

LATROBE COLLEGE OF ART AND DESIGN

PROCEDURE

VALIDATION OF ASSESSMENT

Policy: See LCAD Validation of Assessment Policy

Procedure

Step 1 - Pre Validation

Prior to a new course or study unit being delivered, a check must be made that the study unit outline and assessment tools properly cover the underpinning units of competence's performance and knowledge criteria. This is done by using the **Latrobe College/ Validation/ Pre-Validation** Campus/ GAA template form.

Step 2 – Annual Validation Plan

- All training Qualification products on LCAD's scope of registration must be validated every **five (5) years** or scheduled more frequently for high-risk products.
- Under ASQA's practice recommendation, LCAD will validate at least two (2) units of competency or two study units each year for every training product on its Scope of Registration, with additional units selected where the risk assessment indicates further sampling is necessary
- A check of LCAD's training products due to be validated is done by reviewing the **Latrobe College/. Checklist Validation** register.
- ASQA may, from time to time, determine specific training products that must have particular attention paid to them, and this advice would be published on **www.asqa.gov.au**.

Step 3 – Select Training Products

- Prioritise training products based on risk indicators, feedback, enrolments, regulatory findings and industry changes.
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Step 4 – Appoint Validators

- Confirm validators meet the Credential Policy requirements and possess relevant vocational and industry expertise. See **Latrobe College\Policies\...RTO STANDARDS 2025**
- Ensure appropriate independence from the assessment being reviewed.
- At least two (2) validators must be used to conduct a validation.

Step 5 – Select Assessment Samples

- Select the Validation template form for the appropriate qualification. See **Latrobe College\Validation**
- Determine the sample size using the Validation template form.
- Select representative completed assessments from different assessors, cohorts, campuses or delivery modes where applicable.

Step 6 – Conduct Validation

Review:

- assessment tools, such as **PATs, Knowledge Tools, online forms, RPL assessment tools**, etc
- assessment guides: **study unit outlines, project briefs**, etc
- completed student evidence; **folio work, journals, questionnaires**, etc
- assessor judgement; **teacher reports**
- Reasonable adjustment
- mapping documents, **within each study unit outline**
- application of the Principles of Assessment and Rules of Evidence;
- industry relevance and authenticity of assessment.

Step 7 – Document Findings

Record:

- strengths;
- non-compliances or inconsistencies;
- recommended improvements;
- responsible persons;
- implementation timeframes.

Step 8 – Implement Improvements

- Revise assessment tools or practices.
- Provide professional development where required.
- Update mapping, instructions or supporting resources.

Step 9 – Monitor and Review

- Record actions in the **Latrobe College/ Validation/Master Validation Changes Campus/ GAA**.
- Verify completion and effectiveness of improvements.
- Report validation issues to the College Quality Group (CQG) that require higher-level decision-making.
- Inform teaching and admin staff of any changes to normal practice.