

Assessment Validation

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A spiral-bound calendar is visible on the left side of the slide, showing dates from Friday the 5th to Sunday the 28th. The calendar is white with black text and is bound with a silver spiral. The background of the slide is a solid yellow color.

Topics for this workshop

- The focus on assessment quality in the RTO Standards
- Assessment validation
- Pre-use, in-use, and post-use assessment validation
- Who can be involved in assessment validation
- What might assessment validation lead to?
- Questions – **Menti 3392 6965**

RTO Standards & assessment validation

- **1.9** ongoing systematic validation of assessment practices and judgements
- **1.10** each training product is validated at least once every five years
- **1.11** systematic validation of an RTO's assessment practices and judgements is undertaken by appropriate persons
- **1.8** validity of the RTO's assessment system
- **Standard 2** – 2.1, 2.2a&b, 2.3, 2.4

Assessment validation

Assessment validation involves a systematic and analytic process to evaluate assessment tools, processes and judgements with defined standards.

What is assessment 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.

Standards for RTOs 2015, Glossary, p.13

Criteria for assessment validation

Assessment validation needs to address all of the following:

- The definition of competency (Glossary)
- Adequacy of resources and time (1.1 – 1.4)
- Industry relevance (1.5 & 1.6)
- Responsiveness to individual needs (1.7 & 1.12)
- The quality of the assessment process, tools and judgement ... the Principles of Assessment and the Rules of Evidence (1.8)
- The credentials of assessors and observers (1.13- 1.20)
- The work of the assessor and observers

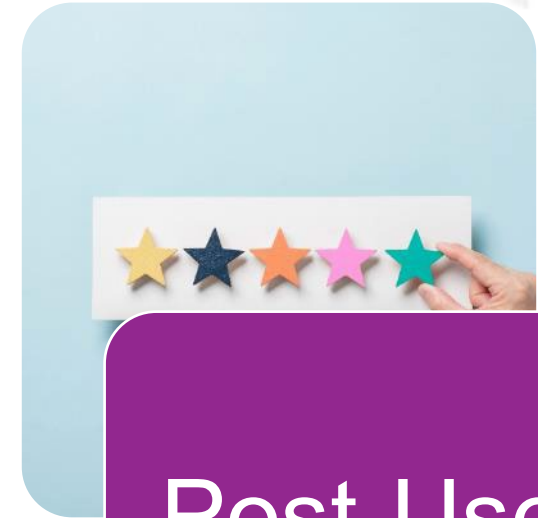
When should we validate?



Pre–Use
Validation



In-Use
Validation



Post-Use
Validation



Pre-use validation of assessment tools

We need to verify that **RTO-made** or **purchased assessment tools**:

- Reflect the unit of competency requirements
- Utilise suitable and accessible resources
- Reflect industry practices
- Respond to student needs
- Meet the rules of evidence of validity and sufficiency
- Meet the principles of assessment of validity and reliability
- Utilise VET and industry expertise

Pre-use validation of assessment tools developed by someone else

Even when assessment tools are **industry approved**, **industry validated** and/or **industry preferred** tools, you cannot assume that the tools are compliant with the Standards.

The assessor and the RTO are wholly responsible for any errors that might arise from the use of the tools and as they were not developed by the RTO, it is the **RTO's responsibility** to align the tool to the requirements of the unit to identify any gaps.

What will you review?

Pre-assessment validation involves the review of documentation. Typical documentation includes:

- The unit of competency and assessment requirements
- The Training and Assessment Strategy (TAS)
- The Learning and Assessment Plan (LAP)
- The assessment mapping
- The knowledge evidence tools and marking guide
- The skills assessment tools and observation guide
- The assessment summary / judgement tool
- The RPL process and tools

What types of issues have you seen with assessment materials when you conduct pre-validation?



What would be your suggestions for fixing the issue?



In-use assessment validation

The use of the assessment tools needs to be continuously monitored by the assessor, taking note of:

- The clarity of assessor/observer instructions
- The clarity of learner instructions
- The fidelity of administration of the tools
- The suitability of the recording methods
- The impact on the learner

Validation of evidence-gathering

In the use of the assessment tools, the assessor/observer:

- Complies with the administration instructions
- Provides adequate time and resources
- Responds appropriately to individual needs
- Meets the rules of evidence of authenticity & currency.
- Meets the principles of assessment of fairness & flexibility
- Is suitably qualified to use the tools.

Post-use assessment validation

The assessor:

- Manages and monitors observers
- Gathers all relevant evidence
- Distributes clustered evidence
- Ensures that all accepted evidence meets the rules of evidence
- Meets the principles of assessment
- Ensures that VET and industry expertise are involved
- Gathers evidence of quality, including follow-up



The requirements of Clauses 1.9 – 1.11

Assessment validation must involve appropriate:

- Systematic plan (policies and process)
- Validation schedule (risks, at least once in every 5 years)
- **Personnel involved**
- Representative **sample** of student work
- Documentation of outcomes
- Resultant action (localised and institutional)

The early changes to the standards

1.11. For the purposes of clause 1.9, systematic validation of an RTO's assessment practices and judgements:

- a) must be undertaken by one or more persons who collectively have:
 - i) vocational competencies and current industry skills relevant to the assessment being validated;
 - ii) current knowledge and skills in vocational teaching and learning; and
 - iii) the training and assessment credential specified in Item 2 or Item 5 of Schedule 1; and
- b) may be undertaken by persons involved in the delivery and assessment of the training product being validated provided they are not solely responsible for determining the outcomes of validation.

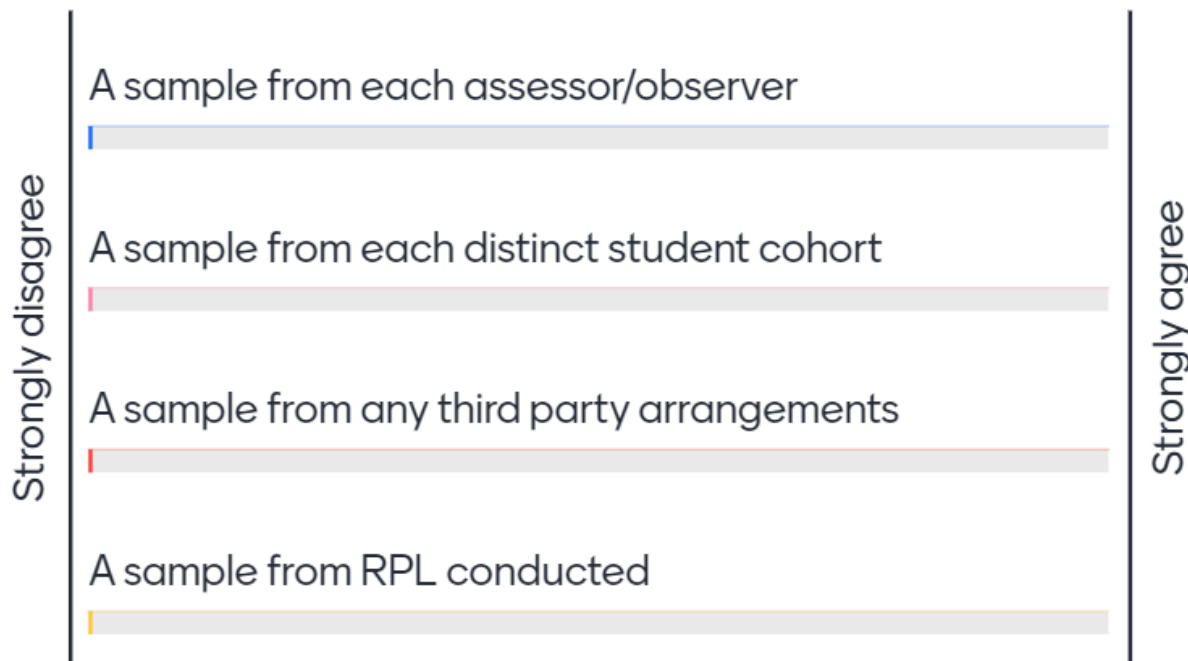


What is a representative sample?

This is described as a “statistically valid” sample in the glossary definition of “Validation”, p.13)

Statistically valid is in turn defined in the glossary (p.12) as “..a random sample of appropriate size ... to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments..”

You should consider each of the following when determining a stratified random sample.



Sources of evidence for assessment validation

- Credentials of assessors
- Document analysis of assessment tools
- Observation of the use of assessment tools
- Review of a representative sample of student evidence
- Re-assessment and comparative analysis
- Feedback from assessors/observers
- Feedback from candidates (including appeals and complaints)
- Follow-up of graduates
- Feedback from industry
- Feedback from VET regulators

How do you improve assessments where the context is artificial



How do you improve assessments where skills are assessed by knowledge questions?



How do you improve assessments where the elements and performance criteria are fragmented?



What might assessment validation lead to?

- Changes to assessment strategies and tools;
- Changes to assessors and observers;
- Changes to the management of assessment;
- Changes to the use of the tools;
- Changes to the assessment judgement process;
- Changes to training and assessment strategy and/or learning and assessment plan;
- Implications for other assessors, other training products, RTO systems, procedures and policies;
- Professional development.



In summary

1. The core business of an RTO is the certification of the industry-relevant competencies of individual candidates
2. The certification must be based upon a judgement of competency made by a qualified assessor
3. The assessment process must be valid, reliable, fair and flexible
4. The assessment judgement must be based upon evidence gathered through assessment tools that is valid, sufficient, current and authentic
5. The RTO and the assessor are accountable for the validity of the judgements

Your Questions

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References and Resources

- Standards for RTOs
- The TAC Users' Guide for the Standards
- Fact Sheets:
 - Assessment
 - Assessment Validation
 - Records Management
 - Complaints and Appeals
 - Industry Engagement Fact Sheet
 - Vocational Competence and Industry Currency
 - Assuring the Quality of RTO Processes, Practices and Products
 - Identifying and Meeting Learner Needs
 - Amount of Training
 - Third Party Arrangements

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