



# 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 by the requirements of the Australian Skills Quality Authority, relevant funding contracts and state and federal legislation

This policy applies to the administration and management of Validation and Moderation processes by the requirements of the Standards of Registered Training Organisations and the Guidelines to Vocational Education Training (VET) Providers.

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

## 3. Policy

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.

## 4. Responsibilities

The CEO will ensure all relevant staff will implement this policy and procedure with 50% of courses validated in the first three years of business, and a minimum of two courses every six months.

## 5. 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.

Monthly 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.

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.

## **6. Validation Procedure**

**Validation** is the quality review of the assessment process in assessment practices and judgments. Validation involves checking that the assessment tool(s) and produce(s) are *valid, reliable, sufficient, current, and authentic* evidence to enable reasonable judgments on 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(s), processes, and/or outcomes and acting upon such recommendations.

Resources for Validation include

- i. The assessment tool, including the Assessor Guide and Student Assessment Workbook
- ii. The Unit of Competency (as available on training.gov.au)
- iii. A random sample of between 5 – 10 completed student assessments
- iv. Trainer/Assessor Continuous Professional Development log
- v. An Assessment Validation Form

During validation, parties are required to:

- i. Review the assessment tools which must comply with the Rules of Evidence:
  - Validity – meet the skills and knowledge requirements of the Unit of Competency
  - Sufficiency – quality and quantity of assessment(s) supports the outcome
  - Authenticity - the work submitted is the student's work
  - Currency –the assessment evidence is from the present or very recent past



- record outcomes and provide appropriate recommendations, which may include, but are not limited to
  - Changes to the assessment tools and resources
  - Changes to processes and procedures

After the Validation Meeting, the nominated VIITE Representative is to forward the completed Assessment Validation Form to the Compliance, Training, and RTO Managers.

## 7. Moderation Procedure

Moderation refers to a process that ensures assessment strategies apply the same standards to all assessment results to determine whether a learner is competent in a unit.

Moderation can be conducted during or post-assessment and may be formal or informal.

During moderations, parties are required to:

- ii. Review the assessment tools and strategies which must comply with the Principles of Assessment:
  - Fairness – reasonable adjustment is applied to meet individual learner’s needs and the learner has the opportunity to challenge the result of assessment and be re-assessed
  - Flexibility – reflecting the learner’s needs and assessing competencies held by the learner no matter how or where they have been acquired
  - Validity - competency is based on evidence of learner performance as aligned to the relevant Unit of Competency and is based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations
  - Reliability –the assessment evidence is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment
  - record outcomes and provide appropriate recommendations, which may include, but are not limited to:
    - Changes to the assessment tools and/or resources
    - Changes to processes and procedures



After the Moderation Meeting, the nominated VIITE Representative is to forward the completed Assessment Validation Form to the Compliance, Training, and RTO Managers.

Resources for Moderation include

- I. The assessment tool, including the Assessor Guide and Learner Assessment Book
- II. The Unit of Competency (as available on training.gov.au or from the Training Support Network)
- III. A reasonable number (minimum two) of completed learner assessment samples (may include both resulted and non-resulted samples)
- IV. An Assessment Moderation Form

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 Monthly Executive meetings for consideration and discussion.

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



## 8. Assessment Validation 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>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>Error factor 10%</b>	<b>Final Sample Number</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>
<b>Sufficiency</b>	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"/>



### Comments/ Recommendations



		YES	NO
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 VIITE 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





**9. 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"/>
<b>Comments:</b> <hr/>		



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**Recommendations:**

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**Chairperson Name:** \_\_\_\_\_

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

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

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

**Action Plan Developed:**

**Yes**

**No**

**Not Applicable**

**Date:**



## 10. Responsibilities

All Assessment practices are monitored by the Training Manager in

## 11. Version Revisions

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

## 12. 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)