

Validation Policy and Procedure

Document Name	Validation Policy and Procedure		
Approved by	PEO	Date	03/02/2020
Responsible Officer	Director Studies		
This policy is used by	ECA College (RTO Code 45012; CRICOS Provider Code 02644C)		
Related Documents	Industry Consultation tool Contextualisation tool RTO Validation Schedule Validation tool		
References and Legislation	Standard 1 of the Standards for Registered Training Organisations (RTOs) 2015		
Version	Change description	Approved	Effective Date
V20.0	Policy and Procedure created	PEO	03/02/2020
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1. Purpose

This validation policy and procedure encompasses industry consultation, contextualisation, pre-validation, validation and moderation to ensure a robust and responsive training and assessment system for industry, workplace and students.

This policy and procedure has been developed to ensure confidence in the currency, value and integrity of ECA Group AQF Certification thorough and rigorous assessment practice and results. Validation is conducted for all training products on the RTOs scope of registration ensuring that assessment tools produce valid, reliable, sufficient, current and authentic evidence and that all requirements of the training product and training package are met. This policy further ensures that outcomes and recommendations identified through industry consultation, contextualisation, pre-validation, validation and moderation are acted upon.

2. Scope

This validation policy and procedure applies to all training products on scope of registration for ECA Group educational institutions including ECA Graduate Institute (EGI), ECA College (ECAC) and Australasian College of Care Leadership and Management (ACCLM).

3. Definitions

Item	Definition
Assessment	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 an accredited course.
Australian Qualifications Framework (AQF)	The framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.
Competency	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Contextualisation	Adding meaning and context to training and assessment material for relevance to the student cohort, training package, the industry needs and workplace requirements.
Continuous Improvement	Ongoing process to systematically review and improve learning and assessment methods.
Independent validation	Validation is carried out by a validator or validators who: a) are not employed or subcontracted by the RTO to provide training and assessment; and b) have no other involvement or interest in the operations of the RTO.
Industry Engagement	Consultation with the bodies that have a stake in RTO training, assessment and client services, including industry skills councils, industry organisations, industry advisory bodies, specific enterprise and licensing bodies.
Moderation	Ensuring assessors make consistent judgements about student assessments regardless of who marks the assessments.
Scope of Registration	Training products for which an RTO is registered to issue an AQF certificate.
Simulated workplace environment	A simulated workplace environment is designed to reflect real workplaces in their function, equipment and mode of operation, where students can experience a variety of scenarios and inter-related activities that are similar to that of a particular job or workplace.
Statistically valid	A random sample (of appropriate size) of completed assessments is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated
Student	An individual person who is formally enrolled to study at an ECA Group College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned a Unique Student Identifier (USI)
Training and Assessment Strategies.	Outlines the framework that guides the learning, training and assessment requirements.
Training Product	AQF qualification, skill set, unit of competency, accredited short course and module.
Validation	Validation is the quality review of the assessment process. Validation involves checking 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.

4. Policy

- 4.1. ECA Group Colleges have a validation schedule to ensure thorough and rigorous assessment practices and results are conducted annually and on-time. This is achieved through utilising a risk-

based approach to systematic validation considering valid assessment outcomes, delivery modes, changes to training packages and any risk identified by the VET Regulator.

- 4.2. In accordance with clause 1.9 of the Standards for Registered Training Organisations 2015, each training product on the Scope of Registration of the RTO 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.
- 4.3. Systematic validation of the RTOs assessment judgements is undertaken by one or more persons not directly involved in the particular instance of delivery and assessment of the training product being validated.
- 4.4. The validation process is comprised of a series of activities throughout the lifecycle of a training program. This involves industry consultation, contextualisation of new training and assessment material, pre-validation of a new course, validation of a completed course and moderation.

5. Industry Consultation

- 5.1. Consultation with Industry ensures that students, employers and industry have confidence in the currency, value and integrity of ECA Group AQF certification through the delivery of high-quality training and assessment practices.
- 5.2. Industry consultation ensures that training and assessment meets industry needs, that training and assessment is responsive to industry, that it meets the requirements of the training package, and that it is delivered by suitably qualified trainers and assessors. Industry consultation further ensures that the student has access to suitable facilities and equipment necessary to gain the competencies specified in the relevant Training Package.
- 5.3. Industry consultation is conducted by an ECA Group RTO when a new course is developed and where the RTO seeks feedback from industry in relation to the industry relevance of the RTOs training and assessment practices. Documents relevant to industry consultation includes the TAS, training and assessment material and relevance and currency of trainer and assessor industry skill and qualifications.
- 5.4. Strategies ECA Group RTOs use for engaging with industry involve consultation at different stages. These stages include when a course has been designed, at the development of new Training and Assessment Strategies and at the review of existing Training and Assessment Strategies including sequence of units and duration. Another stage is the review of the trainer matrix, qualifications and industry currency and knowledge for delivery and assessment suitability. Industry is then consulted in validation scheduled events and validation meetings.
- 5.5. The industry consultation tool is used during engagement with industry to review the TAS, Trainer file, units of competency and training package requirements, industry needs and workplace requirements. This tool is used to record feedback from industry and identify any issues found and recommendations made.
- 5.6. Findings from industry consultation are used to inform the Training and Assessment Strategy, assessment practices, support services, facilities and equipment and trainer and assessor suitability of qualifications and industry currency.
- 5.7. Where there are changes to a training product, or a mode of delivery change, industry is engaged to inform training and assessment strategies, simulated workplace practice, assessment practices and relevance to industry and workplace requirements.

6. Contextualisation

- 6.1. Contextualisation occurs when new training and assessment material has been developed for ECA Group students either inhouse or by external content developers.
- 6.2. During contextualisation, new training and assessment materials are reviewed by subject matter experts, Director of Studies and Quality Assurance staff to ensure learning and assessment is relevant and meaningful to the student, meets industry and simulated workplace practice and requirements.
- 6.3. Contextualisation of materials is completed using the contextualisation tool which requires all involved to review the new material for relevance to the student cohort, training package requirements, industry and simulated workplace practice. All content reviewers complete the contextualisation tool with their comments, issues identified and actions to be implemented with

completion dates. Before any new materials are released to students, they are signed off by the Director of Studies and Quality Assurance staff for launch of new material.

7. Pre-Validation

- 7.1. Pre-validation occurs when new materials are ready for launch after all contextualisation activities have been completed and 2-4 weeks prior to delivery.
- 7.2. During pre-validation, trainers and assessors become familiar with the training and assessment material they are required to deliver and assess and in the mode they are to be delivered in; online and/or on campus.
- 7.3. Pre-validation requires trainers and assessors to confirm whether the assessments address the training package requirements, if the assessment questions are clear and understandable to the trainer and assessor and for students, and that the benchmark answers are clear and understandable in marking assessment tasks and making judgements of competency.
- 7.4. If any areas of concern are raised at this point, then these are addressed prior to delivery of the training and assessment to students.

8. Validation

- 8.1. Validation activities are a quality review of the assessment process and will occur according to the validation schedule of the RTO and after an assessment process has been completed.
- 8.2. Validation activities involve checking that the assessment tools have produced 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 have been met. It includes reviewing a statistically valid sample of the assessments and making recommendations for improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

9. Validation Panel

- 9.1. The validation panel will collectively hold:
 - a. Vocational competencies relevant to the training product being validated
 - b. Current industry skills relevant to the training product being validated
 - c. Current knowledge and skills in VET training and assessment
 - d. Training and assessment qualifications; TAE40116 Certificate IV in Training and Assessment or its successor, or TAE40110 Certificate IV in Training and Assessment including the units of competency TAELLN401A/411 Address adult language, literacy and numeracy skills and TAEASS50/A/B Design and develop assessment tools.
- 9.2. Where there is a requirement for additional expertise, industry experts may be involved in the validation process to augment the capability of the validation panel's quality review of the assessment tools, judgements and assist in recommendations for improvements.
- 9.3. The validation panel will be made up of a minimum of 3 people
 - 9.3.1. Lead Validator – at a minimum the lead validator must hold the Training and Assessment qualification as per 9.1 d above and hold current knowledge and skills in VET teaching and assessing
 - 9.3.2. The validation participants; minimum of 2 other participants must collectively hold the Training and Assessment qualification as per 9.1 d above, current knowledge and skills in VET teaching and assessing and current vocational competencies and industry skills relevant to the assessment being validated.
 - 9.3.3. The trainer and assessor who delivered and 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.

10. Validation Schedule

- 10.1. Please see the corresponding RTO validation schedule in accordance with this policy and procedure

- 10.2. The validation schedule has been developed to support the validation of each training product on the RTO scope of registration. The schedule is a five-year plan identifying when each training product will be and has been reviewed within that timeframe. The schedule takes into account the relative risks of all training products on the RTOs scope of registration, including risks identified by the VET Regulator.
- 10.3. Each training product will be validated at least once every five years with at least 50% of products validated within the first three years of each five-year cycle.
- 10.4. The validation activity addresses past/completed assessments, the assessment tool, the training and assessment strategy, the training package and unit of competency, any RPL completed, assessment benchmark answers, mapping documentation, resources and workbooks.
- 10.5. Each validation activity utilises a statistically valid sample that is large enough to inform the validation activity and so the outcome of the sample can be applied to the entire set of judgements. The sample is a random set of assessment judgements to ensure adequate coverage of varying levels of candidate performance.
- 10.6. The validation activity is recorded in the Validation tool along with an action plan resulting from the validation activity with responsible persons and due dates.

11. Validation Procedure

- 11.1. Validation is conducted with the intention to determine if assessment tools have produced the intended evidence.
- 11.2. The validation panel utilises the Validation tool to document and record the validation activity and outcomes. The panel is to review the evidence in the random sample and the assessment judgements and determine if they meet the principles of assessment and rules of evidence and compliance with training package assessment requirements.
- 11.3. The lead validator records the validation outcomes, findings and continuous improvement actions within the validation tool. Any recommendations for improvements to the assessment tool, training and assessment strategy, processes, and/or assessment system are recorded within the validation tool.
- 11.4. If the validation outcome identifies critical issues in the collection of valid evidence the lead validator will:
 - a. Increase the validation sample size to assist in identifying patterns of issues and
 - b. Look for patterns of error.
- 11.5. Recommended improvements will be raised and addressed with the Director of Studies with the view of implementing these recommendations. If recommendations affect all training products, not only those included in the sample, then this will be implemented as a continuous improvement measure.

12. Moderation

- 12.1. Moderation activities will occur when an RTO has multiple classes for the same course to ensure that assessors are making consistent judgements about student assessments regardless of who marks the assessments, and to ensure benchmark answers are being followed.
- 12.2. ECA Group has developed internal moderation procedures to ensure moderation actions are consistent, reliable and justifiable.

13. Record Keeping

- 13.1. Each activity of the validation process (industry consultation, contextualisation, pre-validation, validation, moderation) is recorded in the respective tools. Completed tools identifying outcomes, findings, continuous improvement and actions along with participant resumes, assessment tools and completed student assessments which form part of the validation activity will be kept on file for 5 years.

14. Review and Continuous Improvement

- 14.1. ECA Group is committed to ongoing monitoring and improvement of its policies and procedures, and to this end has an integrated strategy including:
 - 14.1.1. The ECA Group Management Team will conduct a review of specific elements of the Validation Policy and Procedures when a student or trainer-assessor raises a possible problem



to be addressed that has not been factored into the existing policy and/or procedure. This will then be referred to the ECA Group VET General Manager, Quality Assurance updates the policy and seeks approval from the PEO.

- 14.1.2. Staff at the College with responsibilities relating to the managing of validation are encouraged to submit any concerns about and suggestions for making improvements to the Validation Policy and Procedure to the colleges Director of Studies who is responsible for ensuring that appropriate responses are reported to the ECA Group for development.