

PRE ASSESSMENT VALIDATION POLICY

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 ensure that the assessment tools for each unit of competency used by the RTO enable assessment to be administered in accordance with the rules of evidence and the principles of assessment, and to align with the requirements of the training package.
- 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 Assessment means the process of gathering 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 specified in a training package or a vocational education and training accredited course.
- 2.2 Assessment Tool. An assessment tool includes information and templates to

communicate the context and conditions of the assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the student, and the evidence criteria used to judge the quality of their performance (i.e., the assessment decision-making rules). The assessment tools will also set the procedure for the administration, recording and reporting requirements following the completion of the assessment.

- 2.3 Pre-assessment Validation. Pre-assessment validation is a quality control process designed to check assessment tools before implementation to ensure they enable assessment to be administered in accordance with the rules of evidence and the principles of assessment, and to align with the requirements of the training package.
- 2.4 Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describes how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.
- 2.5 Training Product. Training product means AQF qualification, skill set, unit of competency, accredited short course and module.
- 2.6 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.
- 2.7 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.
- 2.8 CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students.

- 2.9 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.10 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.11 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*.
- 2.12 DHA refers to the Department of Home Affairs.
- 2.13 OSHC refers to the Overseas Student Health Cover.
- 2.14 eCoE refers to the electronic Confirmation of Enrolment.
- 2.15 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 **Planning and coordinating pre-assessment validation:** All assessment tools for all units of competency must undergo pre-assessment validation before they are used to conduct assessments. Where assessment tools are developed or commercially purchased, these must be validated under a planned and systematic arrangement with strict document and version control. Validation records or evidence supplied by the commercial supplier are not to be relied upon to satisfy this policy requirement. The prioritisation of units for pre-assessment validation is to be informed by the delivery sequence in future planned courses. This means that units of competency that are sequenced to be delivered first must be validated first. This will be coordinated through the regular management meeting.
- 3.2 **Selecting persons to undertake pre-assessment validation:** Industry or subject-matter experts are welcome to participate. Pre-assessment validation must be undertaken by:

- i. One or more persons who are competent in the unit on which the assessment tool is designed to assess, and
- ii. One or more persons who hold current knowledge and skills in vocational education and training (including in assessment validation).

3.3 Conducting assessment validation: Pre-assessment validation is usually conducted as a desktop activity to ensure assessment tools enable valid, consistent and reliable assessment of student competency. Those conducting the pre-assessment validation must review the assessment in detail and use the Pre-assessment Validation Checklist, which identifies whether the assessment:

- i. Includes verified mapping against all assessment tasks and training product requirements (this includes all performance criteria, performance evidence requirements, and knowledge evidence requirements specified in the training product);
- ii. Adheres to the principles of assessment: fairness, flexibility, validity and reliability;
- iii. Produces valid, sufficient, authentic and current evidence;
- iv. Meets industry requirements and reflects real work-based environments
- v. Is inclusive and culturally sensitive, and reflects a variety of cultural backgrounds, socioeconomic situations, and perspectives
- vi. Assesses the right level of difficulty aligned with the skills and knowledge requirements of the unit of competency;
- vii. Includes assessment instructions that are clearly explained, logically structured;
- viii. Provides adequate benchmarks for assessment; and
- ix. Identifies areas for improvement.

3.4 Outcomes and Relationship to Continuous Improvement: Often, improvements are identified as outcomes of pre-assessment validation. These improvements are to be recorded in our systematic approach to continuous improvement by raising a

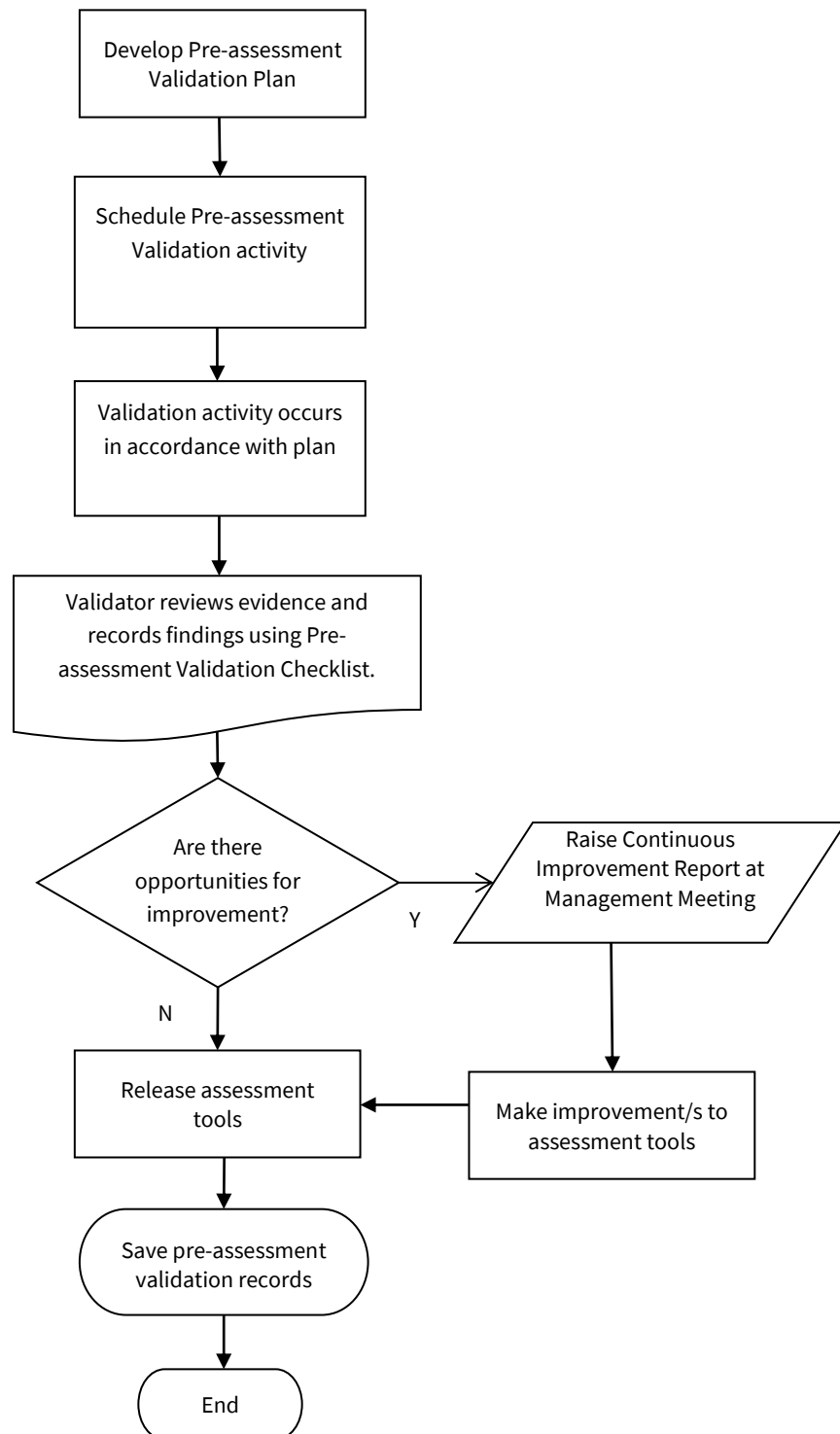
Continuous Improvement Report and submitting this to the management meeting.
Outcomes identified through pre-assessment validation must be recorded in the Continuous Improvement Register.

4. Measures

Steps		Person/s responsible
Pre-assessment validation		
i.	Prepare Pre-assessment Validation Plan. The Training Manager is responsible for establishing a <i>Pre-assessment Validation Plan</i> to be approved by the Chief Executive Officer that identifies: – The training product, – Each Unit of Competency, – The priority of units and the sequence of delivery, – The person/s responsible for completing the validation, and – The status of progress. The Plan for Pre-assessment Validation will be updated and presented at each management meeting to monitor progress. This record of the plan for pre-assessment validation must be retained in the management meeting records.	Training Manager, CEO
ii.	Schedule pre-assessment validation activities. The validator will plan and schedule pre-assessment validation activities for all assessment tools, for all units of competency, prior to use.	Training Manager
iii.	Conduct pre-assessment validation. The validator will conduct the pre-assessment validation by reviewing the assessment tools	Validator

	against the <i>Pre-assessment Validation Checklist</i> .	
iv.	Record findings and areas for improvement. The validator will summarise the findings and identify areas for improvement for the assessment arrangements relevant to the training product being validated, and record these in the <i>Pre-assessment Validation Checklist</i>. It is important that the final pre-assessment validation tool records the details of all evidence reviewed including the assessment tools and any industry references.	Validator
v.	Submit continuous improvement reports to management meeting. The validator will prepare and submit any continuous improvement reports and update the continuous improvement register to be considered at the next management meeting. These opportunities for improvement will then be considered and implemented in a systematic way utilising the continuous improvement and management meeting process to ensure the assessment tools are fit-for-purpose and enable valid judgements regarding a student's competency.	Training Manager, Validator
vi.	Release assessment tools. Assessment tools may only be released after pre-assessment validation has occurred and improvements made to ensure the assessment tools meet all the training product requirements, adhere to the principles of assessment; fairness, flexibility, validity and reliability, and produce valid, sufficient, authentic and current evidence.	Training Manager
vii.	Store pre-assessment validation records. The validator is to ensure that all assessment validation records are securely retained and accessible and update the Training Manager.	Training Manager

5. Flow chart



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.