

LATROBE COLLEGE OF ART AND DESIGN

Policy

VALIDATION OF ASSESSMENT

Standards for RTOs) 2025:

- Outcome Standard 1.5 – Validation of Assessment Practices and Judgements
- Outcome Standards 1.3 and 1.4 (Assessment System and Conduct of Assessment)
- Standard 4.4 – Continuous Improvement
- Credential Policy 2025
- ASQA Assessment Practice Guide (2025).

Policy

Latrobe College of Art and Design (LCAD) is committed to maintaining an assessment system that produces fair, valid, reliable and consistent assessment judgements.

LCAD undertakes systematic validation of assessment practices and judgements to ensure that:

- assessment complies with the requirements of each training product;
- assessment decisions are consistent between assessors;
- assessment tools continue to meet industry expectations;
- assessment evidence supports competent decisions;
- continuous improvement occurs across all qualifications and units delivered by LCAD.

Validation is an ongoing quality assurance activity and forms part of LCAD's Continuous Improvement System.

Policy Statement

LCAD will validate every training product on its Scope of Registration at least once **every five years**.

A pre-validation check of any qualification or study unit must be conducted prior to any near delivery.

Validation will occur more frequently whenever identified risks indicate earlier review is required.

Validation is not limited to reviewing assessment tools. It evaluates the entire assessment system, including assessment practices, assessor judgements, student evidence and assessment outcomes.

Objectives

LCAD's validation system aims to ensure:

- assessment complies with training package requirements
- assessment decisions are accurate
- assessment is applied consistently by all assessors
- industry expectations continue to be met
- students are assessed fairly
- continuous improvement opportunities are identified
- assessment integrity is maintained.

Scope

This policy applies to:

- all nationally recognised training delivered by LCAD
- all qualifications
- all skill sets
- accredited courses
- statements of attainment
- Recognition of Prior Learning (RPL)
- clustered assessments
- online and face-to-face delivery.

Definitions

Validation

Validation means a systematic review of assessment practices and assessment judgements after assessment has occurred to determine whether:

- assessment tools remain fit for purpose
- assessment evidence demonstrates competence
- assessors have made consistent decisions
- assessment meets training package requirements.

Validation is not moderation.

Policy Principles

LCAD will ensure validation is:

- independent wherever practicable
- evidence-based
- documented
- risk-based
- industry informed
- continuous.

Validation Frequency

Every training product on LCAD's Scope will be validated at least once every five years.

Additional validation will occur whenever risks arise, including:

- new qualifications
- revised training packages
- new units
- newly employed assessors
- complaints
- appeals
- inconsistent assessment results
- unusually high competency rates
- unusually low competency rates
- industry concerns

- regulator findings
- internal audit findings
- changes in assessment resources.

These requirements reflect the 2025 Standards, which require every training product to be validated at least once every five years while using a risk-based approach to determine whether more frequent validation is needed.

Risk-Based Validation

Each year LCAD will undertake a risk assessment of all training products.

The following factors will determine validation priority:

Risk Level	Examples
Very High	New qualification, new training package, ASQA findings
High	High student numbers, new assessor, licensing units
Medium	Minor assessment changes, moderate enrolments
Low	Stable course with consistent outcomes

Higher-risk qualifications will be validated earlier.

Validation Team Requirements

Validation will be undertaken by one or more people who collectively possess:

- current vocational competency
- current industry skills
- knowledge of assessment
- knowledge of the relevant training product
- credentials specified under the Credential Policy.

The validator should not be the sole person who designed, delivered and assessed the assessments being reviewed.

For Training and Education (TAE) qualifications and skill sets that enable assessment judgements, the 2025 Standards require additional independent validation after the first cohort completes.

Validation Sample

The validation team will determine sample sizes according to risk.

Samples may include:

- completed assessments
- practical observations
- portfolios
- projects
- oral questioning
- third-party reports
- RPL assessments
- online assessments

Higher-risk units may require larger samples.

Validation Criteria

Validation will determine whether:

Assessment Tools

- reflect unit requirements
- cover performance evidence
- cover knowledge evidence
- address assessment conditions
- include sufficient instructions
- are clear
- produce valid evidence.

Assessment Practices

The team reviews whether assessors:

- followed assessment instructions
- collected sufficient evidence
- applied the Rules of Evidence
- applied the Principles of Assessment
- authenticated student work
- provided feedback appropriately.

Assessment Judgements

The team confirms whether competent/not yet competent decisions were:

- consistent
- evidence-based
- fair
- defensible
- documented.

Student Evidence

Validation checks whether evidence is:

- valid
- sufficient
- authentic
- current.

Industry Relevance

Validation confirms assessment reflects:

- current workplace practice
- industry expectations
- technology
- legislation

- employer requirements.

Validation Outcomes

Following validation, recommendations may include:

- amend assessment tools
- improve assessor instructions
- provide assessor professional development
- revise mapping documents
- update observation checklists
- improve benchmark answers
- revise marking guides
- improve student instructions
- revise RPL kits.

Continuous Improvement

Validation findings will be entered into **Master Validation Changes Campus / GAA**

The charts will include assessment findings and rectifications for each study unit validated

This demonstrates that validation findings are used to improve the assessment system, as required by Standard 1.5.

Record Keeping

LCAD will retain:

- validation plans
- validation schedules
- validation reports
- attendance records
- assessor comments
- industry feedback
- completed validation checklists
- sample assessment evidence reviewed
- continuous improvement records.

Records will be retained in accordance with LCAD's Records Management Policy and applicable legislative requirements.

Roles and Responsibilities

Position	Responsibilities
CEO	Ensures adequate resources.
Coordinator	Approves validation system. Develops the risk-based validation schedule, appoints validation teams, monitors implementation of improvements and reports outcomes.
Trainers and Assessors	Participate in validation, implement agreed improvements and provide assessment evidence when requested.
Validators	Conduct objective validation, document findings and recommend improvements.
College Quality Group (CQG)	Monitors trends and ensures validation outcomes are incorporated into quality improvement activities.