

ASSESSMENT VALIDATION PROCEDURE

1 PURPOSE

- 1.1. This procedure describes how AHETI conducts assessment validation to guarantee the quality of assessments concerning assessment tools and processes.

2 SCOPE

- 2.1 The Assessment Procedure, including Validation, is applicable to all personnel, including (Trainers/Assessors), contractors, and consultants engaged in assessment-related tasks at AHETI.

3 VALIDATION

- 3.1. Establishing the Assessment Validation Schedule
 - i. AHETI conducts the validation of all training programs within its registration scope every five years, ensuring that a minimum of 50% of these programs are validated within the initial three years of each five-year cycle.
- 3.2. Documenting the Assessment Validation
 - i. The Assessment Validation Schedule outlines the regular assessment validation activities held on a quarterly basis. The outcomes of these validation exercises are documented using the Assessment Validation Checklist. The findings are then treated as opportunities for improvement, aligning with the Quality Assurance and Continuous Improvement Policy. This structured approach ensures that the outcomes of validation events are addressed systematically and tracked through to completion.



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- ii. The Assessment Validation Schedule is a document that specifies:
 - a. The training program scheduled for validation.
 - b. The date on which the assessment validation will take place.
 - c. The lead validator.
 - d. Participants involved in the validation process.
 - e. A summary of the validation outcomes, which is presented at the AHETI Operations meeting for further action.

3.3. Scheduling Validation Activities

- i. The sequence for validating each training program is determined by the Validation Risk Rating Scale. Training programs with higher risk ratings are given priority in the validation sequence.
- ii. The Validation Risk Rating Scale comprises criteria and identified risk factors as follows:
 - a. Validation Risk Rating Scale
Points are allocated to each qualification/unit based on the applicable statements, as outlined below:
 - 1. Qualifications/units identified as "Training Products of Concern" by the VET regulator - 12 points.
 - 2. Enrolment numbers exceeding 20% of AHETI's total accredited training enrolments - 8 points.
 - 3. New/superseded qualifications/Units of Competency - 8 points.
 - 4. Partner arrangements for assessment - 8 points.
 - 5. Newly developed assessment tools - 6 points.



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6. Licensing requirements associated with the qualification - 6 points.
 7. A majority of students undergoing Recognition of Prior Learning (RPL) in the qualification - 6 points.
 8. Funded qualifications (e.g., Smart and Skilled) - 6 points.
 9. Introduction of a new assessor at AHETI - 4 points.
 10. Multiple delivery sites - 4 points.
 11. Inclusion of units that are subject to changes in technology and workplace processes (e.g., equipment/resources/documentation) - 2 points.
 12. Online delivery - 2 points.
- iii. The Validation Risk Rating Scale is reviewed under the following circumstances:
- a. Whenever a new training program is added or removed from AHETI's Scope of Registration.
 - b. Whenever a Training and Assessment Strategy (TAS) is updated.
 - c. Validation of training programs is scheduled to occur 12 months after the commencement of training delivery.
 - d. Assessment validation activities take place on a quarterly basis.

4 SELECTING UNITS OF COMPETENCY (UNITS)

- 4.1. The foundation for conducting assessment validation is the unit. AHETI adheres to ASQA's recommendation of validating a minimum of two units of competency within each qualification within our registration scope. The assessment validation plan encompasses the following:
- i. Two (2) units from each qualification explicitly listed in the scope of registration.
 - ii. Two (2) units from each skill set explicitly listed in the scope of registration.
 - iii. Every unit that is explicitly listed in the scope of registration.
- 4.2. When there is a shared presence of units, the same unit should not be selected for validation across multiple training programs.
- 4.3. If a unit is part of a clustered assessment design, the assessment validation remains centred on the specific unit itself.

5 RETAINING RECORDS TO SUPPORT FUTURE VALIDATION ACTIVITIES

- 5.1. Student assessment materials are preserved to guarantee the availability of a statistically sound sample size for upcoming assessment validation processes. This retention period may deviate from what is stipulated in the AHETI Record Management Policy. Nevertheless, once the choice of units and training programs is confirmed, measures are implemented to make sure that completed student assessment materials are ready for the scheduled future assessment validation event.

6 SELECTING OR NOMINATING PERSONS TO PARTICIPATE IN ASSESSMENT VALIDATION ACTIVITIES

- 6.1. Assessment validation is conducted by one or more individuals who do not have direct involvement in the specific delivery and assessment of the AHETI training program undergoing validation. A trainer who teaches the same course in a different location to a distinct cohort can participate in the assessment validation process.
- 6.2. If there are concerns that a trainer/assessor may exhibit bias toward the assessments being reviewed, they should not be included in the assessment validation team. If a trainer/assessor is aware of their own bias, they must excuse themselves from the validation.
- 6.3. Individuals selected to perform assessment validation must collectively possess the necessary vocational competencies and current industry expertise related to the assessment under review. They must also have competence in training and assessment, typically holding the TAE40116 Certificate IV in Training and Assessment. Verification of these requirements for both vocational and training and assessment competency is necessary before individuals are designated for the assessment validation plan.
- 6.4. Industry experts and Subject Matter Experts, when applicable, are invited to participate in the validation process as part of the validation team. Some members of the relevant Course Advisory Group (CAG) may be included in the validation process in these capacities as Subject Matter Experts and industry representatives.
- 6.5. The composition of an assessment validation team consists of:
 - i. A lead validator with TAE competencies who possesses experience in facilitating rigorous discussions and achieving consensus.



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- ii. 1-2 additional validators with the required TAE and vocational competencies.
- iii. One industry representative serving as the Subject Matter Expert for the task relevant to the units being reviewed.

7 CALCULATING A VALID SAMPLE

- 7.1. Assessment sampling involves the selection of a statistically valid subset of completed student assessments. The choice of completed student assessment items is guided by the following criteria:
 - i. Assessment work from a diverse group of students in the designated program.
 - ii. Assessment work from various trainer/assessors across different AHETI sites.
 - iii. The assessment work should represent the diversity inherent in the current delivery model.
- 7.2. The sample size must be of sufficient magnitude to ensure that the outcomes of the validation can be extrapolated to the entire set of applicable assessments for the unit under review.
- 7.3. To determine the sample size, the sample size calculator available on the ASQA website is employed.
- 7.4. When using the calculator, the number of assessment judgments made for a specific unit in the past 12 months is entered. The settings for the error percentage (15%) and confidence level (95%) are retained at their default values.
- 7.5. Once the number of sample student assessments is calculated, the assessment records and their associated documentation for the identified students are collected for evaluation by the validation team within AHETI.

8 PLANNING ASSESSMENT VALIDATION

- 8.1. AHETI's Assessment Validation Schedule specifies the training courses and units slated for validation, the validation event date, and the individuals responsible for leading and supporting the validation process.
- 8.2. The lead validator's role includes identifying and extending invitations to participants for the scheduled validation event.
- 8.3. One week in advance of the validation event, the lead validator furnishes the validation team with the following materials:
 - i. The comprehensive assessment tool designed for the unit.
 - ii. Assessment mapping information.
 - iii. The Training and Assessment Strategy (TAS).
 - iv. Detailed information about the unit and its associated assessment requirements.
 - v. Data pertaining to completion rates or re-assessment.
 - vi. A carefully selected, statistically valid sample of completed student assessment items.

9 CONDUCTING ASSESSMENT VALIDATION

- 9.1. Assessment validation activities may be conducted through either in-person meetings or teleconferences.
- 9.2. At the start of the meeting, the lead validator outlines the approach and process to be followed. The lead validator provides an introduction to the assessment validation checklist and the associated criteria.



- 9.3. Each participant is furnished with assessment tools and resources as well as an equal number of sampled completed student assessment items by the lead validator.
- 9.4. Participants are allocated at least an hour to independently review assessment tools and resources, the training and assessment strategy, and the allocated sample of completed student assessment items at the beginning of the session.
- 9.5. The assessment validation team evaluates the assessment sample for validity, reliability, sufficiency, currency, and authenticity using the Assessment Validation Checklist.
- 9.6. The Assessment Validation Checklist assesses whether the assessment:
 - i. Aligns with the training course requirements.
 - ii. Adheres to assessment principles including fairness, flexibility, validity, and reliability.
 - iii. Generates valid, sufficient, authentic, and current evidence.
 - iv. Conforms to industry requirements and mirrors real work-based settings.
 - v. Evaluates difficulty levels in line with the unit's skill and knowledge prerequisites.
 - vi. Includes clear and logically structured assessment instructions.
 - vii. Offers appropriate benchmarks for assessment.
 - viii. Identifies areas necessitating improvement.
- 9.7. During the validation meeting, the lead validator guides discussions on each item in the Validation Checklist with the aim of reaching a consensus on any recommended improvements. These recommendations are recorded on the Validation Checklist.

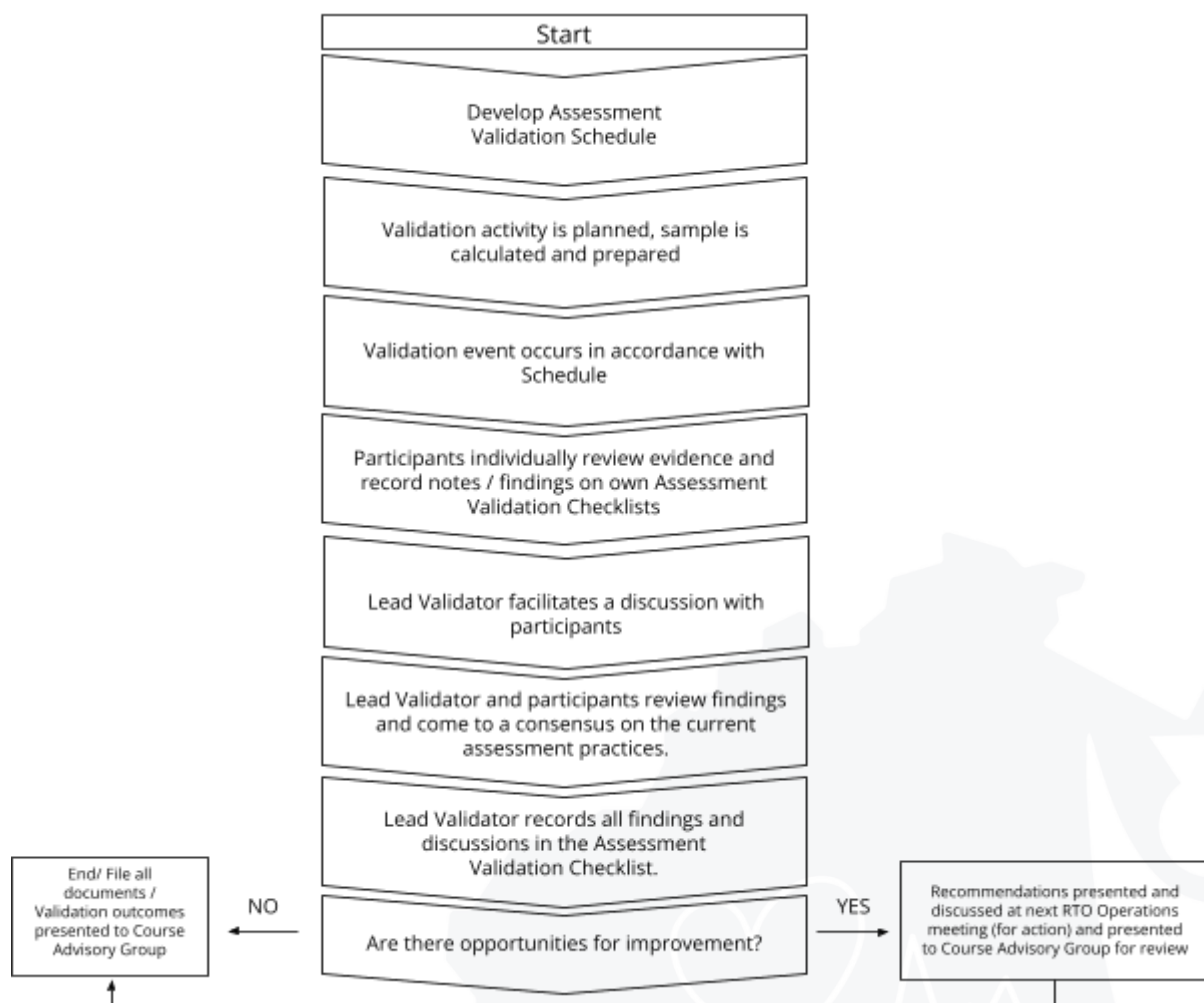


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- 9.8. Upon the conclusion of the validation activity, the lead validator provides a summary of the collective findings on the Validation Checklist.
- 9.9. Validation outcomes will be reviewed in the subsequent AHETI Operations meeting, where any proposed modifications are assigned to a team member for action.

10 ASSESSMENT VALIDATION PROCEDURE FLOW CHART





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