consistency and integrity, meeting the needs of industry.

4.3 Validation of assessments will require consideration of:

    a.   Training and assessment strategies;

    b.   Student and Assessor version of assessment tools;

    c.   Statistically valid sample student assessments (for judgment validation)

    d.   Assessment evidence and judgments.

4.4   Academic team will undertake validation which will be overseen by CADC. The team will have 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:

    a.   Vocational competencies and current industry skills relevant to the assessment being validated;

    b.   Current knowledge and skills in vocational teaching and learning; and

    c.   The training and assessment qualification or assessor skill set referred to in Schedule 1 of Standards for RTOs.

4.5   Industry experts may be involved in validation to ensure there is the combination of expertise set-out in the team.

4.6   The validation process provides an opportunity for dissemination of information and professional development on the processes, practice and procedures to Assessors.

4.7   The validation process is to ensure individuals are respected and confidentiality is upheld.

4.8   Confidentiality includes:

    a.   No copying or use of materials made available for moderation without prior permission from the Intellectual property owner;

    b.   Respect ethical practice;

    c.   Respect privacy of assessors.

4.9   IHNA ensures discussions during validation to validate:

    a.   The effectiveness of assessment tools and practices;

    b.   The standard of performance demonstrated and achieved;

    c.   Evidence collected meets with Rules of Evidence; and

    d.   The accuracy and consistency of the assessment judgments.

4.10 Validation Plan

    a.   The validation plan will cover a five (5) year cycle.

b. The validation plan will be reviewed and updated annually to accommodate changes in the business, industry/environment, scope and identified risk areas.

c. IHNA validation plan will include:

  i. Proposed dates for CADC validation meetings;

  ii. Full code and title of each of the nominated units/modules from the training product;

  iii. The designated chair of the validation meeting;

  iv. The suggested/nominated participants;

  v. How the outcomes of the validation will be documented; and

  vi. How the outcomes of the validation will be acted upon.

d. At least 50% of products will be validated within the first three years of each five-year cycle; taking into account scope of delivery, relative risks, and industry needs.

e. Risks will be assessed based on:

  i. Unit of competency/module

  ii. Delivery site

  iii. Delivery mode

  iv. Student feedback

  v. Third party arrangements in place

  vi. Equipment used

  vii. Financial concerns

  viii. Assessment methods implemented

  ix. Licensing requirements

  x. Numbers of Enrolments

  xi. Assessment outcome rates/statistics

  xii. Recent addition to scope

  xiii. Complaints

  xiv. Appeals

  xv. Staff turnover

  xvi. Risks identified by the VET Regulator

f. The validation of assessments includes moderation, which reflects collaborative arrangements between students, teaching staff and industry partners.

4.11 Industry Engagement

    a. IHNA engages industry representatives to validate training and assessment strategies, practices, and resources (including assessment tools) during the development phase of all training and assessment products to ensure:

        i. relevance of materials and tools to the needs of industry;

        ii. relevance of trainer and assessor industry skills (See Training and Assessment Strategy Development Policy for more details).

5. Records Management

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

6. Monitoring and Improvement

6.1 All validation practices are monitored by the Course Administration Manager and/or the delegate and areas for improvement identified and acted upon. Outcomes from validation are fed into the continuous improvement register (See IHNA Quality Assurance and Continuous Improvement Procedure).

7. Responsibility

7.1 The overall responsibility of implementing this policy lies with Curriculum Development Manager who coordinates with the Academic Director, National Training Managers and Course Coordinators for systematic validation of assessment practices and judgments.

7.2 Assessors are responsible for:

    a. implementing professional and effective assessment and validation practices (See Assessment Policy);

    b. implementing the assessment instruments and instructions provided for the process of conducting assessment; and

    c. ensuring that assessment complies with Principles of Assessment and Rules of Evidence.

7.3   The Course Advisory and Development Committee (CADC) oversees the validation process.

8.   Reference

8.1   ASQA Fact Sheet: Conducting Validation

SECTION 3

9.   Associated Information

Related Internal Documents	• Assessment Validation Procedure • Training and Assessment Strategy • Course Advisory and Development Committee TOR • Pre-Validation Form • Judgement Validation Tool • Unit Guide • Marking Guide • Assessment tools
Related Legislation, Standards, and Codes	• Australian Qualifications Framework 2013 • National Vocational Education and Training Regulator Act 2011 • Standards for Registered Training Organizations (SRTO) 2015: Clauses 1.8 to 1.12 and Schedule 2 • Education Services for Overseas Students Act 2000 (ESOSAct) • National Code of Practice for Providers of Education andTraining to Overseas Students (2018) • ANMAC Enrolled Nurse Accreditation Standards 2017
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SRTO2015 Stds and sub-standards	Standards for RTOs 2015 - Clauses 1.8 to 1.12 and Schedule 2

10.   Change History

Version Control	Version 3.0

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Version No.	Date	Brief description of the change, incl. version number, changes, who considered, approved, etc.
V.3.0	10/03/2021	Revised and updated in a new template with addition of reference, approved by Academic Board on 10/03/2021
V.4.0	26/10/2021	Minor updates regarding pre-validation and post-validation
V.5.0	08/02/2024	Updated in new template and logo. Updated information of CADC instead of CDMC.

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