

Assessment Validation Policy & Procedures

1. Purpose

The purpose of this policy and procedure is to outline Institute of Culinary Education Pty Ltd t/a Blue Ridge College approach to ensuring assessment is systematically validated in accordance with Standard 1.5 of the National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025 and the Credential Policy.

2. Definitions

ASQA means Australian Skills Quality Authority, is the national regulator for vocational education and training (VET).

AQF Qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course. An AQF qualification is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF.

Explicit Unit/s of Competency means a unit of competency that is being delivered 'stand-alone' or not part of a qualification or course.

Regulator means either National VET Regulator or a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State (e.g., ASQA), whichever is listed as Blue Ridge College's Registration Manager on training.gov.au.

SRTOs means the Standards for RTOs 2025 – refer definition of 'Standards'.

Standards means the Standards for Registered Training Organisations (RTOs) 2025 of the VET Quality Framework, which can be accessed from www.asqa.gov.au. These Standards have been developed by ASQA to assist RTOs to understand their obligations under the revised Standards for RTOs 2025.

Training Product means AQF qualification, skill set, unit of competency, accredited short course, and module.

Validation means the review of the assessment system to ensure that:

- Assessment tools are consistent with the training product and the requirements set out in this instrument; and
- Assessments and assessment judgements are producing consistent outcomes.

3. Credential Assurance

Blue Ridge College ensures that all trainers and assessors hold current qualifications as defined under the Credential Policy (for further details, refer to the Staff Recruitment and Professional Development Policy available on the Blue Ridge College website and on campus). Trainers working under supervision are provided with appropriate support, and their assessment activities are regularly validated. External validators are required to have relevant industry experience and hold appropriate credentials to maintain the integrity and quality of validation processes.

4. Policy

4.1 Planning Validation

- Blue Ridge College has systematic processes in place to conduct pre-assessment validations for all training products to ensure the assessment tools are consistent with the requirements of the training product, principles of assessment and rules of evidence.
- Blue Ridge College maintains a plan for, and implements, Validation of assessment practices and judgments.
- Blue Ridge College maintains a comprehensive Validation Schedule to ensure systematic and timely review of all training products on its scope of registration. Each training product must be validated at least once within a five-year cycle. The schedule is designed based on a risk-informed approach (for example: assessment tools identified as high risk, and prerequisite units must be prioritised for validation.) and incorporates any relevant scope changes or feedback received from trainers, assessors, students or the industry.
- In addition to the requirements specified above, the assessment must be validated after the first group of students has completed their training and assessments. It must be validated by an individual who is not employed or sub-contracted by the Institute.

The Validation Schedule outlines:

- The planned timing for each assessment validation activity.
 - The specific training products to be validated.
 - The personnel responsible for leading and participating in the validation, including both internal staff and independent validators.
 - A clear rationale for the prioritisation of training products; and
 - Processes for incorporating findings and feedback from validation activities, including those provided by independent validators, into continuous improvement actions.
- Blue Ridge College will ensure the frequency and rate at which each Training Product will be validated in relation to various risk factors, which may include:
 - The use of new assessment processes
 - Delivery of Training Products (or units of competency contained within a course) where safety is a concern or any other risk to training outcomes (e.g., low student completion or achievement rates, inconsistent assessment judgments across trainers/assessors, received high number of assessment complaints, learners not engaged and low satisfaction level, non-compliances identified during internal and external audits, outdated and/or irrelevant training content, gaps between assessment vs the industry requirements)
 - The level and experience of assessor/s
 - Changes in technology, workplace processes, legislation, and licensing requirements
 - Outcomes of previous Validation sessions
 - Feedback from trainers, assessors, students and industry
 - Other documented risks identified by Blue Ridge College, industry or regulatory bodies.
 - Similarly, units that have been identified as either 'high risk' or 'high volume' by either Blue Ridge College (which may be via feedback from stakeholders) or by the regulator, will be validated before and/or more frequently than other units.
 - The Validation Schedule will be kept up to date when changes are made to Blue Ridge College's scope of registration.
 - The validation team will be selected by Blue Ridge College. This team will comprise of individuals who collectively have:
 - Industry experience, skills and knowledge relevant to the product being validated
 - The practical understanding of the skills and industry practices that are current and are relevant to the training product

- The training and assessment qualification or assessor skill set.

4.2. Conducting Validation

- Validation is conducted regularly for each Training Product in line with the requirements of the Standards of RTO 2025.
- For each Validation session, a leader will be assigned to lead the Validation process and finalise the outcomes and recommendations of the team. The Validation leader must not have been involved in making the assessment decisions that are being validated.
- The validation team will be selected by Blue Ridge College. This team will comprise of individuals who collectively have:
 - Industry experience, skills and knowledge relevant to the product being validated
 - The practical understanding of the skills and industry practices that are current and are relevant to the training product
 - The training and assessment qualification or assessor skill set.
- Validation is conducted using the Validation Tool, which guides the Validation team through the process and records outcomes.
- Blue Ridge College will validate a statistically valid sample size of assessment decisions and will randomly select the students' assessments to be validated in line with the guidance provided by ASQA's Fact Sheet on Conducting Validation.

4.3. Record keeping and improvements.

- The team of validators will collectively finalise the outcomes, decide if there are any critical issues undermining the validity of completed assessments, and suggest where additional Validation is needed to further investigate.
- Validation outcomes are documented on the Validation Register and acted upon to bring about improvements to Blue Ridge College's training and assessment systems and practices.

Blue Ridge College ensures that all validation activities are supported by comprehensive and accurate documentation. The following records must be maintained as part of each validation process:

- **Assessment Validation Form:** Completed templates must clearly document the sufficiency, authenticity, validity, and fairness of student assessment evidence, and confirm alignment with the relevant units of competency and training package requirements. This "Assessment Validation Form" further includes:
 - **Independent Validator Feedback:** Comments and recommendations from external validators must be recorded to inform quality improvements.
 - **Review Report - Validation:** A summary of findings, including identified gaps, risks, and areas requiring improvement.
 - **Validation Action Plan:** A documented plan outlining corrective or enhancement actions, responsible persons, and timelines for implementation.

Validation Notes and Post Validation Action Report: This report must record the validation goals, expected outcomes, unit(s) chosen as part of the validation process, validation summary, and a summary of actions undertaken post-validation. It should also include findings and follow-up actions related to assessment tools for specific training units.

These documents form part of Blue Ridge College's continuous improvement process and must be completed, signed, and stored in accordance with regulatory and audit requirements.

5. Responsibility

The CEO is responsible for leading and managing Blue Ridge College's validation processes to ensure they align with compliance requirements and support continuous improvement. This includes:

- Maintaining a current validation schedule that accurately reflects Blue Ridge College's scope of registration.
- Conducting quarterly reviews of validation outcomes to identify trends, risks, or areas for improvement.
- Recording and tracking all findings and actions through Blue Ridge College Continuous Improvement Register; and
- Ensuring all relevant staff are informed of, and understand, updates to regulatory standards, validation outcomes, and required actions.

6. Procedures

6.1. Schedule and plan Validation

Refer to SRT0 2025

Procedure	Responsibility
A. Outline the pre-assessment validation requirements of all training products delivered by Blue Ridge College. The pre-assessment validation will be conducted by Blue Ridge College prior to the assessments being used. This is done to ensure: • The assessments are consistent with the training product being delivered by Blue Ridge College, principles of assessment and rules of evidence. The pre-assessment validation to the assessment tools will provide an opportunity to change the assessment tools and ensure they are compliant according to the training package.	CEO & Academic Department
B. Outline the validation requirements of the Training Product in the Validation Schedule parts of this procedure to update the Validation Plan. - All Training Products are listed. - All Explicit Units of Competency are listed. • Set the frequency and rate (i.e., number of units to be validated each time) at which each Training Product should be validated, ensuring that the minimum frequency is no less than once every five years. • Increase the frequency rate considering a range of other risk factors such as: ○ The use of new assessment processes. - The use of new assessment processes - Delivery of Training Products (or units of competency	CEO & Academic Department

contained within a course) where safety is a concern or any other risk to training outcomes (e.g., low student completion or achievement rates, inconsistent assessment judgments across trainers/assessors, received high number of assessment complaints, learners not engaged and low satisfaction level, non-compliances identified during internal and external audits, outdated and/or irrelevant training content, gaps between assessment vs the industry requirements) - The level and experience of assessor/s - Changes in technology, workplace processes, legislation, and licensing requirements - Outcomes of previous Validation sessions - Feedback from trainers, assessors, students and industry - Other documented risks identified - Identified by Blue Ridge College, industry or regulatory bodies. - o For each Training Product, include: - The start and end dates of Blue Ridge College's scope of registration. - Whether or not independent Validation is required (e.g. for TAE training package, if applicable). - Whether or not the Training Product is considered high-risk. - Whether or not Blue Ridge College is currently delivering the course. - Any applicable risk factors per the previous point above.	
C. Schedule Validation for each Training Product • For each Training Product listed on the schedule, include: - When the Validation will occur with regards to the listed frequency and rate of Validation (ensuring every training product on Blue Ridge College scope is validated at least once every five years and is done more frequently where Blue Ridge College is aware of the risks to its training outcomes, if there are any changes to the training product or if it receives any relevant feedback from the learners, trainers, assessors and/or industry). - Whether or not units are high-risk or high volume. - The sample period and sample pool to be used.	CEO & Academic Department
D. Determine the Validation team. • For each Training Product, determine a suitable Validation team that	

collectively, meets the requirements of SRT0 2025. They must have: - Industry experience, skills and knowledge relevant to the product being validated - The practical understanding of the skills and industry practices that are current and are relevant to the training product - The training and assessment qualification or assessor skill set. - Have no other involvement or interest in the operations of the RTO.' • If Training Products are from the TAE Training Package, ensure Independent Validation, meaning that: Validation is carried out by a validator or validators who: - Validators must be independent of the training and assessment being validated, having had no involvement in its delivery or outcomes. - Validators must hold current industry-relevant experience and appropriate credentials in line with regulatory and credential policy requirements. - A formal agreement or signed declaration of independence must be in place to verify the validator's impartiality and compliance. - Have no other involvement or interest in the operations of the RTO.' • Ensure that the Validation session/activity includes at least one person who is not involved in the particular instance of delivery and assessment of the unit/module being validated. - For example, this might mean that a trainer/assessor delivering a qualification to a group of class-based students might be involved in the Validation of assessments for a workplace-based group of students. If the trainer/assessor is going to participate in Validation, they must not: - Be the lead validator in the assessment team. - Determine the Validation outcome for any assessment judgements they made. • Industry experts may be involved in Validation to ensure there is a combination of expertise and to ensure the assessment system and process: - Produces valid assessment judgments. - Ensures graduates have the knowledge of current industry practices, skills and knowledge. • Ensure each activity/session on the Validation Schedule details. - Which units/modules will be validated - Who will participate in, and lead the Validation?	CEO & Academic Department
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- Who will be the independent validator (if required)	
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6.2. Determine statistically valid sample size & random selection.

Refer SRT02025

Procedure	Responsibility
A. Work out sample numbers and evidence to be used in Validation. Work out the sample size and the assessments to be validated at least 2 weeks prior to the Validation session. Refer to the next two sections to do this.	CEO & Academic Department
B. Work out sample size. To determine a statistically valid sample size, use the online tool available. When using the tool: Work out the number of assessment judgments made for the unit in the last six months, based on a report from the student management system. This should be based on all assessment decisions regardless of who made them, what delivery model, and which assessment approach (including RPL). It should include both decisions of Not Yet Competent and Competent. Enter the error level of 15%. Enter the confidence level of 95%. Read the ASQA fact sheet as referenced in the policy for what these errors and confidence levels mean.	CEO & Academic Department
C. Random selection of students Once the sample size is known, a random selection is to be made using an alphabetical list of all the students for whom assessment decisions have been made during the previous 6 months. From this list, highlight the fifth surname and then every third thereafter. These are the students for whom the assessment will be validated. Go back to the beginning of the list if necessary to identify the required number of students as per your sample size. Source the evidence for the selected students prior to the Validation session	CEO & Academic Department

6.3. Conduct Validation

Refer SRT0s 2025:

Procedure	Responsibility
A. Conduct Validation - Conduct Validation with relevant people according to the plan using the Validation Tool, recording all outcomes and decisions on the tool. - Refer to ASQA's Fact Sheet on Conducting Validation - The purpose of Validation should be to review the assessment judgments made by the institute and should be conducted after an assessment has been conducted. - The following section of the Fact sheet is helpful for assessors to have in mind. This is a direct quote from ASQA's Fact Sheet. "Effective" Validation - Validation must consider only the assessment evidence retained within the sample. While validators may discuss the assessment process with the assessor who conducted the assessment, only the evidence collected, retained, and recorded will support a Validation decision. Reviewing assessment practice - Validation determines if assessment tools have produced the intended evidence. - Validators must look at the evidence in the sample and determine if it is valid, reliable, sufficient, current, and authentic. - In reviewing assessment practice, validators should consider whether the assessment tools: - comply with the assessment requirements of the relevant training product. - ensure the principles of fairness, flexibility, validity, and reliability are adhered to. - have been designed to produce valid, sufficient, authentic, and current evidence. - are appropriate to the contexts and conditions of assessment (this may include considering whether the assessment reflects real work-based contexts and meets industry requirements) - are appropriate in terms of the level of difficulty of the tasks to be performed in relation to the skills and knowledge requirements of the unit. - provide sufficient instruction to clearly explain the tasks to be	Assessors

administered to the learner (if the assessment samples demonstrate the evidence provided by each learner is markedly different, this may indicate that instructions are not clear) - give sufficient guidance as to the evidence to be gathered from the learner. - outline appropriate reasonable adjustments that could be made to the gathering of assessment evidence. - provide sufficient instructions for the assessor on collecting evidence, making a judgement, and recording the outcomes of the assessment (assessment samples should validate recording and reporting processes) - are supported with evidence criteria to judge the quality of performance (if the assessment samples demonstrate the judgements made about each learner are markedly different, this may indicate that decision-making rules do not ensure consistency of judgement), and - adhere to the requirements of the RTO's assessment system. Reviewing assessment judgements - In reviewing the assessment judgements, validators should consider whether the learners' assessment evidence: - o complies with the assessment requirements of the relevant training product. - o demonstrates that the assessment was conducted with fairness, flexibility, validity, and reliability, and - o is valid, sufficient, authentic, and current.	
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6.4. Record and act upon Validation outcomes

Refer Standard RTO 2025

Procedure	Responsibility
A. Validation outcomes • Upon completion of each scheduled session, summarise outcomes on the Validation Tool. • Use the tool to decide if further Validation is required to investigate any critical issues found. • Consider whether the Validation sample size needs to be larger or different (e.g., focused on a different student cohort, particular type of tool or task), or if the Validation frequency for a particular unit needs to	Lead Validator (as per the Validation Schedule)

be adjusted until issues are resolved. - The outcome of validation must be made collectively and not solely determined by one individual who has been designing or is a part of the training and assessment. - Notify the CEO and/or Institute representative immediately if the outcomes of Validation may pose an immediate risk to students, staff, or the general public. This may be the case for high-risk units or units with a licensed outcome.	
B. Validation Register - Record Validation outcomes on the Validation Schedule & Register. - Summarise findings and recommendations arising from the Validation on the register in the Validation Schedule & Register.	CEO & Academic Department
C. Actions and improvements - Discuss recent Validation outcomes at each management meeting and decide actions to be taken (e.g., when will the assessment system be changed, implementation of the non-compliances identified, etc.) - Where improvements are to be made to the assessment system, tools or practices based on the outcomes of Validation, these improvements are to be recorded on the Continuous Improvement Register.	CEO & Academic Department

Access to Policy and Privacy Compliance

All participants involved in validation activities are required to:

- Sign a confidentiality agreement prior to participating; and
- Adhere to Blue Ridge College's Privacy and Confidentiality Policy to ensure that student information and organisational data are handled securely and appropriately.

The current version of this policy is made available to all staff and stakeholders during staff induction and upon request. It is also accessible through the institute's website.

Policy Review

The policy will be reviewed annually, or as required in response to:

- Changes in regulatory requirements (e.g., revised RTO Standards or Credential Policy updates);
- Outcomes of internal or external audits; and
- Identified risks or recurring issues arising from validation activities.

Related Documents:

- Assessment Validation Form
- Staff Recruitment and Professional Development Policy

- Privacy and Confidentiality Policy
- Validation Register
- Validation Schedule
- Validation Notes and Post Validation Action Report
- Continuous Improvement Register