



BADT POL-06 VALIDATION AND MODERATION POLICY

PURPOSE

This policy specifies the validation and moderation philosophy and the general principles that guide the validation and moderation practices for Vocational Education and Training (VET). This policy is designed to ensure the courses comply with the Training Accreditation Council (TAC) Current Standards for Registered Training Organisations including Clauses 1.9, 1.10, and 1.11

The purpose is to ensure thorough and rigorous assessment practices and results, via systematic validation. BADT uses a risk-based approach to develop the approach considering risk indicators such as the potential safety concerns to clients from an assessment outcome that is not valid, the mode of delivery, changes to training packages and/or licensing requirements.

SCOPE

This Policy applies to all VET students, BADT staff and office staff.

Background Principles

Validation and moderation embraces continuous improvement of the strategies, resources and staff.

POLICY

BADT uses the following industry recognised principles determined by the Training Accreditation Council (TAC) and upheld by the National Skills Standards Council (NSSC) Current Standards for RTO's are used to underpin the policy, procedure and guidelines.

Transparent - The purpose, process and implications of the validation and/or moderation should be transparent to all relevant stakeholders.

Representative - A representative sample should be used to validate and/or moderate tools and judgments.

Confidential - Information regarding individuals (i.e. assessors and candidates) and providers must be treated with sensitivity and discretion. Confidentiality should be observed in relation to the identity of the assessors (i.e. those who developed the tools and/or made the judgments) and candidates (i.e. those whose evidence is submitted in the process).

Educative - Validation and/or moderation should form an integral rather than separate part of the assessment process. It should provide constructive feedback, which leads to continuous improvement.

Equitable - Validation and/or moderation must be demonstrably fair, equitably applied and unbiased.

Tolerable - Any assessment includes a margin of error. The way in which evidence is gathered and interpreted against the standards will vary. The challenge is to limit the variation to acceptable proportions. Validation and/or moderation enables the variation to be identified and limited to what is tolerable.

Include external parties - Regularly recorded meetings with Industry advisors and experts focusing on quality reviews to provide tangible outcomes and recommendations for future improvements.

Principles of Assessment and Rules of Evidence

BADT follows the Principles of Assessment and Rules of Evidence to provide quality outcomes. These are defined in the Current Standards for Registered Training Organisations (the Standards).

Principles of Assessment

Principles of Assessment are required to ensure quality outcomes. They are defined in the Standards as being fairness, flexibility, validity and reliability, as detailed in the BADT Assessment Policy.

Rules of Evidence

Rules of Evidence are closely related to the Principles of Assessment. The rules provide guidance on the collection of evidence to ensure validity, sufficiency, authenticity and currency, as detailed in the BADT Assessment Policy.

Context.

BADT is a specialised institution committed to providing education and training to Industry. BADT's VET focus is holistic in terms of its knowledge base, philosophy and professional approach, and therefore requires a holistic approach to course and curriculum design. Curriculum decision-making, therefore, must be informed by such an approach as well as academic standards and excellence, and fit clearly within the objectives of the BADT business plan.

Quality Assurance

The procedure associated with this policy is based on quality assurance requirements as outlined in the Quality assurance and Continuous Improvement Policy as part of the quality assurance practices associated with validation and moderation, trainers and assessors are required to maintain their Professional Development Portfolio to provide evidence of their ongoing improvement and education within the industry and chosen fields of delivery.

The strategy for validation is to be reviewed periodically as per the Validation Schedule, to document the strategies already occurring in BADT and to help plan useful assessment validation. This is carried out using the Validation Checklist/Form.

Application of this Policy

This policy applies to all 'samples', which are samples of assessment resources and pre-identified samples of student evidence. These samples compiled by BADT for a validation or moderation review must be handled in a professional manner ensuring the anonymity of trainers and assessors, students and graduates is maintained in an ethical manner.

The time taken for validation or moderation will differ dependent on the activities conducted. It is essential that the purpose of a validation activity are clear to all involved parties and that validation activities are not used for purposes other than those stated in this policy and the associated procedure and guidelines.

Each Training and Assessment Strategy (TAS) must include validation and moderation practices as outlined by this policy.

Periodic reviews of the Validation Strategies are to be planned via the Validation Schedule VET and executed by the appropriate staff validation providers.

Validation and Moderation Sessions

Internal Validation

Sessions are to be held as per internal review schedule for all unit's on scope. These sessions can occur at any time throughout a calendar year but no more than 12 months apart.

The internal validation sessions require both trainers and assessors and other key staff members to act as validators and analyse and review a full sample of tools from at least 1 unit of competency along with completed assessments from another, the outcomes of these sessions are to be recorded.

The samples will be collected from qualifications across the scope with a focus on reviewing tools and, if available, candidate evidence to make recommendations for future improvements.

The process requires validators to review and assess the Training and Assessment Strategy, course content, training and assessment tools, qualification structure and delivery methods as relevant to industry standards and the Units of Study that the competencies sit within.

Samples will include student evidence and VOE assessor judgments.

The outcome of validation may result in alterations to tools only by following due process and approval from the RTO Manager.

Moderation

Sessions are an internal event for each unit on scope and can occur at any time throughout the year for identified issues within assessment items. Moderation sessions aim to be held with validation sessions as per the moderation and validation schedule.

Moderation requires a selection of internal assessors (moderators) to review a full sample of judged candidate evidence from at least 40 students assessments from all Units of Competence completed within the year.

Moderation will focus on regulating the assessment process and judgments of candidate evidence across all units of competence with varying student results. This is achieved by reviewing assessor judgments; the marking of student's completed assessment items; and the assessment tools used to assist, qualify or enable the assessor judgments.

Validator & Moderator Selection

The validation and moderation teams as outlined within the procedure are comprised of academic and non-academic staff members including support staff for trainer/assessors. The composition of the teams ensures objective analysis of the assessment item/s.

Collectively the persons as validators or moderators must have:

- The vocational competencies and current industry skills relevant to the assessment;
- Current knowledge and skills in vocational teaching and learning; and
- An approved training and assessment qualification or assessor skills set.

Within the group of persons one or more must be not directly involved in the delivery and assessment of the assessment item/s being validated or moderated. The inclusion of a person not directly involved ensures professional distance and integrity.

Industry experts may be involved in validation and moderation sessions.

Trainers and assessors can be involved in validation and moderation activities, as long as they are not directly involved in deciding the final outcomes of the session for their own assessments.

Responsibility for Validation and Moderation

The RTO Manager of: BADT is responsible for:

Ensuring implementation of this policy and its associated procedures and guidelines are being carried out.

Ensuring the practices are undertaken by "appropriate groups of trainers/assessors and relevant staff", and are detailed within the Validation and Moderation Procedure.

Authorising final decisions on the outcomes of validation or moderation processes.

BADT is responsible for ensuring this policy and associated procedures or guidelines are consistent with sectoral norms and requirements, and for approval of any major amendments to this policy.

RTO Manager is responsible for ensuring and overseeing the development of procedures or guidelines consistent with this policy.

This policy details who participates in processes by referencing position and/or titles, and outlines what occurs throughout the validation and moderation processes conducted by BADT.

Definitions:

Assessment Strategies – Includes the Training and Assessment Strategy (TAS) course structures and delivery methods.

Validation - is the quality review of the delivery and assessment process. Validation involves checking that the tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations. Actions are entered into the Improvement Tab within the Review Register. All student packs are finally reviewed by staff with appropriate CertIV qualification prior to filing.

Moderation – Is the process of ensuring assessment judgments are in alignment with the Rules of Evidence and the Standards. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency across all cohorts. It is an active process in the sense that adjustments to assessor judgments are made to overcome differences in the difficulty of the tool and/or the severity of judgments.

Student – Is an individual person who is formally enrolled to train at BADT. The individual person is that who appears on the BADT documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.

Tools – Includes all resources used in the training and assessment of the training package or accredited course, such as:

Training Tools = learning materials, workbooks, presentations, recommended texts.

Assessment Tools – Assessment and practical examinations including marking guides with full assessment criteria.

| VERSION | DATE | CREATED/AMENDED BY | COMMENTS/AMENDMENTS | RESPONSIBLE PERSON |
|---------|----------|----------------------|--------------------------------|----------------------|
| V0 | 18/08/17 | Corp Quality Consult | Policy created | Corp Quality Consult |
| V1 | 19/06/18 | RTO Mgr | Sight formatting amendments | RTO Mgr |
| V1 | 24/07/19 | RTO Mgr | No Changes | RTO Mgr |
| V2 | 21/02/20 | RTO Mgr | Sight wording changes | RTO Mgr |
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