

## Validation Policy

<b>Document Owner</b>	Chief Executive Officer		
<b>Responsible Officer</b>	Director of Studies – Operations and Compliance Manager		
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<b>Related Documents</b>	<i>Assessment System polices and procedures</i> <i>Validation Procedures</i> <i>Feedback Policy</i> <i>National Code 2018</i> <i>Legislative and Regulatory Compliance</i>		
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### 1. Purpose

The purpose of this policy is to ensure that the Australian College of Business Intelligence (ACBI) systematically monitors, reviews, and improves its assessment practices and outcomes to maintain compliance with the Standards for Registered Training Organisations (RTOs) 2015.

### 2. Definitions

**Registered Training Organization (RTO)**: A training provider registered by the Australian Skills Quality Authority (ASQA) or its equivalent state or territory regulatory body to deliver vocational education and training (VET) services and issue nationally recognized qualifications and statements of attainment.

**Validation**: A quality review process to ensure that assessment tools and practices are fair, valid, reliable, and sufficient.

**Assessment Tool**: Any resource used to collect evidence of student competence, including assessment instruments and instructions.

### 3. Scope

This policy applies to all assessment tools, processes, and practices used within ACBI across all qualifications and units of competency on our scope of registration.

### 4. Policy Statement

ACBI is committed to ensuring that all assessment practices meet the required standards and are consistently applied to produce valid and reliable results.

Validation should be conducted in three stages:

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- Pre-validation happens before the first time using an assessment tool. See Pre-Assessment Validation Procedure (for New Assessments).
- Moderation/Verification - this is an ongoing process and occurs when Assessors request that another assessor or manager moderates their assessment decision prior to awarding completely. It also occurs prior to the finalisation of a Unit of Competency for a student and again prior to issuing a qualification. See Moderation Procedure (During Assessment).
- Post-validation happens after assessments have been conducted – to look at the effectiveness of the tools, the standards achieved by students, the validity of evidence and the accuracy of the judgement. See Post Validation Procedure (After Assessment).

#### **4.1. Clause 1.9**

The RTO implements a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration:

- when assessment validation will occur
- which training products will be the focus of the validation
- who will lead and participate in validation activities
- how the outcomes of these activities will be documented and acted upon.

#### **4.2. Clause 1.10**

For the purposes of clause 1.9, each training product is validated at least once every five years, with at least 50 per cent of products validated within the first three years of each five-year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET regulator.

#### **4.3. Clause 1.11**

For the purposes of Clause 1.9, systematic validation of an RTO's assessment practices and judgements:

a) must be undertaken by one or more persons who collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated
- current knowledge and skills in vocational teaching and learning
- the training and assessment credential specified in Item 2 or Item 5 of Schedule 1

b) may be undertaken by persons involved in the delivery and assessment of the training product being validated provided they are not solely responsible for determining the outcomes of validation.

#### **4.4. Clause 1.25**

To deliver any AQF qualification the Assessor Skill Set or the Teacher Enhancement Skill Set from the Training and Education Training Package (or its successor), the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation).

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This policy outlines the systematic approach to the validation of assessment tools, processes, and outcomes.

## 5. Pre and Post Assessment Validation Principles

### 5.1. Systemic Validation

Validation will be conducted systematically and according to a documented schedule covering all training products within a five-year period, with at least 50% of all training products on scope validated within the first three years of delivery and assessment.

### 5.2 Validation against the Principles of Assessment and Rules of Evidence

## 6. Frequency

The frequency of validation is structured to ensure a thorough and systematic review of all assessment practices. Each unit of competency will be validated according to the following guidelines:

### 6.1. Initial Validation

All units of competency will undergo an initial pre assessment validation within the first 12 months of their inclusion on the scope of registration and prior to implementation. This ensures that new units are validated against the Principles of Assessment and Rules of Evidence prior to being used with students.

### 6.2. Ongoing Assessment Moderation

The primary purposes of assessment moderation are to:

- Ensure consistency and comparability of assessment judgments.
- Confirm that assessments are conducted in accordance with the principles of assessment and rules of evidence.
- Foster continuous improvement in assessment practices through collaborative review and feedback.

Moderation activities are conducted on a regular basis according to a predefined schedule. The schedule includes:

- **Quarterly Moderation Meetings** - Regular meetings held every quarter to review a selection of assessment tasks and student evidence.
- **End-of-Term Moderation** - Comprehensive review of assessment tasks and outcomes at the end of each term.
- **Ad-Hoc Moderation:** - Additional moderation sessions triggered by specific needs, such as new assessment tools, significant changes in curriculum, or feedback from stakeholders.

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### 6.3. Ongoing Post Assessment Moderation

Following the initial pre assessment validation, each unit of competency will be validated at least once every five years. The dates for completion of post assessment validation are outlined in the **Validation Plan**. This aligns with the requirement that all training products on the scope of registration are validated within a five-year period.

However, higher-risk units, such as those with high enrolment numbers, complex assessment requirements, or historically high rates of non-completion, will be validated more frequently, at least once every three years. Unit Risk is outlined in the outlined in the **Validation Plan**.

### 6.4. Triggered Validation

Units of competency may be subject to additional validation outside of the scheduled cycle if triggered by specific factors, such as:

- Significant changes to the training package or accredited course.
- Feedback from industry or learners indicating potential issues with the assessment.
- Results from internal audits or quality assurance processes suggesting areas of concern.
- Changes in regulatory requirements impacting the assessment process.

**Any units identified as high risk or that are validated outside of the Validation Plan will be documented in the Validation Plan upon validation**

## 7. Independent Validation

Independent validation involves the review of assessment tools, processes, and outcomes by individuals who are not directly involved in the delivery or assessment of the training product being validated. This ensures an objective evaluation and enhances the credibility and reliability of the validation process.

### 7.1. Purpose

The primary purpose of independent validation is to:

- Provide an unbiased assessment of the validity and reliability of assessment tools and processes.
- Ensure that assessment outcomes are consistent and meet the requirements of the training package or accredited course.
- Identify areas for improvement and implement changes that enhance the quality and effectiveness of assessments.

### 7.2. Criteria For Independent Validators

Independent validators must meet the following criteria:

- Validators must hold relevant qualifications and have significant experience in the vocational education and training (VET) sector.

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- They should possess current industry skills and knowledge relevant to the units being validated.
- Validators must be independent of the delivery and assessment of the training product being validated. This means they should not have been involved in the development, delivery, or assessment of the unit within the current validation cycle.
- Validators must have a thorough understanding of the Standards for RTOs 2015 and other relevant regulatory requirements to ensure compliance.

### **7.3. Process of Independent Validation**

ACBI will identify and engage qualified independent validators from within the organization or from external sources, including industry experts and consultants.

#### **Preparation and Process**

- Provide independent validators with all necessary documentation, including assessment tools, student evidence, and previous validation reports.
- Brief validators on the specific objectives and scope of the validation activity.
- Independent validators will review assessment tools and processes to ensure they are fair, valid, reliable, and sufficient.
- Evaluate a sample of student evidence to verify the consistency and accuracy of assessment outcomes.
- Provide feedback on the strengths and areas for improvement in the assessment practices.
- Independent validators will document their findings in a validation report either provided if requested by ACBI or provided by the independent validator, highlighting any issues and recommending improvements.
- ACBI will review the validation report, develop an action plan to address any identified issues, and implement necessary changes.
- Monitor the effectiveness of changes to ensure continuous improvement in assessment practices.

## **8. Validation Participation**

#### **Internal Validation will involve:**

- ACBI's qualified and experienced trainers and assessors
- Relevant industry experts (see list of Industry Experts used by ACBI here) to ensure assessments are relevant and up to date with current industry standards.

#### **Independent Validation will involve:**

- Other RTO's delivering the same Qualifications as ACBI and in consultation with ACBI.
- Industry Experts/Consultants who have not engaged in any business relationships with ACBI in the past or currently.

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## 9. Validation Documentation

All validation activities, outcomes, and actions taken as a result will be thoroughly documented and maintained for compliance and quality assurance purposes.

- Validation Plan
- Pre Assessment Validation Checklist and Report
- Assessment Moderation Checklists
- Post Assessment Validation Checklist and Report
- Continuous improvement Register

### Document History:

Version	Date	Author	Reason	Sections
1.0	25/10/14		Original policy created	All
2.0	31/05/2024	Deirdre D'Souza	Updated to provide further clarity.	All

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