



# Victorian International Institute of Technical Education

## PPI5 Assessment Validation & Moderation Policy and Procedure



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## 1. Table of Reference

<b>Distribution</b>	All staff and students
<b>Related Entities</b>	<ul style="list-style-type: none"> <li>• Victorian International Institute of Technical Education</li> </ul>
<b>Related Documents</b>	<ul style="list-style-type: none"> <li>• Student Handbook – International</li> <li>• VIITE_PPI20_Records_Management_Policy_and_Procedure</li> <li>• Validation Form</li> <li>• Moderation Form</li> <li>• The assessment tool, including             <ul style="list-style-type: none"> <li>◦ the Assessor Guide and</li> <li>◦ Student Assessment Workbook</li> </ul> </li> <li>• The Unit of Competency (as available on training.gov.au)</li> <li>• A random sample of between 5 – 10 completed student assessments for auditing purposes</li> <li>• Trainer/Assessor Continuous Professional Development log</li> </ul>
<b>Statutory References</b>	<ul style="list-style-type: none"> <li>• National Vocational Education and Training Regulator Act 2011</li> <li>• Standards for RTO's 2015</li> <li>• National Code of Practice 2018 Standard 8</li> <li>• ESOS Act 2000</li> </ul>
<b>Legislative context</b>	<ul style="list-style-type: none"> <li>• Commonwealth Human Rights and Equal Opportunity Commission Act 1986</li> <li>• Commonwealth Disability Discrimination Act 1992</li> <li>• Commonwealth Disability Standards for Education 2005</li> </ul>



## 2. Purpose and Scope

This policy is designed to ensure that Victorian International Institute of Technical Education (VIITE) can effectively manage the administration and application of Assessment Validation and Moderation practices as per the Standards for Registered Training Organisation 2015 (the Standards, clauses 1.9, 1.10, 1.11). This policy encourages ongoing continuous improvement to promote quality outcomes for VIITE students and the RTO.

This policy applies to all the training products offered by the RTO that are listed on the National register ([www.training.gov.au](http://www.training.gov.au))

In this policy “staff” is defined to include both employees and all contractors providing services on behalf of VIITE.

## 3. Policy

An effective validation process ensures your students are receiving training and assessment that covers the requirements of the training product and is relevant and reflective of current industry conditions.

Having an assessment system that achieves the best results for students means they are more likely to achieve success obtaining employment. As well as being an excellent result for students, this demonstrates to industry and potential students your strength as a quality provider.

Victorian International Institute of Technical Education (VIITE) is committed to ensuring that:

- Assessment Strategies
- Assessment Procedures
- Assessment Tools and
- Assessment Evidence

are systematically reviewed as part of the Assessment Validation and Moderation Policy.

This policy guides the process of continuous improvement. If any changes are made to assessment tools, the RTO Manager or delegate conducts quality checks and review the revised the tools prior to implementation for future students.

## 4. Responsibilities

The CEO will ensure all relevant staff will implement this policy and procedure and that each training product – qualification, accredited course, skill-set or explicit unit of



competency is reviewed at least once in five-year period. At least half of all training products will be validated in the first three years of the schedule.

### Procedures

VIITE will systematically and progressively validate and moderate assessments on an ongoing basis, to identify and eliminate all potential problems and act upon all opportunities in a way that results in the continual improvement of its training and assessment system and customer service standards.

Biannual Executive meetings will be used to address issues identified through this consultation process as part of the quality assurance and continuous improvement discussion.

VIITE will undertake to maintain a Validation and Moderation schedule and record outcomes in the approved manner. This includes - who attended the validation sessions, their association with industry, their qualifications, the session's action items and records of how those items were implemented.

VIITE staff will undertake Validation and Moderation on an ongoing basis, by their field of expertise, and in accordance to legislative requirements, the Validation Plan, and record all outcomes on the relevant Form.

Systematic validation of your assessment practices and judgements is undertaken by one or more people who:

1. are not directly involved in the instance of delivery and assessment of the training product being validated.
2. collectively have vocational competencies and current industry skills relevant to the assessment being validated.
3. hold current knowledge and skills in vocational teaching and learning.
4. hold training and assessment credentials specified in Item 2 or Item 5 of Schedule 1.<sup>1</sup>

Industry experts may be engaged in the validation process to ensure there is the combination of expertise to meet the above listed requirements.

## **5. Validation Procedure**

The procedure for validation and moderation is aligned with the Standards for Registered Training Organisations (RTOs) 2015 <sup>2</sup>(SRTO 2015):

### **Procedure for Validation and Moderation**

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<sup>1</sup> [Federal Register of Legislation - Standards for Registered Training Organisations \(RTOs\) 2015](#)

<sup>2</sup> [Clauses 1.8 to 1.12—Conduct effective assessment | Australian Skills Quality Authority \(ASQA\)](#)



### 5.1 Planning Validation

- Develop a validation plan (RTO Manager or delegate) as per Clause 1.9 of SRT0 2015, ensuring that validation activities occur systematically.
- Ensure each training product undergoes validation at least once every five years as mandated by Clause 1.10, with at least 50% of training products validated within the first three years of the cycle.
- Assign validation tasks to individuals who are independent of the delivery and assessment of the training product to maintain objectivity, as specified in Clause 1.11.

### 5.2 Selection of Samples

- Clause 1.9 requires that a representative sample of assessments be reviewed. The sample must include a variety of assessment judgements (competent and not yet competent) and involve different assessors.
- Trainers and Assessors provide samples to the RTO Manager or delegate for assessments marked over the past two quarters.
- Ensure that selected samples include both competent and not yet competent outcomes along with situations where reasonable adjustments were applied, ensuring compliance with Clause 1.8 (Fairness and Flexibility in assessments).

### 5.3 Conducting Validation

- Review the assessment tools and methods against the Principles of Assessment and the Rules of Evidence as outlined in Clauses 1.8 and 1.8(a-d):
  - o Principles of Assessment: Validity, reliability, fairness, and flexibility.
  - o Rules of Evidence: Validity, sufficiency, authenticity, and currency.
- The validation process must ensure that assessment practices and tools meet the requirements of the relevant training package or VET accredited course, adhering to Clause 1.8.
- Validation must result in recommendations for improvement, as required by Clause 1.9.
- 

### 5.4 Moderation

- Conduct moderation meetings post-assessment to ensure consistency of judgements across assessors.
- Moderation should focus on ensuring that different assessors interpret and apply the benchmarks consistently, ensuring fairness and alignment with Clause 1.8.
- Provide structured feedback to assessors to improve the reliability of assessment outcomes and decisions across all participants.

### 5.5 Implementing Changes

- Following validation, Clause 1.10 requires that any improvements to assessment practices be implemented systematically. Document these changes (RTO Manager or delegate) and ensure that improvements to tools and practices are communicated to all relevant stakeholders.



- Regularly monitor and review (RTO Manager or delegate) the impact of these changes in follow-up validation sessions, as per the requirements of Clause 2.2 (Continuous improvement).

## 5.6 Documentation and Reporting

- Maintain records (RTO Manager or delegate) of validation activities, including validation participants, the training products reviewed, the tools and assessment methods examined, and any improvements identified, as required by Clause 1.9.
- Ensure validation outcomes are documented to meet Clause 8.1<sup>3</sup> requirements, which deal with effective management of compliance and regulatory reporting.
- Record the minutes of moderation sessions and maintain these as evidence of continuous compliance with ASQA's standards under Clause 2.1<sup>4</sup> (Quality assurance mechanisms).
- 
- **Changes, modifications, and amendments**
- 
- Suggested or proposed changes, amendments, or modifications in assessment tools and/or practices are to be referred to the Training Manager.
- 
- The Training Manager will report suggestions with his/her recommendations to Biannual Executive meetings for consideration and discussion.
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- Approved changes, modifications, and amendments will be undertaken promptly, documentation version controlled, and on completion will be recorded on the Continuous Improvement Register.
- The Training Manager will advise all relevant staff of any alterations to documentation relevant to delivery and/or assessments

## 5.7 Continuous Improvement

- Use validation and moderation outcomes to inform the continuous improvement of assessment practices, per Clause 2.2 (Ongoing system improvements).
- Regularly review and update the validation plan to ensure that all training products are covered within the prescribed five-year cycle as required by Clause 1.10.
- Implement findings from validation to maintain current, industry-relevant assessment practices, meeting the demands of Clause 1.6 (Industry relevance).

## 6. Assessment Validation Form

<sup>3</sup> [Clauses 8.1 and 8.2—Provide requested information to ASQA | Australian Skills Quality Authority \(ASQA\)](#)

<sup>4</sup> [Clauses 2.1 and 8.4 to 8.6—Compliance and reporting | Australian Skills Quality Authority \(ASQA\)](#)



<b>Qualification/s</b>		
<b>Unit Code</b>	<b>Unit Title</b>	<b>Single</b> <input type="checkbox"/>
		<b>Clustered</b> <input type="checkbox"/>
		<b>Classroom</b> <input type="checkbox"/>
		<b>Workplace</b> <input type="checkbox"/>
		<b>RPL</b> <input type="checkbox"/>
<b>Participants:</b>		
<b>Name</b>	<b>Workplace/Experience</b>	<b>Telephone Number</b>





		YES	NO
The Context	Are the methods of assessment (formative and summative) appropriate for the unit/s?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the assessment consistent with: <ul style="list-style-type: none"> <li>• Unit of Competency</li> <li>• Methods of Assessment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	Are the methods of assessment (formative and summative) appropriate for the target group including any characteristics identified	<input type="checkbox"/>	<input type="checkbox"/>
Information to candidate	Is the information provided to the candidate in easy-to-understand language	<input type="checkbox"/>	<input type="checkbox"/>
	Do the instructions clearly outline the requirements of each task	<input type="checkbox"/>	<input type="checkbox"/>
	Is the response format clearly outlined (e.g. oral response, written response, creating a product and/or performance demonstration)	<input type="checkbox"/>	<input type="checkbox"/>



		YES	NO
Information to candidate cont....	Provide a clear list of tasks the candidate will be required to perform and any materials or equipment required	<input type="checkbox"/>	<input type="checkbox"/>
	Outline any reasonable adjustment requirements that may apply including as applicable: <ul style="list-style-type: none"> <li>Levels of language, literacy and numeracy</li> <li>Different workplace needs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			
Student completed assessment sample reviewed:		<b>Err or fac tor 10%</b>	<b>Final Samp le Num ber</b>



		YES	NO
Validity	The assessment tasks are based on or reflect work-based contexts and situations	<input type="checkbox"/>	<input type="checkbox"/>
	The assessment tool(s) as a whole represent the full range of skills and knowledge specified in the Unit of Competency	<input type="checkbox"/>	<input type="checkbox"/>
	The tool has been designed to assess a variety of evidence over time and contexts (i.e. predictive validity)	<input type="checkbox"/>	<input type="checkbox"/>
	The boundaries and limitations of the tool are in accordance with the purpose and context for the assessment (i.e. consequential validity)	<input type="checkbox"/>	<input type="checkbox"/>
	The tool has been designed to minimise the influence of extraneous factors (i.e. factors that are not related to the unit of competency) on candidate performance (i.e. construct validity)	<input type="checkbox"/>	<input type="checkbox"/>
	The tool has been designed to adhere to the literacy and numeracy requirements of the Unit(s) of Competency (i.e. construct validity)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/ Recommendations</b>			



<b>Reliability</b>	The tool provides model responses and/or examples of performance at varying levels (e.g. competent/not yet competent) to guide assessors in their decision making	<b>YES</b>	<b>NO</b>
	Are suggested answers provided allowing for consistent judgements to be made by assessors	<input type="checkbox"/>	<input type="checkbox"/>
	Was the standard of what was assessed as competent/not-yet-competent consistent across all pieces of evidence examined	<input type="checkbox"/>	<input type="checkbox"/>
	Do the sample assessments reflect consistent judgements made by assessors	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/ Recommendations</b>			
		<b>YES</b>	<b>NO</b>
Sufficiency	Is sufficient evidence gathered before competency is determined	<input type="checkbox"/>	<input type="checkbox"/>



	Is sufficient evidence gathered to show consistency of competency	<input type="checkbox"/>	<input type="checkbox"/>
	Is evidence collected over a period of time and in different situations as required in individual Units of Competency	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/ Recommendations</b>			
		<b>YES</b>	<b>NO</b>
<b>Currency</b>	<p>Are the assessment consistent with current and realistic industry/workplace practices including:</p> <ul style="list-style-type: none"> <li>• Equipment/tools/resources used</li> <li>• Assessment tasks are based on realistic workplace activities</li> <li>• Licensing and regulatory requirements are met</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>



	There is clear documentation of the required currency in training and experience of trainers/assessors	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/ Recommendations</b>			
		<b>YES</b>	<b>NO</b>
Authenticity	Has the evidence provided been authenticated as belonging to the student	<input type="checkbox"/>	<input type="checkbox"/>
	Where assessment tasks require team/group work, have participants been clearly listed	<input type="checkbox"/>	<input type="checkbox"/>
	Do sample assessments comply with NWT Academic Integrity standards		



## Comments/ Recommendations

This record represents a true and accurate summary of the validation meeting and the recommendations arising from the meeting.

**Chairperson Name:**

**Position Title:**

**Chairperson Signature:**

Date:

## Training & Administration Notes



**Action Plan Required:** :  Yes  No

**Action Plan Completed:** :  Yes  No **Date:**





# VIITE

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## Additional Notes



**7. Assessment Moderation Form**

<b>Qualification/s</b>			
<b>Unit Code</b>	<b>Unit Title</b>		
		<b>Single</b>	<input type="checkbox"/>
		<b>Clustered</b>	<input type="checkbox"/>
<b>Moderation Date</b>			
<b>Moderation Type</b>	<b>Formal</b>	<input type="checkbox"/>	<b>RPL</b> <input type="checkbox"/>
	<b>Informal</b>	<input type="checkbox"/>	<b>Non-RPL</b> <input type="checkbox"/>
<b>Participants:</b>			
<b>Name</b>	<b>Qualifications/Industry Experience</b>	<b>Telephone Number</b>	





Currency: Is the evidence current enough to determine competency?	<input type="checkbox"/>	<input type="checkbox"/>
Authenticity: Has the evidence provided been authenticated as belonging to the learner?	<input type="checkbox"/>	<input type="checkbox"/>
Does the assessment outcome reflect the standards identified in the assessment tool?	<input type="checkbox"/>	<input type="checkbox"/>
Would other assessors independently come to the same assessment decision based on the evidence provided?	<input type="checkbox"/>	<input type="checkbox"/>
Was the standard of what was assessed as competent/not yet competent consistent across all pieces of evidence examined?	<input type="checkbox"/>	<input type="checkbox"/>
Does the Assessor's Guide include marking and assessment criteria, and are they consistent with the unit of competency?	<input type="checkbox"/>	<input type="checkbox"/>
Is the feedback provided to the student consistent with the assessment decision?	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments:</b></p> <hr/>		



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### Recommendations:

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**Position Title:** \_\_\_\_\_

**Chairperson Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Action Plan Developed:**

**Yes**

**No**

**Not Applicable**

**Date:**



## 8. Responsibilities

All Assessment practices are monitored by the Training Manager in

## 9. Version Revisions

12 months from the date of this version, or as required.

## 10. Review Date

Version Number	Date	Reason for change	Prepared By	Approved By
V.01	20/06/2024	Updated and improved	RTO Manager (SC)	CEO (SH)