

ASSESSMENT VALIDATION GUIDE

1. Purpose

- 1.1 This document applies to the Innovative Institute of Australia, its courses, its clients (students), and its controlled entities (collectively, "IIA", "Institute", "the Institute", "we", "us", "our").
- 1.2 The purpose of this policy is to
- i. Review how evidence was collected and on what basis an assessment decision was made for the designated Unit(s) of Competency.
 - ii. Review the fulfilment of training package requirements and the skills and knowledge required by industries.
 - iii. Review of the acquisition of career skills and knowledge required by learners.
 - iv. Improve the assessment process.
 - v. Improve assessment tools, instruments and documents.
- 1.3 This policy is implemented in compliance with the requirements of the Education Services for Overseas Students Act 2000 (the ESOS Act), the Standards for Registered Training Organisations (2025), and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018).
- 1.4 In this file, words that import gender include all other genders; the singular 'they' is gender-neutral and used to avoid specifying a person's gender; words in the singular number include the plural and vice versa.
- 1.5 This policy does not affect students' rights under the Australian Consumer Law.
- 1.6 The Institute reserves the right to amend these terms and conditions at any time.
- 1.7 This policy does not affect students' rights under the *Australian Consumer Law*.

2. Definitions

- 2.1 An education agent refers to an entity (in or outside Australia) that
- i. Engages in any of the following activities in relation to a provider:
 - A. The recruitment of overseas students, or intending overseas students;
 - B. providing information, advice or assistance to overseas students, or intending overseas students, in relation to enrolment;
 - C. otherwise dealing with overseas students, or intending overseas students; and
 - ii. is not a permanent full-time or part-time officer or employee of the Institute.
- 2.2 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.
- 2.3 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.
- 2.4 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.5 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.6 Prospective student/applicant/client refers to a person who intends to become, or who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.
- 2.7 DHA refers to the Department of Home Affairs.
- 2.8 OSHC refers to the Overseas Student Health Cover.
- 2.9 eCoE refers to the electronic Confirmation of Enrolment.
- 2.10 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3. Policy

- 3.1 Assessment validation is a quality-assurance and continuous-improvement process that ensures the assessment tool generates evidence that is valid, reliable, sufficient, current, and authentic. This evidence must support fair and reasonable judgments about whether the relevant components of the training product have been successfully met. The process also involves reviewing the assessment tool, procedures, and outcomes, and providing recommendations for future enhancements.
- 3.2 The Institute maintains a risk-based validation schedule to ensure all training products undergo systematic validation within a five-year cycle. High-risk identified products or those subject to stakeholder feedback are validated more frequently.
- i. Each training product is to be validated at least once every five (5) years.
 - ii. At least 50% of training products are validated in the first three (3) years, with the remainder completed by the end of the cycle.
- 3.3 The Institute may opt to conduct more frequent validation of its training products where risk indicators suggest that increased review is necessary. Indicators of risk may include
- i. The use of new assessment tools.
 - ii. Delivery of training products where safety is a concern.
 - iii. The level and experience of the assessor.
 - iv. Changes in technology, workplace processes, legislation, and licensing requirements.
- 3.4 Assessment validation is a step in the continuous improvement process for the assessment that commenced with
- i. A pre-assessment review of assessment tools, instruments and processes using the Institute's assessment tool checklist.
 - ii. Ongoing moderation of assessment across assessors.

- iii. Checks of processes prescribed for submitting and reviewing assessments and recording assessment outcomes.
 - iv. Validation review process of assessment tools and instruments, and a sample of completed assessments selected from actual assessments submitted by learners and assessed by assessors.
- 3.5 To maintain an effective and manageable process, a reasonable number of assessments should be validated during any single meeting.
- 3.6 For an enrolment number ranging from 50 to 1,000 students, the review sample should include a minimum of 24 to 41 learners."
- 3.7 When units contain two or three assessment tasks, there is a risk that the validation review committee may become overwhelmed, potentially affecting the quality of the review or preventing completion due to time limitations. To manage this, the number of samples should be carefully considered and limited to a reasonable amount, particularly if consistent patterns emerge across an unbiased selection.
- 3.8 The Institute will appoint a lead validator to oversee the validation process and complete the final report. A lead validator should hold the TAE competencies and is experienced at facilitating robust discussions and negotiating consensus. A lead validator for each training product must
- i. Not be the Institute's Training Manager, and
 - ii. Not currently training or assessing the training product, and
 - iii. Be independent of the program team.
- 3.9 A lead validator will establish a validation committee by inviting representatives from relevant industries and other training organisations to participate.
- i. In addition to the lead validator, two (2) or more validators should be involved in a single assessment validation activity.
 - ii. One (1) industry representative relevant to the unit should be involved.
 - iii. The lead validator will chair the committee.

- 3.10 The validation committee must have a mix of the following competencies amongst the group.
- i. Appropriate vocational competencies and current industry skills are aligned with the assessment being validated.
 - ii. Competence in the specific training product and/or the ability to demonstrate equivalent skills and knowledge.
 - iii. Up-to-date knowledge and expertise in vocational education and training (VET) delivery and assessment practices.
 - iv. A TAE40122 Certificate IV in Training and Assessment (or its successor), or the TAESS00011 Assessor Skill Set (or its successor), as specified in the Standards for RTOs 2015
- 3.11 The validation committee members may be
- i. From employers and employer associations
 - ii. From other industry bodies
 - iii. External trainers and assessors
 - iv. Consultants
 - v. Regulatory bodies and licensing authorities, if applicable
 - vi. Employees from the Institute (if they are involved in assessing the reviewed training package, they must not review their own assessments)
- 3.12 Trainers and assessors involved in delivering the unit being validated may participate in the validation process; however, they must not be involved in making final validation decisions.
- 3.13 Assessment validation should be undertaken in a supportive, positive, and unbiased manner.
- 3.14 Demonstrate respect for and actively consider the input and perspectives of all members of the validation group.

- 3.15 Feedback should be approached professionally, not taken or delivered personally; it must be provided solely to enhance assessment quality and improve student outcomes.
- 3.16 To support continuous improvement and ensure effective assessment validation, the Institute is encouraged to collaborate with other institutions to review designated Units of Competency or to involve external reviewers from relevant industries in the validation process.
- 3.17 Assess the assessment tools against all the outlined criteria.

4. Measures

4.1 The assessment validation process

- i. Preparing for Validation
 - A. Schedule the validation month for each training product, considering the total number of products to be validated within the year and aligning the timeline with student intake periods.
 - B. Designate a lead validator for each training product.
 - C. Select validators to form a validation committee, in accordance with the requirements outlined in the Training and Assessment Strategy and this guide.
 - D. Check and confirm that all validation committee members possess the necessary training and assessment qualifications, relevant vocational competencies, and up-to-date knowledge of both training practices and industry standards applicable to the units being validated.
 - E. Gather all necessary documentation and resources in accordance with the validation checklist, and ensure that the selected assessment validation samples are random.
 - F. Provide the documentation to the validation team one week prior to the validation event.

- G. For stand-alone units of competency explicitly listed on the Institute's scope of registration, only the individual unit is required to undergo validation.
- ii. Organise the Assessment Validation Meeting:
 - A. An assessment validation meeting will be organised. In the meeting, the assessment validation committee members will be notified which Unit(s) of Competency will be reviewed.
 - B. The validation meeting will use any internal review/moderation reports already completed by assessors for the designated Unit(s) of Competency.
 - C. It is recommended that the validation meeting review assessments conducted over the term of the training product delivery, and as soon after the delivery/assessment has been completed.
- iii. Conduct & Record the Assessment Validation Meeting Agenda:
 - A. Assessment validation activities may be conducted in person or via teleconference.
 - B. At the start of the validation activity, participants may be given a minimum of two (2) hours to independently review the assessment tools and resources, the Training and Assessment Strategy, and their assigned sample of completed student assessment items.
 - C. The assessment validation team is responsible for determining whether the assessment sample meets the principles of validity, reliability, sufficiency, currency, and authenticity.
 - D. Use the Agenda (Appendix 1) to guide the meeting.
 - E. Use the 'Validation - Assessment Review Questions and Report' form to ensure that all recommendations related to the Rules of Assessment and Rules of Evidence have been considered in the Assessment Validation Meeting. The form must be completed as the review progresses.
 - F. The Validation - Assessment Review Questions and Report form should be attached to the minutes of the Assessment validation meeting to avoid

unnecessary repetition of records.

- G. Details of the Rules of Assessment and Rules of Evidence are contained in the Validation - Assessment Review Questions and Report Form.

iv. Reporting Validation Review Outcomes:

- A. During the validation meeting, the lead validator facilitates discussions and works to achieve group consensus on any recommended improvements.
- B. Record the outcomes of the Validation - Assessment Review Questions and Report Form. Pass the form on to the Training Manager, who will pass on the recommendation to the Institute by completing a continuous improvement suggestion.
- C. All participants must agree to the outcomes and comments provided on the report.
- D. Any recommendations for improvement must be detailed on the suggestion once consensus is reached by participants.
- E. The Institute will examine the recommendation and will determine a plan of action, if required. The plan of action will be recorded on the Continuous Improvement Action Plan and implemented.
- F. If the assessment tools for one or more of the sampled units are found to be invalid, additional units must be sampled, or the program should be promptly referred for a comprehensive review.

v. File the Validation Decisions: For auditing purposes, it is important that all Assessment validation documents are dated, signed, passed on to the Continuous Improvement Committee, and then filed. The following documents need to be filed:

- A. Minutes of the Assessment Validation Meeting.
- B. Validation - Assessment Review Questions and Report.
- C. Any samples of assessments that may be required to demonstrate issues or recommendations.

- D. Any other review forms that were used to complete the validation process that might demonstrate an issue or recommendation?
- vi. Validation may be conducted through face-to-face meetings, web-based conferencing, or teleconferencing.
 - A. Assessment tools must be reviewed to ensure they align with the Principles of Assessment-validity, reliability, flexibility, and fairness-as well as meet the assessment requirements outlined in the relevant Training Package or accredited course.
 - B. Assessment judgements must be reviewed to ensure they comply with the Rules of Evidence: validity, currency, sufficiency, and authenticity.
 - C. The completed Assessment Review Questions and Report Form must be submitted to the CEO for approval within one (1) week following the conclusion of the validation process.
 - D. All actions resulting from the Assessment Review Questions and Report Form must be submitted to the CEO for review.

5. Appendix 1

Assessment Validation Meeting Agenda

(Insert time and date and meeting location)

Attendance

Apologies

1. Welcome *(refer to the overall process of an Assessment Validation Meeting, Page 1)*.
2. Purpose of an Assessment Validation Meeting *(refer to Purpose of an Assessment Validation Meeting, Page 1)*
3. Explanation of criteria on the Validation – Assessment Review Questions and Report form, including sampling and the use of reviews already conducted on assessments
4. Discussion of issues and how these may be addressed and reported through recommendations.
5. The role of each member of the validation Committee
6. Timeframe to complete the validation review

6. Appendix 2

Assessment Validation Meeting Minutes of Meeting

(Insert time and date and meeting location)

Date of Meeting:	
Commencement Time:	
Location of Meeting:	
In attendance:	
Apologies:	
Chairperson:	
Issues found:	
Recommendations / Actions:	
Other Business:	
Meeting Closed:	

VERSION HISTORY

Version Number	Date	Summary of changes
1.0	September 2021	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.