

# Assessment Validation

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## Purpose

The purpose of this process is to ensure the relevance, currency and reliability of GoodStart Training College assessment items. Assessment validation is a requirement under the Australian Quality and Training Framework.

## Scope

GoodStart Training College must validate its assessment strategies by:

- reviewing, comparing and evaluating the assessment process
- tools and evidence contributing to judgements made by a range of assessors against the standards, at least annually
- documenting any action taken to improve the quality and consistency of assessment

### What is assessment validation?

Assessment validation refers to a process where assessors compare and evaluate the use and effectiveness of their assessment methods, procedures and decisions. Assessment validation can be carried out by assessors from one registered training organisation, a number of registered training organisations or across a particular industry area.

### What is the goal of assessment validation?

The goal of validation is to ensure that the assessment is valid, reliable and fair and that assessment related decisions are made on the basis of sufficient and appropriate evidence.

Validation is an important process that forms part of an assessment quality assurance system.

An assessment validation provides assessors with an opportunity to:

- reach a common understanding for the criteria they are using when training and assessing to ensure their approach is consistently applied (reliable)
- evaluate the technical quality of the training and assessment tools being used (valid)
- develop some benchmark performances (examples of what competent performance looks like)
- discuss issues of concern about the training delivery and assessment process particularly in relation to fairness and flexibility
- suggest improvements for training delivery processes and assessment tool design and system

This validation process is not designed to produce a 'perfect' assessment system but the value is based on the assumption that in most circumstances the judgement of a group of assessors may be more reliable than the judgement of an individual assessor.

### The process for validating assessments at GoodStart Training College

GoodStart Training College will conduct (internally) a validation process by:

- developing validation action plans
- conducting regular validation meetings of assessors from each industry area or course/qualification and sampling the of assessed work
- maintaining records of the validation process for GoodStart Training College's audit purposes

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## What is an assessment validation action plan?

GoodStart Training College will nominate one person in the college to take on the role of assessment validation facilitator and formulate an action plan that identifies:

- When validation meetings are to occur?
- How the procedure for validation is to be conducted?
- What units of competency or modules are to be included?
- What percentage of assessed work is to be scrutinised?

## What is included in assessment validation meetings?

The meetings will be informal and may involve a group of assessors from one or more sites where the GoodStart Training College delivers training and may include other assessors from other Registered Training Organisations.

Assessors will meet twice a year. The first meeting should be scheduled early in the year to discuss assessment tasks, tools, evidence guides etc and the second meeting later in the year, after assessments have been conducted to look at candidate's performances and assessment judgements.

The most successful method for comparing assessment is for assessors to meet together. The aim of verification meetings is to provide the opportunity for assessors to:

- discuss the assessment instruments that they have used
- discuss the assessment decisions that they have made
- scrutinise the evidence that has been presented by clients
- check that there has been consistent interpretation of the standards in both the design of the instrument and the judgement made

## Who will be involved in assessment validation?

All assessors who are undertaking assessment should be involved in some form of internal validation process, even if it only involves getting together for a validation meeting prior to assessment being undertaken to clarify the assessment process.

## Procedure

### Who is the Assessment Validation Facilitator and what is their role?

Note: This role maybe shared or rotated within GoodStart Training College. Check with College Management who is responsible for the validation process.

The Assessment Validation Facilitator is responsible for:

- the development of the assessment validation action plan
- the organisation and coordination of assessment validation meetings and development of an agreed set of guidelines for how the process will operate
- providing guidelines for assessors about the material to be used at validation meetings and how it should be collected and presented
- maintaining records of validation documentation used, sessions held and filing reports of the process for later reference
- reviewing the validation process on a regular basis and modifying or improving the process as required

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**An Assessor participating in the assessment validation process is expected to do the following:**

Collect samples of assessment tasks and client's performances, attach relevant cover sheets and send the material to the Assessment Validation Facilitator.

**Attend validation meetings**

- maintain confidentiality about assessment material discussed at meetings
- respect other assessors' professional judgement
- suggest improvements to the assessment process where necessary as a result of comparison of tools, evidence and judgements

**The guidelines that should be followed when selecting samples of assessment work:**

In selecting a sample of assessed work, include as appropriate:

- areas of high risk where the assessment decision has greater implications for the client, employer or GoodStart Training College
- assessment work from a range of candidates across a range of units of competency
- any borderline assessment tasks

Although it is easier to collect examples of written assessment tasks it is important to not to overlook other forms of assessment. Although audio and video taped assessments are difficult to collect they are useful for validation meetings. Other forms of assessment tasks such as logbooks, portfolios, project work, and integrated tasks can all be used for discussion in validation meetings.

**Assessment Validation**

Steps	Responsibilities	Actions/Checklist
Select appropriate validation strategy /ies to review and compare assessment strategies (processes, methods, tools)	Director of Studies	<p>Validation aims to promote consistency in assessment judgements, consistency in terms of developing a common understanding of:</p> <ul style="list-style-type: none"> <li>• the unit(s) of competency</li> <li>• the standard of performance required</li> <li>• evidence requirements</li> <li>• allowable adjustments</li> </ul> <p>The basis on which assessment decisions are made.</p> <p>Validation may be internal or external.</p> <p>Assessment Validation may take the form of:</p> <ul style="list-style-type: none"> <li>• co-assessment</li> <li>• peer-review</li> <li>• benchmark with TAFE or other private provider</li> <li>• verification of assessment judgements</li> <li>• consensus moderation or</li> </ul>
Plan validation using "Assessment Validation Action Plan"	Director of Studies	Careful consideration needs to be given to the sample chosen, timing and purpose of the validation.

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Undertake validation	Director of Studies	The Director of Studies will undertake the validation process.
Record and file assessment validation process and action taken to improve quality and consistency of assessment using Validation Proforma Form	Director of Studies	The validation process, the outcomes and action taken to improve quality and consistency of assessment must be documented using Validation Proforma Form.