5.3.3 Validation Policies and Procedures (VET)

Purpose

The Validation Policy and Procedures provides a framework and detailed procedures to ensure that assessment tools and practices:

- Are designed and conducted in line with the training product requirements
- Produce valid and reliable outcomes
- Are consistent across delivery modes and assessors
- Support continuous improvement

Scope

Applies to all staff, contractors, and third parties engaged in the development, delivery, validation, and moderation of Vocational Education and Training (VET) assessment at Acknowledge Education Pty Ltd (AE).

Relevant legislation and Standards

This document is governed by:

- Outcome Standards for RTOs 2025 (Standards 1.3, 1.4, 1.5)
- National Credential Policy (2025)

Definitions

Term	Definition
Assessment	The process of collecting evidence and making judgements on whether competency
Australian Skills Quality Authority (ASQA)	The national regulator for Australia's vocational education and training (VET) sector, responsible for ensuring that RTOs meet the required standards and deliver quality education and training.
Australian Qualifications Framework (AQF)	A national policy for regulated qualifications in the Australian education and training system. It ensures that qualifications across different sectors of education (such as VET and higher education) are nationally consistent and recognised.
Moderation	A quality assurance process used to ensure consistency of assessment decisions across assessors.
Registered Training Organisation (RTO)	An organisation registered by the Australian Skills Quality Authority (ASQA) or a state regulator to deliver nationally recognised training and qualifications in compliance with the Outcome Standards for RTOs 2025.
Pre-Validation	A structured process of reviewing assessment tools before use to ensure alignment with the training product, Principles of Assessment, and Rules of Evidence.
Training	The process used by an RTO or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.
Training and Assessment Strategy (TAS)	A comprehensive plan that outlines the framework for delivering and assessing a training product.
Training package	The endorsed components of a Training Package are units of competency, assessment
Training product	An AQF qualification, skill set, unit of competency and accredited short course.

Units of Competency (UoC)	Specific components of a qualification in the VET sector that define the skills and knowledge required to achieve competency in a particular area of work or study. UoCs form the building blocks of qualifications and accredited courses.
Validation	A post-assessment process that reviews both assessment tools and a sample of completed student assessments to determine effectiveness and compliance.
VET Quality and Compliance Committee	An impartial and independent Committee that provides advice to the Board of Directors in relation to AE's VET Compliance, activities and related matters, including validation.
Vocational Education and Training (VET)	A sector of education and training focused on providing skills and knowledge for work. VET courses are often industry-specific and designed to meet the needs of various sectors of the workforce.

Policy Statement

AE is committed to ensuring that assessment tools, processes, and outcomes across its VET programs comply with the Outcome Standards for RTOs 2025, particularly Standards 1.3, 1.4, and 1.5. This policy outlines the institution's approach to pre-validation, validation, and moderation of assessments, using a risk-based, systematic, and continuous improvement-aligned framework. The policy ensures all assessment aligns with:

- The requirements of the relevant training product
- The Principles of Assessment
- The Rules of Evidence

Procedures

Responsibilities

Role	Responsibilities
Dean	Oversees Validation Plan/Schedule, signs off changes, reports outcomes to the VET Quality and Compliance Committee.
Course Coordinator	Coordinates activities, ensures tools and reports are available, documents team credential verification.
Heads of Department	Allocates and implements validation schedules, ensure alignment with training and assessment strategies.
Validation Team	Conducts validation, ensures alignment with standards, contributes to improvement documentation.
Head of Risk & Compliance	Reviews AE's validation activities annually as part of the provider's internal audit and annual review schedule.

Validation Plan

AE maintains a rolling five-year validation plan that ensures all training products on the scope of registration, inclusive of qualifications and explicit units of competency, are validated at least once. The plan:

- Is reviewed annually
- Includes the product name/code, validation date, lead validator, team members, and risk rating
- Orders units for validation with consideration to the risk rating of the training product and unit.
- Training products are categorised as High, Moderate, or Low Risk, and validation cycles are prioritised accordingly. High-risk units are validated earlier or more regularly in the cycle to mitigate risks.
- Risk ratings are defined as:
    - High – Safety-critical or hygiene-related content requiring strict compliance.
    - Moderate – Hands-on/practical skill with potential for variability in assessment.
    - Low – Low-risk theoretical or administrative content with less safety or compliance impact.
- Priority of units may change dependent on student competency rates, student feedback, and/or internal/external review processes.

Pre- Assessment Validation Procedure

Objective:

To confirm that assessment tools meet:

- Training product requirements
- Principles of Assessment
- Rules of Evidence

Process:

1. Dean identifies units ready for validation.
2. Course Coordinator forms validation team (must include relevant qualification, skills, experience, currency which must be verified for authenticity). Pre-assessment Validation can be undertaken either by an individual or through a team approach as long as either the individual, or the team members as a collective, can demonstrate that as a validator they hold the required competency through their qualifications, skills and knowledge as per the Outcome Standards for RTOs.
3. Assessment tools are reviewed using a pre-validation report template.
4. Findings are documented and improvement actions agreed with the Discipline Head.
5. Dean provides final sign-off on revised assessment tools.
6. Assessment tools are updated and distributed.
7. All records of the pre-validation are retained within the Validation folder on AE's SharePoint.

Note: Validators may be trainers, assessors, or external experts. The trainer/assessor delivering the unit may participate in a team but cannot conduct validation alone.

Post-Assessment Validation Procedure

Objective:

To evaluate assessment practices, student evidence, and the quality of tools used to determine:

- Whether assessments are valid, reliable, sufficient, current, authentic
- Whether outcomes align with the training product

Process:

1. Course Coordinator convenes a validation team based on credentials and industry expertise. Post-assessment Validation can be undertaken either by an individual or through a team approach as long as either the individual, or the team members as a collective, can demonstrate that as a validator they hold the required competency through their qualifications, skills and knowledge as per the Outcome Standards for RTOs.
2. Sample size is determined using a risk-based approach.
3. Validation includes both:
    - Completed student work (de-identified)
    - The assessment tool used
4. Validation Team uses AE's structured validation report.
5. Recommendations for improvement are recorded for inclusion on the continuous improvement register.

6. Outcomes from the validation must be applied to all relevant units within the qualification, not just the sampled unit.
7. Dean signs off on the validation report.
8. Continuous improvement register is updated.

Moderation Procedure

Objective:

To ensure consistency and alignment of assessment judgements across assessors.

Process:

1. Course Coordinator forms moderation teams across campuses/locations.
2. Representative samples (including both competent and not yet competent outcomes) are reviewed.
3. A second assessor evaluates the same evidence using the unit's marking guide.
4. Differences are discussed and resolved with both assessors by the moderation team.
5. Adjustments are recorded and the student's record is updated.
6. Post-moderation review ensures final agreement.

Documentation Requirements

Documentation to retain for audit and compliance purposes includes:

- Names, credentials, and roles of validation team members
- Sample rationale and unit list
- Copies of student work (de-identified)
- Validation reports and team notes
- Evidence of actions taken
- Updates recorded in the continuous improvement register

All validation and moderation records must be retained for a minimum of five years. Where required, student evidence related to samples must be accessible for at least two years in accordance with the Student Records Management Policy.

Continuous Improvement and Reporting

- All validation outcomes must be recorded in AE's continuous improvement register.
- Changes to validated assessment tools must be reflected across similar units in the same qualification.
- Validation reports are tabled monthly to the VET Quality and Compliance Committee.
- Trends are reviewed annually as part of TAS (Training and Assessment Strategy) updates.

Related policies

- VET Governance Framework
- Assessment Policy (VET)
- Continuous Improvement Policy
- Training and Assessment Strategy Policy
- Student Records Management Policy

Policy information

Policy Name:	**Assessment Validation Policies and Procedures (VET)**
Document Number:	5.3.3
Purpose:	VET assessment validation procedures
Audience:	☒Staff | ☐Students| ☐Public
Date approved:	18/7/2025
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Effective date:	TBC
Next review date:	11/07/2026
Responsible officer:	Dean
Implementation officers:	Heads of Department, Course Coordinators
Approving authority:	VET Quality and Compliance Committee

Change log

Date	Version	Reviewer	Notes
01/10/2024	1.0	N. Whatley	Developed
10/07/2025	2.0	Head of Risk and Compliance	Merger of the Validation and Moderation Policy for Vocational Education and Training (VET) Courses and the Validation and Moderation Procedures for Vocational Education and Training (VET) Courses into a single document. Updated to reflect alignment with the Outcome Standards for RTOs 2025.