

Melbourne Metropolitan College & Langford English College

Assessment Validation & Moderation Policy and Procedure

Purpose and Scope

This policy is designed to ensure that Melbourne Metropolitan College and Langford English College 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 VET Providers.

In this policy "staff" is defined to include both employees and all contractors providing services on behalf of Melbourne Metropolitan College and Langford English College.

Policy

Melbourne Metropolitan College and Langford English College are 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

Procedure

Melbourne Metropolitan College and Langford English College 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.

Melbourne Metropolitan College and Langford English College will undertake to maintain a Validation and Moderation schedule and record outcomes in the approved manner.

Melbourne Metropolitan College and Langford English College staff will undertake Validation and Moderation on an ongoing basis, by their field of expertise, and record all outcomes on the relevant Form.

Validation Procedure

Validation is the quality review of the assessment process in assessment practices and judgments. Validation involves checking that the assessment tool(s) produce(s) 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 trainee assessments
- iv. Trainer/Assessor Professional Development
- 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 Melbourne Metropolitan College and Langford English College. The representative is to forward the completed Assessment Validation Form to the Compliance and Training Managers.

Moderation Process

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

moderation, 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 the 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 MELBOURNE METROPOLITAN COLLEGE AND LANGFORD ENGLISH COLLEGE Representative is to forward the completed Assessment Validation Form to the Compliance and Training 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

Form Assessment Validation

Validation Form

Qualification/s		
Unit Code	Unit Title	Single <input type="checkbox"/>
		Clustered <input type="checkbox"/>
		Classroom <input type="checkbox"/>
		Workplace <input type="checkbox"/>
		RPL <input type="checkbox"/>

	<p>Is the assessment consistent with:</p> <ul style="list-style-type: none"> • Unit of Competency • Methods of Assessment 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Are the methods of assessment (formative and summative) appropriate for the target group including any characteristics identified</p>	<input type="checkbox"/>	<input type="checkbox"/>
Information candidate to	<p>Is the information provided to the candidate in easy-to-understand language</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Do the instructions clearly outline the requirements of each task</p>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Is the response format clearly outlined (e.g. oral response, written response, creating a product and/or performance demonstration)</p>	<input type="checkbox"/>	<input type="checkbox"/>

		YES	NO
Information to candidate	<p>Provide a clear list of tasks the candidate will be required to perform and any materials or equipment required</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>Outline any reasonable adjustment requirements that may apply including as applicable:</p> <ul style="list-style-type: none"> • Levels of language, literacy and numeracy • Different workplace needs 	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:



Student completed assessment sample reviewed:	Error factor 10%	Final Sample Number
	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"/>

Comments/ Recommendations

Reliability	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	YES	NO
	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"/>
Comments/ Recommendations			

		YES	NO
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"/>
<p>Comments/ Recommendations</p>			

Currency	<p>Are the assessment consistent with current and realistic industry/workplace practices including:</p> <ul style="list-style-type: none"> • Equipment/tools/resources used • Assessment tasks are based on realistic workplace activities • Licensing and regulatory requirements are met 	<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"/>

		YES	NO

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 NWT Academic Integrity standards		
Comments/ Recommendations			

Training & Administration Notes

: Yes

No

Date:

Additional Notes

Assessment Moderation

Qualification/s		
Unit Code	Unit Title	
		Single <input type="checkbox"/>
		Clustered <input type="checkbox"/>

Moderation Date	
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Moderation Type	Formal <input type="checkbox"/>	RPL <input type="checkbox"/>
	Informal <input type="checkbox"/>	Non-RPL <input type="checkbox"/>
Participants:		
Name	Qualifications/Industry Experience	Telephone Number

	YES	NO

<p>Sufficiency: Is the evidence provided sufficient to make a judgment of competency against the relevant:</p> <ul style="list-style-type: none"> ● Performance Criteria ● Required Skills ● Required Knowledge ● Critical Aspects of Assessment? 	<input type="checkbox"/>	<input type="checkbox"/>
<p>Validity: Does the evidence provided address the</p>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ● Performance Criteria ● Required Skills ● Required Knowledge ● Critical Aspects of Assessment? 	<input type="checkbox"/>	<input type="checkbox"/>
<p>Currency: Is the evidence current enough to determine competency?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Authenticity: Has the evidence provided been authenticated as belonging to the learner?</p>	<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"/>
Comments: <hr/>		

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

Chairperson Name: _____

Position Title: _____

Chairperson Signature: _____

Date: _____

Action Plan Developed:

Yes

No

Not Applicable

Date: