

Assessment Validation

Policy & Procedure

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1. PURPOSE

The purpose of this policy is to ensure that the JMC ACADEMY's (JMC) training and assessment strategies and practices are systematically validated to ensure that they are responsive to industry and learner needs meet the requirements of training packages and VET accredited courses.

The purpose of this policy is to ensure that all assessments conducted by JMC are valid and reliable and allow for sufficient and current evidence to be collected to determine competence.

2. SCOPE

This policy applies to all assessment activities of JMC whether conducted by JMC or third-party contractors.

3. DEFINITIONS

All definitions are located in the *JMC Glossary*.

For the purpose of this policy, 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

JMC ensures that its training and assessment strategies and practices are systematically validated in accordance with the requirements of RTO standards 2015.

In this regard, JMC ensure that all its training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses, by systematically conducting both pre and post use validation.

Pre-use validation considers whether the proposed assessments meet the principles of assessment in that they are fair, flexible, valid and likely to be reliable in that sufficient evidence will be collected to determine competence.

Post-use validation (moderation) reviews sample students completed assessments, and also considers whether the evidence collected from students is authentic evidence and whether reasonable and consistent judgments have been made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met and whether the evidence requested and supplied is current with industry practices and protocols.

The ASQA calculator can be used to determine sample size see <https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation>

Validation also includes reviewing and making recommendations for future improvements to the assessment tasks, processes and/or outcomes.

Validation is regarded by JMC to be an ongoing activity. Validation is undertaken using scheduled validation meetings.

Under this policy, it is the responsibility of the Head of Student Services and Admin to develop an annual assessment validation schedule in such a way as to ensure that all units of competency conducted by JMC are validated post-use at least once during the period of the RTO registration. This schedule will be tabled at the first meeting of the year of the JMC QERC.

In addition, it is the responsibility of the Head of Student Services and Admin, in conjunction with JMC Head/s of Department, to ensure that all assessments for all units of competency are validated prior to their initial use.

The Head of Student Services and Admin will maintain a register of people (appropriately qualified and identified) who can participate in or in the absence of the relevant Head of Department chair validation meeting.

5. PROCEDURE

The purpose of this procedure is to support the implementation of the above policy to ensure that assessments conducted by JMC are valid and reliable and allow for sufficient and current evidence to be collected to determine competence.

Validation process

- A scheduled validation meeting will be held to validate each unit prior to initial delivery and assessment limited to issues of the “assessment inputs” (see below)
- A scheduled validation meeting will be held to validate each unit post-delivery and assessment at least once in the five-year registration period of JMC.
- Participants at the scheduled meetings will be:
 - For courses on JMC scope of registration –
 - Chair = Head of Department JMC (in lieu of HoD, the Campus Manager can act as chair)
 - Head of Student Services and Admin
 - Two (2) industry/VET or Higher education representatives who can give specific industry/education pathways advice particularly on currency (at least one (1) must not be directly involved in the delivery of the course at JMC);
 - Current JMC Team may participate in validation meetings as advisers and for the purposes of professional development
- Consideration of an agreed set of units of competency- (at least 50% of units delivered and assessed during the initial three-year period of registration.);
- Reviewing of samples of assessments to confirm that the accepted standard of competency is being achieved. Past RPL submissions will also be examined to ensure that accepted processes and the standard of evidence is reliably acceptable;
- Formal reporting of the outcomes to the Campus Manager including recommendations for improvement to:
 - the assessment tools;
 - assessor judgments including advice on specific adjustment of the results of a specific cohort of candidates;
 - the context and conditions for the assessment;
 - the actual task/s administered to the candidates;
 - the advice to students about assessments;
 - the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc);
 - Consideration of any action reports from each participating RTO as the result of any previous meetings; and
 - Meeting the principles of assessment and rules of evidence.
- Should JMC purchase any assessment materials from a third-party supplier, Pre-use Validations of these materials will be completed in accordance with the Validation Policy in the same way as if the materials had been developed by JMC.
- However, prior to validation of these purchased materials an internal JMC Trainer Assessor will:

- review all such purchased assessment materials for internal accuracy and consistency.
- The assessor will amend as necessary and make notes of these amendments which will be provided to the validation panel and filed as part of the continuous improvement processes of JMC; and
- If, however significant issues are identified that require rectification, JMC will consult in the first instance with the vendor and where necessary undertake further amendments of the assessment instruments.

Validation meetings- Conduct

It is the responsibility of the Head of Student Services and Admin to arrange meetings to validate assessments. Dates for meetings will be scheduled as needed during the development phase prior to extension of scope applications being submitted to ASQA and for new assessments prior to use. Dates for meetings for ongoing validation of assessments will be planned on annual basis, tabled at the JMC QERC, and entered into the academic calendar of JMC.

The **pre-use** and **post-use** validation of assessments will be undertaken by a combination of one or more people qualified and skilled in the assessments corresponding to the training package requirements or accredited course guidelines as described in 2.2 above and have an appropriate level of qualification as an assessor to have the vocational expertise in the area under assessment and to have current industry skills. The skills of the validation panels will always meet the requirements of the Standards for Registered Training Organisations 2015 irrespective of the actual membership composition. The meeting(s) can comprise the trainers and assessors of JMC not directly related to the unit of competency under consideration. For JMC, an industry person must participate at each validation meeting.

For Pre-use validation the meeting will only consider assessment inputs- described below. JMC personnel involved in developing or delivering the assessments under consideration may attend these meetings as a form of Professional Development. Post-use validation meetings will review both assessment inputs and assessment outputs.

The Assessment review will include consideration of:

- Assessment inputs:
 - target group, diversity of cultural experience, language, literacy, and numeracy skill levels underpinning the course of study;
 - the actual assessment task/s administered to the candidates;
 - the advice given to students about assessments;
 - the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc.), particularly principles of assessment;
 - the context and conditions for the assessment across the sample;
 - mappings of assessments against requirements of the units of competency; and
 - evidence of improvements to assessments undertaken since any previous validation meeting.
- Assessment outcomes:
 - Sufficient samples of assessments (a minimum of four samples of student performance in an assessment task for each unit of competency for each assessor) to confirm that an accepted standard of competency is understood and is being consistently implemented by each of the assessors. Past RPL submissions will also be examined to ensure that accepted processes and the standard of evidence is reliably acceptable;
 - the assessment of knowledge and skill to the standard of performance prescribed within the training package;
 - the workplace aspect of performance including task skills, management skills, contingency management skills and job role environment skills;
 - consistency of assessor judgments;
 - evidence of plagiarism or collusion; and
 - consistency with principles of assessment and rules of evidence.

Validation meetings- Reporting

It is the Head of Student Services and Admin responsibility to prepare the report of the validation committee prepared for the Campus Manager. In relation to this procedure, the report will include recommendations for any necessary improvements to:

- the assessment tools;
- the context and conditions for the assessment;
- the actual task/s to be administered to the candidates;
- the advice to students about assessments;
- the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc.);
- assessor judgments including advice on specific adjustment of the results of a specific cohort of candidates prior to the finalisation of results;
- resources need for assessment; and
- meeting the principles of assessment and rules of evidence.

The chair of the validation committee will authorise the report.

Campus Manager Action

On receipt of the report the Campus Manager will determine the appropriate action methodology with the results reported within JMC's continuous improvement process reporting mechanisms.

6. PRE AND POST-USE VALIDATION REPORT

- *Examples of the validation reports inserted below:*

VALIDATION SESSION	
Course	
<p>The process of validation allows for us as a group to review the assessment strategy and documentation of our courses. Under the VET guidelines it is important that we engage with teaching professionals in order to review and improve the way we teach and assess our students.</p> <p>As you are also qualified VET trainers (you each have your TAE) you would be aware of how Units of Competency work within the rules of the qualification.</p>	
<p>Here are the guidelines for you to consider in this validation session:</p>	
<ol style="list-style-type: none"> Assessment overview – validated for – industry relevance AND against packaging rules for the qualification <ol style="list-style-type: none"> Do the projects reflect industry practice? Do the projects equip the students with necessary skills? Does the assessment planning meet the rules of the qualification? Assessment instructions <ol style="list-style-type: none"> Does the student know exactly what they have to DO in this task? Are they industry relevant? Is HOW the student is going to be assessed clear and easy to understand? Assessment Criteria <ol style="list-style-type: none"> Are the assessment criteria able to be met through this assessment task? Is the assessment criteria industry relevant and fair? Does the assessment meet the requirements in the unit (i.e. check this against the criteria in the mapping document) Principles of assessment <ol style="list-style-type: none"> Is the assessment: Fair, Flexible, Valid and Reliable? Rules of Evidence <ol style="list-style-type: none"> The evidence gathered for this assessment is valid, sufficient, authentic and current 	

PRE-USE VALIDATION SESSION			
Title of Course	CUA50420 DIPLOMA OF LIVE PRODUCTION AND TECHNICAL SERVICES (STAGE MANAGEMENT)		
Industry Focus	STAGE MANAGEMENT		
Validation Panel members	NAME	ROLE / POSITION / COMPANY	TAE, Industry or other
Validation Panel members	CHAIR	HEAD OF DEPARTMENT Position Description Qualifications & Industry currency outline	TAE - Trainer/Assessor Industry member Professional Development
	HOSA	HEAD OF STUDENT SERVICES & ADMIN & Validation Chair & Secretariat Position Description Qualifications & Industry currency outline	Administrator TAE holder Professional Development
	INDUSTRY MEMBER	INDUSTRY MEMBER Position Description Qualifications & Industry currency outline	TAE - Trainer/Assessor Industry member Professional Development
	INDUSTRY MEMBER	INDUSTRY MEMBER Position Description Qualifications & Industry currency outline	TAE - Trainer/Assessor Industry member Professional Development
	EDUCATION REP	EDUCATION REP Position Description Qualifications & Industry currency outline	Industry member Professional Development
	CAMPUS MANAGER	CAMPUS MANAGER & Validation Chair & Secretariat	Administrator TAE holder Professional Development

VALIDATION REPORT & OUTCOMES	
Report prepared by:	Chair – Validation Secretariat – Validation
	Signature: _____ Date: _____
Report authorised by:	Trainer-Assessor & Industry Professional
	Signature: _____ Date: _____
Action taken:	Comments:
GERC endorsement:	Comments:

VALIDATION PANEL	
<p>Validation attendees are undertaken by a combination of one or more people qualified and skilled in the assessments corresponding to the training package requirements or accredited course guidelines and have an appropriate level of qualification as an assessor to have the vocational expertise in the area under assessment and to have current industry skill.</p> <p>The skills of the validation panels meet the requirements of the Standards for Registered Training Organisations 2015 irrespective of the actual membership composition. The meeting(s) comprise at least one (1) trainer and assessor of JMC not directly related to the unit of competency under consideration.</p> <p>List attendees: For JMC, an industry person must participate at each validation meeting. List attendees</p> <p>Please note: For pre-use validation sessions, as the course is yet to be delivered, validation attendees can vary from what is outlined above, ensuring that the above is followed for the post-use session.</p>	
INTRODUCTION	
<p>The process of validation allows for us as a group to review the training and assessment strategies and documentation of our courses.</p> <p>Under the VET guidelines it is important that we engage with industry and training professionals in order to review and improve the way we teach and assess our students.</p> <p>The standard guidelines to be considered in this validation session:</p> <ol style="list-style-type: none"> Assessment overview – validated for – industry relevance AND against packaging rules for the qualification <ol style="list-style-type: none"> Do the projects reflect industry practice? Do the projects equip the students with necessary skills and knowledge? Does the assessment planning meet the rules of the qualification? Assessment instructions <ol style="list-style-type: none"> Does the student know exactly what they have to DO in this task? Are they industry relevant? Is HOW the student is going to be assessed clear and easy to understand? Assessment Criteria <ol style="list-style-type: none"> Are the assessment criteria able to be met through this assessment task? Is the assessment criteria industry relevant and fair? Does the assessment meet the requirements in the unit (i.e. check this against the criteria in the marking guide (or mapping document)). Principles of assessment <ol style="list-style-type: none"> Is the assessment: Fair, Flexible, Valid and Reliable? Rules of Evidence <ol style="list-style-type: none"> The evidence gathered for this assessment is valid, sufficient, authentic, and current <p>Through the pre-use validation process, it will be determined that each project is:</p> <ul style="list-style-type: none"> Industry current Project Brief offers clear instructions to students on: <ul style="list-style-type: none"> Project Overview Learning Journey Assessment process Units of competency Student support Each task has clear assessment requirements Deliverables Assessment requirements meet the assessment criteria (performance and knowledge evidence) Marking guide offers clear instructions to the Academic team on: <ul style="list-style-type: none"> Assessor instructions and guide to marking each task Assessment requirements meet the assessment criteria (performance and knowledge evidence) Context and Conditions of assessment are clear Principles of Assessment (Fairness, Flexibility, Validity & Reliability) and Rules of Evidence (Validity, Sufficiency, Authenticity & Currency) are being met 	

Assessment Inputs	
Target group: Diversity of cultural experience, language, literacy and numeracy skill levels underpinning the course of study. Is the target group clear? Is the language used in the assessments appropriate to the target group?	Comments Recommendation(s)
Method of assessment: Are the methods of assessment: • drawn from a range of assessment methods? • appropriate to the context, the unit of competency and associated assessment requirements, and the individual?	Comments Recommendation(s)
The assessment tasks: Are the assessment tasks: • fair, given the background and capacities of the students and AQF level? • cover the broad range of skills and knowledge that are essential to competent performance?	Comments Recommendation(s)
The context and conditions for the assessment: Do the assessments give information and consideration of these matters?	Comments Recommendation(s)
The advice to students about assessments: Is the advice to students clear about the assessments? And: What are they expected to do and how they will be measured?	Comments Recommendation(s)
The criteria used for judging the quality of performance: (e.g., the decision-making rules, evidence requirements, model answers etc) Are the expected responses accurate? Do they reflect appropriate knowledge and skill? Do they reflect current industry practice and terminology? Are they fair?	Comments Recommendation(s)
Mappings of assessments: Do the assessment mappings show that all requirements of the unit of competency will be assessed? Are the mappings complete and accurate?	Comments Recommendation(s)
The available resources for assessment: Is it clear what resources are needed for assessments? And: Students have necessary access. Are the resources available appropriate for the unit of competency?	Comments Recommendation(s)

7. RELATED DOCUMENTS

- 7.1. JMC Glossary
- 7.2. Complaints and Appeals Policy and associated procedures
- 7.3. Assessment Management Policy and Procedure (VET)
- 7.4. Recognition of Prior Learning Policy and Procedure (VET)
- 7.5. Academic Progression Policy and Procedure (VET)
- 7.6. Industry Input Policy and Procedure (VET)
- 7.7. JMC STUDENT HANDBOOK

8. RELEVANT LEGISLATION

- 8.1 Standards for Registered Training Organisations (RTOs) 2015
- 8.2 Education Services for Overseas Students (ESOS) Act 2000 (Cth)
- 8.3 ESOS National Code 2018

9. POSITIONS RESPONSIBLE

- 9.1. Campus Manager
- 9.2. Head/s of Department
- 9.3. Head of Student Services and Admin
- 9.4. Academic team
- 9.5. Administration

10. APPROVAL INFORMATION

Approval Authority	Quality Education and Risk Committee (QERC)
Health Check approval authority	JMC CEO
Review date	01/12/2024

Version	Approved by	Approval date	Effective date	Modifications	Status
5.0	QERC	02/02/2022	03/02/2022	New template	Current