Assessment Validation and Moderation Policy

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VERSION	DATE	REVISION AUTHOR	SUMMARY OF CHANGES
1	16/05/23	Eddie Blass	Initial document
	16/05/24	Eddie Blass	Reviewed: No changes
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Distribution

NAME	TITLE
All staff	All staff

Approval

NAME	POSITION	SIGNATURE	DATE
Eddie Blass	CEO	E Blass	16/05/23
Eddie Blass	CEO	E Blass	16/05/24

Contents

1 Purpose

This document specifies Inventorium RTO Pty Ltd.'s (Inventorium RTO) assessment validation and moderation policy.

2 Scope

This document applies to:

- All assessment systems used by Inventorium RTO, and
- All Inventorium RTO staff that are responsible for assessment-related activities.

This document does not apply to:

- Informal assessment that does not contribute to a learner's overall assessment.

3 Policy Statement

Inventorium RTO recognises that as a VET provider it is accountable to industry to provide job ready graduates for employers and clients. Those employers and clients have expectations of VET providers, not the least of which is to produce graduates who are able to contribute in meaningful ways. Inventorium RTO responds to the market's expectations, the regulatory requirements, industry imperatives and societal change.

This policy is designed to ensure Inventorium RTO's VET assessment methods and practices comply with the requirements of the Standards for Registered Training Organisations (RTOs) 2015.

Inventorium RTO ensures it applies thorough and rigorous assessment system via a comprehensive plan of systematic validation and moderation.

Inventorium RTO uses a risk-based approach to developing the validation and moderation plan considering risk indicators such as the potential safety concerns to clients from an assessment outcome that is not valid, the mode of delivery, changes to training packages and/or licensing requirements.

Assessment validation and moderation embraces continuous improvement of Inventorium RTO's strategies, resources and staff and adheres to the following principles:

- **Transparent** – The purpose, process and implications of the validation and/or moderation should be transparent to all relevant stakeholders.

- **Representative** - A representative sample should be used to validate and/or moderate tools and judgments.

- **Confidential** – Information regarding individuals (i.e., assessors and candidates) and providers must be treated with sensitivity and discretion. Confidentiality should be observed in relation to the identity of the assessors (i.e., those who developed the tools and/or made the judgments) and candidates (i.e., those whose evidence is submitted in the process).

- **Educative** – Validation and/or moderation should form an integral rather than separate part of the assessment process. It should provide constructive feedback, which leads to continuous improvement.

- **Equitable** – Validation and/or moderation must be demonstrably fair, equitably applied and unbiased.

- **Tolerable** – Any assessment includes a margin of error. The way in which evidence is gathered and interpreted against the standards will vary. The challenge is to limit the variation to acceptable proportions. Validation and/or moderation enables the variation to be identified and limited to what is tolerable.

- **Include external parties** – Regularly recorded meetings with industry advisors and experts focusing on quality reviews to provide tangible outcomes and recommendations for future improvements.

Inventorium RTO ensures its assessment systems for all qualifications follow the Principles of Assessment and Rules of Evidence as defined in the Standards for Registered Training Organisations (RTOs) 2015.

3.1   Principles of Assessment

FAIRNESS	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to consider the individual learner's needs. The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
FLEXIBILITY	Assessment is flexible to the individual learner by: • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
VALIDITY	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
RELIABILITY	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

3.2   Rules of Evidence

VALIDITY	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
SUFFICIENCY	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
AUTHENTICITY	The assessor is assured that the evidence presented for assessment is the learner's own work.
CURRENCY	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

The procedure associated with this policy is based on the Plan-Implement-Evaluate-Review (PIER) model of quality assurance.

As part of the quality assurance practices associated with validation and moderation activities, trainers and assessors are required to maintain their professional development to provide evidence of their ongoing currency, improvement and education within the industry and chosen fields of delivery.

4 Application of this Policy

This policy applies to all 'samples', which are samples of training and assessment resources and de-identified samples of learner evidence.

These samples, compiled by Inventorium RTO for a validation or moderation review, must be handled in a professional manner ensuring the anonymity of trainers and assessors, learners and graduates is maintained in an ethical manner.

The time taken for validation or moderation will differ dependent on the activities conducted.

It is essential that the purpose of a validation activity is clear to all involved parties and that validation activities are not used for purposes other than those stated in this policy.

5 Validation

Validation is the quality review of the assessment process. Validation involves checking that the assessment tools will and/or have produced valid, reliable, sufficient, current and authentic evidence, enabling Inventorium RTO to make reasonable judgements about whether training package requirements will and/or have been met.

Validation 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 sessions and activities are to be conducted as scheduled in the *Validation Schedule*.

Prior to implementation of any new unit of competency, internal validation of assessment tools is undertaken by the Academic Director or delegated suitable RTO representative. Validation after delivery of a unit of competency is undertaken by a selection of trainers and assessors and other key staff members.

External validation will be conducted at least once every five years and will be conducted by carefully selected industry advisors (validators) with vocational competencies and current industry skills. As with internal validation sessions, this activity may require them to review and assess the Training and Assessment Strategy, course content, training and assessment tools, qualification structure and delivery and assessment methods as relevant to industry standards and the training package.

On some occasions the current knowledge and skills of existing trainers and assessors will also be validated.

The outcomes of all validation sessions are to be recorded using the *Assessment Validation Tool*.

The outcome of validation may result in alterations to the assessment system following approval from the RTO Manager.

6 Moderation

Moderation is a quality control process aimed at bringing assessment judgements into alignment. Moderation is generally conducted before the finalisation of learner results as it ensures the same decisions are applied to all assessment results within the same unit of competency.

Moderation sessions can occur at any time throughout a teaching period for identified issues within assessment items and may include internal and / or external participants.

Moderation requires a selection of moderators to review a sample of judged candidate evidence from at least 10 learners or 5% (whichever is greater) of submitted assessments from at least one modality specific unit of competency per course; a shared unit of competency across programs may also be included for review.

Moderation will focus on regulating the assessment process and judgments of candidate evidence across a broad range of units of competency with varying learner results. This is achieved by reviewing anonymous assessor judgments; the marking of learner's completed assessment items; and the assessment tools used to assist, qualify or enable the assessor judgments.

The outcome of moderation may result in the alteration to learner grades following due process for approval by the Academic Director.

7 Samples for Validation and Moderation

- Samples are compiled of tools and/or judged candidate evidence including RPL and from a broad range of competencies and results.

- Samples are to be prepared by the RTO Manager or delegate.

- A statistically valid sample will be used.

- The required amount for each validation or moderation session will vary based on the sizes of the cohorts for each unit of study.

8 Validator and Moderator Selection

Collectively, the persons acting as validators or moderators must have:

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

- Current knowledge and skills in vocational teaching and learning, and;

- The training and assessment credential specified in Item 2 or Item 5 of Schedule 1 of the Standards for Registered Training Organisations (RTOs) 2015. (Refer to Appendix A of this document.)

Within the group of persons, one or more must be not directly involved in the delivery and assessment of the assessment item/s being validated or moderated. The inclusion of a person not directly involved ensures professional distance and integrity. 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.

Industry experts may be involved in validation and moderation sessions.

9 Responsibility for Validation and Moderation

The RTO Manager is responsible for:

- Ensuring implementation of this policy and its associated procedure.

- Ensuring each qualification and its units of competencies are validated at least once every 5 years, with at least 50% validated within the first 3 years of each 5-year cycle.

- Ensure validation and moderation activities are undertaken by appropriate groups of trainers/assessors and relevant staff.

- Authorising final decisions on the outcomes of validation or moderation activities.

APPENDIX A

Schedule 1 of the Standards for Registered Training Organisations (RTOs) 2015 (March 2024 Amendments).

Item	Standard	Training and assessment credentials
1	Not applicable	Not applicable
2	1.11 1.14 1.15 1.24	One of the following credentials: Credential: *TAE40122 Certificate IV in Training and Assessment <u>or</u> its successor* <u>or</u> Credential: *TAE40116 Certificate IV in Training and Assessment <u>or</u> its successor* <u>or</u> Credential:

Item	Standard	Training and assessment credentials
		TAE40110 Certificate IV in Training and Assessment, <u>and</u> one of the following: (i) *TAELLN411 Address adult language, literacy and numeracy skills <u>or</u> its successor <u>or</u>* (ii) *TAELLN401A Address adult language, literacy and numeracy skills* *<u>and</u> one of the following:* (iii) *TAEASS502 Design and develop assessment tools <u>or</u> its successor <u>or</u>* (iv) *TAEASS502A Design and develop assessment tools <u>or</u>* (v) *TAEASS502B Design and develop assessment tools.*
3	1.14 1.15	A diploma or higher level qualification in adult education; or A credential issued by a higher education provider (as defined in section 16-1 of the *Higher Education Support Act 2003*) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, <u>and</u> one of the following credentials, or the successor to one of the following credentials: (i) *TAESS00011/TAESS00019 - Assessor Skill Set;* <u>or</u> (ii) *TAESS00024 - VET Delivered to School Students Teacher Enhancement Skill Set.*
4	Not applicable	Not applicable
5	1.11 1.15	One of the following credentials: Credential: *TAESS00011 Assessor Skill Set <u>or</u> its successor* or Credential: *TAESS00001 Assessor Skill Set,* *<u>and</u> one of the following:* (i) *TAEASS502 Design and develop assessment tools <u>or</u> its successor <u>or</u>* (ii) *TAEASS502A Design and develop assessment tools <u>or</u>* (iii) *TAESS502B Design and develop assessment tools.*
6	1.18	One of the following credentials, <u>or</u> the successor to one of the following credentials: (i) *TAESS00003/TAESS00015 Enterprise Trainer and Assessor Skill Set;* (ii) *TAESS00007/TAESS00014 Enterprise Trainer - Presenting Skill Set;* (iii) *TAESS00008/TAESS00013 Enterprise Trainer - Mentoring Skill Set;* (iv) *TAESS00021 Facilitation Skill Set;* (v) *TAESS00029 Volunteer Trainer Delivery Skill Set;* (vi) *TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set;* (vii) *TAESS00020 Workplace Trainer Skill Set;* (viii) *TAESS00028 Work Skill Instructor Skill Set;* or (ix) *TAESS00022 Young Learner Delivery Skill Set;* <u>or</u>

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Item	Standard	Training and assessment credentials
		A credential issued by a higher education provider (as defined in section 16-1 of the *Higher Education Support Act 2003*); which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory.
7	1.23	One of the following credentials, or the successor to one of the following credentials: (i) *TAE50111/TAE50116/TAE50122 - Diploma of Vocational Education and Training;* or (ii) *TAE50211/TAE50216 - Diploma of Training Design and Development;* <u>or</u> A higher level qualification in adult education.
8	1.18(a)	One of the following credentials, or the successor to one of the following credentials: *(i) TAE40116/TAE40122 - Certificate IV in Training and Assessment;* *(ii) TAE50116/TAE50122 - Diploma of Vocational Education and Training;* or *(iii) TAE50216 - Diploma of Training Design and Development.*