

Policy Aims

Ensure CCAE educational design of programs is **Moderated and Validated** by checking that the characteristics of assessment methods/tasks in the program are well-defined and align with the requirements of the competencies and/or learning experiences and are compliant with **AQTF Standard 1 - The RTO provides quality training and assessment across all its operations.**

Ensure CCAE **Moderation and Validation** practices and outcomes are compliant with the following **elements** of Standard 1:

- 1:1 – The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment
- 1:2 – Strategies for training and assessment meet the requirements of the relevant training package or accredited course and are developed in consultation with industry.
- 1:3 – Staff, facilities, equipment, training and assessment materials used by the RTO are consistent with the requirements of the training package or accredited course and the RTO’s own training and assessment strategies.
- 1:5 – Assessment including Recognition of Prior Learning (RPL)
 - .a. meets the requirements of the relevant training package or accredited course
 - .b. is conducted in accordance with the principles of assessment and the rules of evidence
 - .c. meets workplace and, where relevant, regulatory requirements
 - .d. is systematically validated

To ensure that moderation and validation of assessment practices are systematically implemented to assess course quality and drive continuous improvement in training delivery and assessment. Moderation and validation processes will be inclusive of all stakeholders including industry and other external parties (as appropriate) so that task/activity, agreed judgements about interpreting (a) evidence of competence or (b) marking criteria in order to maximise consistency, fairness and reliability are established for each assessment so that assessment:

- design and practice promotes, reinforces and rewards student learning;
- is aligned with the learning outcomes and capabilities/competencies of each program or course;
- complies with the requirements of the relevant RTO Training Package or accredited curriculum;
- complies with the principles of validity, reliability, fairness and flexibility;
- meets the criteria and standards established in the Higher Education accreditation process;
- tasks, criteria and judgements are validated through internal and external input and scrutiny;
- processes are monitored and reviewed in order to achieve continuous improvement in course delivery and assessment and provide consistency, especially in relation to offerings on multiple campuses or modes of delivery.
- consistent with the competencies/module learning outcomes, and assessment context and learning activities as appropriate
- fair with respect to weighting and timing of assessment across the program
- where graded assessment occurs, to ensure marking criteria for each grade are clearly specified, are at an appropriate standard and comply with the procedures for graded assessment in competency based RTO programs

Procedure – Validation of Assessment Strategy

Procedure	Responsibility	Timeline
1.1 Develop and document in the program implementation plan, the overall program assessment strategy that meets the requirements of the: <ul style="list-style-type: none"> • Training package and assessment guidelines or accredited curriculum • Competencies (or module learning outcomes) • Student group and/or enterprise • Assessment context 	<ul style="list-style-type: none"> • Program Co-ordinator 	<ul style="list-style-type: none"> • Prior to new program approval and before each variation

Procedure	Responsibility	Timeline
1.2 Document in the program implementation plan: <ul style="list-style-type: none"> the process to be used to validate the program assessment strategy; the schedule of validation activities; strategy for engaging relevant parties external to the CCAE in the moderation and validation processes; mechanisms to be used to ensure that feedback is acted upon to achieve improvements. 	<ul style="list-style-type: none"> Program Co-ordinator 	<ul style="list-style-type: none"> Prior to new program approval and before each variation
1.3 Conduct appropriate industry consultation in the development of assessment strategy and document evidence of consultation in program implementation plan.	<ul style="list-style-type: none"> Program co-ordinator and appropriate industry stakeholders (eg, industry bodies, enterprises, commercial partners, trainees) 	<ul style="list-style-type: none"> Prior to new program approval and before each variation

Procedure – Moderation and Validation of Program Course Assessment

Procedure	Responsibility	Timeline
2.1 Select and design the assessment tools & activities to meet the requirements of the: <ul style="list-style-type: none"> Training Package Program implementation plan Competencies (or module learning outcomes) Student or student group Assessment context 	<ul style="list-style-type: none"> All teachers involved in the course 	<ul style="list-style-type: none"> Prior to first offering and when assessment is varied
2.2 (a) Clearly specify the competencies, including elements and performance criteria, (or module learning outcomes) in the Course Guide. (b) For graded assessment tasks, develop and clearly specify in the Course Guide the marking criteria for each grade.	<ul style="list-style-type: none"> All teachers involved in the course 	<ul style="list-style-type: none"> Prior to first offering and when assessment is varied
2.3. Check that the variety, weighting and timing of assessment is fair and appropriate (at course and program level)	<ul style="list-style-type: none"> Program Co-ordinator and program team members 	<ul style="list-style-type: none"> Prior to commencement of program and at each change
2.4 Validate the program's assessment strategy, according to the process described in the implementation plan and which must include: <ul style="list-style-type: none"> program team meetings to review effectiveness of methods, tools and activities analysis of student feedback eg, student satisfaction surveys, student-staff consultative committees participation in external validation meetings where suitable networks operate eg, other RTO's cross Portfolio validation where the program includes competencies/modules from other training packages/curriculum Industry input 	<ul style="list-style-type: none"> Program Co-ordinator and appropriate internal/external stakeholders Internal stakeholders could include: program team members, cross program teaching staff in delivery of common units; External stakeholders could include: other RTOs, industry bodies, enterprises, professional accreditation/ registration bodies, students 	<ul style="list-style-type: none"> At least once annually and prior to next offering and/or each variation of the program, or as required by professional accreditation body

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Procedure	Responsibility	Timeline
2.5 Modify or adjust aspects of the program's assessment strategy, in line with the outcomes of validation, document improvements in the program log and update course guides.	<ul style="list-style-type: none"> • Program Co-ordinator and program team 	<ul style="list-style-type: none"> • Following validation
2.6 Modify/adjust assessment tools/activities and/or marking criteria in line with the outcomes of validation and document improvements in the program log and update course guides.	<ul style="list-style-type: none"> • Course teacher 	<ul style="list-style-type: none"> • Following validation

Procedure – Assessing and Assessment Standards

Procedure	Responsibility	Timeline
<p>3.1 Compare a sample of assessment grades to ensure consistent interpretation of the competency or learning outcome.</p> <p>For graded assessment tasks, a sample of assessments is marked by more than one assessor against the same marking criteria, to compare opinions and reach agreement on the standard required for each grade.</p>	<ul style="list-style-type: none"> • All teachers involved in assessment of the course 	<ul style="list-style-type: none"> • Prior to marking.
3.2 Where there are variations or anomalies across different markers, implement an appropriate strategy to increase consistency and reliability in assessment outcomes (eg, cross marking borderlines items or consensus techniques; third party reports)	<ul style="list-style-type: none"> • All teachers involved in assessment of the course 	<ul style="list-style-type: none"> • After initial marking and prior to finalising results
3.3 Validate grading standards by modifying marking standards in line with outcomes of the assessment process.	<ul style="list-style-type: none"> • All teachers involved in assessment of the course 	<ul style="list-style-type: none"> • Prior to the next change

Evaluation

This policy will be reviewed bi-annually.

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