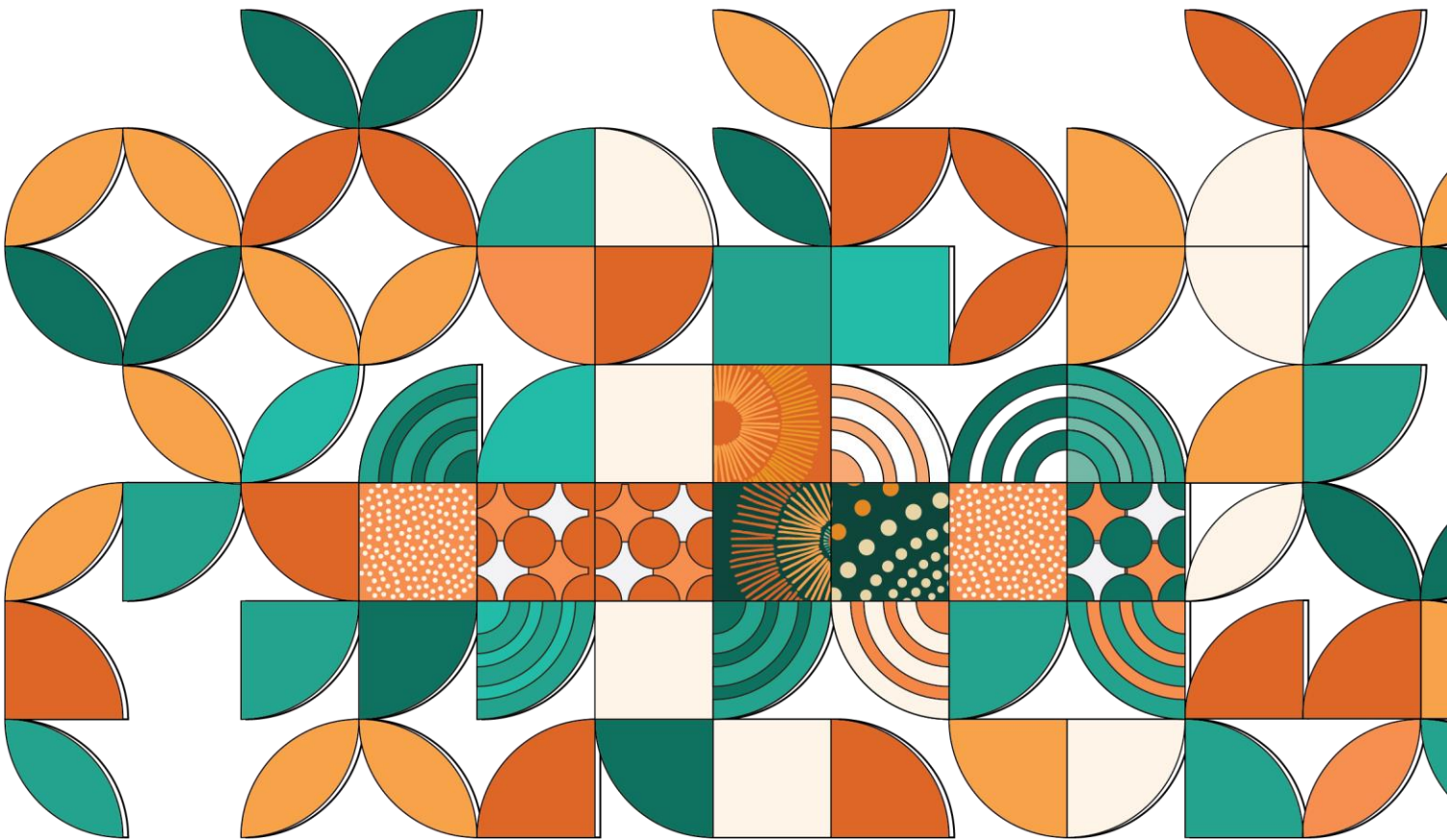


Assessment Validation Policy



SECTION 1

1. Purpose

- 1.1 The Institute of Health and Nursing Australia (IHNA) is committed to providing quality learning, teaching and assessment in accordance with the 2025 Standards for RTOs, Practice Guides – Outcome Standards for RTOs. As such, IHNA implements a plan for ongoing systematic validation of assessment practices and judgments (hereinafter validation) for each course within its scope of registration.
- 1.2 The purpose of assessment practice and judgement validation is to ensure that IHNA assessments consistently produce valid assessment judgements, confirming that learners possess all the knowledge, skills and attributes outlined in the training product.

2. Scope

- 2.1 This policy applies to all training staff (Trainers and Assessors), Training Managers, Course Coordinators, Contractors, Consultants and relevant Stakeholders involved in assessment related activities at the IHNA. The practice of pre-assessment validation is not covered in this scope.

3. Definitions

- 3.1 Refer to IHNA's Glossary of Terms.

SECTION 2

4. Policy Principles

- 4.1 IHNA is dedicated to delivering high-quality education and training for learners. As part of this commitment, IHNA systematically validates all training products within its scope of registration to ensure that assessment practices align with the Principles of Assessment, Rules of Evidence and current industry standards, supporting learners in acquiring the necessary skills and knowledge to excel in the workplace.
- 4.2 IHNA ensures the quality and integrity of its assessment system through a validation process that consistently confirms the validity of assessment judgments. Through this process, IHNA verifies that learners have achieved the necessary knowledge, skills and attributes as outlined in the training products.
- 4.3 Validation activities at IHNA occur when there is an adequate volume of practices and rationale to conduct assessment validation as per the risk indicators outlined in the procedure. This approach ensures that our assessment methods consistently meet quality standards and effectively measure learner outcomes.

- 4.4 The validation process ensures that assessment tools adhere to the principles of validity, fairness, flexibility and reliability. It also verifies that the evidence collected is valid, sufficient, current and authentic, ensuring robust and consistent assessment judgments aligned with training product requirements.
- 4.5 Validation includes reviewing a statistically valid sample of assessments and making recommendations to enhance assessment tools, processes and outcomes where necessary.
- 4.6 Validation is conducted through a structured and systematic method that ensures assessment tools generate valid, reliable, sufficient, current and authentic evidence. The process involves reviewing a statistically valid sample of assessments and making recommendations for improvements to the assessment tools, processes, and outcomes as necessary. It includes scheduling the selection of units to be sampled, creating a representative sample, and validating each marked assessment against the principles of assessment, particularly the rules of evidence. This structured approach aims to facilitate informed judgements about whether the training product requirements have been met.
- 4.7 IHNA maintains a documented and structured plan for regular, systematic validation of assessment practices and judgements, covering each training product within its scope of registration. This plan specifies:
- a. Individuals responsible for leading and participating in validation activities (validation team);
 - b. Specific training products selected for validation;
 - c. Timing of assessment validation; and
 - d. Process for documenting and implementing the outcomes of the validation activities.
- 4.8 Validation can be conducted individually or by a team, provided the validators collectively have the following qualifications:
- a. Relevant vocational competencies and current industry skills relevant to the assessment being validated;
 - b. Current knowledge and skills in vocational teaching and learning;
 - c. Either a TAE40122/TAE40110 Certificate IV Training and Assessment (or its successor) or the TAESS00001 Assessor Skills Set (or its successor). A person demonstrating 'equivalence of competency' is insufficient to meet this requirement.
- 4.9 Validators may include IHNA employees or external participants, such as employers, industry bodies, trainers, assessors or consultants. IHNA encourage collaborative validation across the different RTOs.

- 4.10 The trainer or assessor involved in the delivery of the training:
 - a. May join as part of a team;
 - b. Cannot perform validation independently;
 - c. Cannot solely determine the outcome of their own assessments; and
 - d. Cannot lead the validation for their own assessments.
- 4.11 IHNA establishes a validation schedule to assess each training product within its scope of registration.
- 4.12 A validation review is planned for each qualification, explicit skill set or standalone unit on the scope. The validation schedule spans five years, ensuring at least two units of competency in each course undergo validation at least once every five years, with at least 50% validated in the initial three years.
- 4.13 The number of units sampled may be increased at any point in the validation process, particularly if results suggest that the assessment judgments may not be valid.
- 4.14 Additional validation may be necessary if risk indicators suggest more frequency, such as:
 - a. Introduction of new assessment tools.
 - b. Training products involving safety considerations.
 - c. Assessors' experience levels.
 - d. Changes in technology, workplace practices, legislation or licensing requirements.
- 4.15 IHNA will implement a comprehensive risk rating procedure to prioritise training products within the validation schedule and practice.
- 4.16 This risk rating will consider ASQA risk indicators such as the introduction of new assessment tools, training products associated with safety concerns and student feedback, among other factors. This systematic approach will ensure that validation efforts are concentrated on high-risk areas, thereby enhancing the quality and effectiveness of our training programs.
- 4.17 IHNA employs a statistically valid sample that is representative and sufficiently large to draw accurate conclusions about the entire population of assessments. This means the sample should be randomly selected and large enough to minimise sampling error.
- 4.18 Validation will focus solely on the assessment evidence included in the sample. While validators may engage in discussions with the assessor who conducted the assessment, only the evidence that has been collected, retained and recorded will be used to make a validation decision.

- 4.19 Validation ensures that assessment tools and practices meet quality standards. Validators will confirm if:
- a. Assessment evidence is valid, sufficient, current and authentic.
 - b. Assessment Tools:
 - i. Align with training product requirements;
 - ii. Adhere to principles of fairness, flexibility, validity, and reliability;
 - iii. Are designed to gather relevant and appropriate evidence;
 - iv. Provide clear instructions for learners and assessors;
 - v. Consider reasonable adjustments for learners with diverse needs;
 - vi. Include clear assessment criteria;
 - vii. Comply with IHNA's assessment system.
 - c. By rigorously validating assessment practices, IHNA maintains high standards and ensures the quality of its training programs.
- 4.20 When reviewing the assessment judgments, validators should consider whether the learners' assessment evidence:
- a. Meets the assessment requirements of the relevant training product.
 - b. Shows that the assessment was carried out in a manner that is fair, flexible, valid and reliable.
 - c. Is valid, sufficient, authentic and current.
- 4.21 IHNA is committed to implementing any recommendations arising from the validation process to ensure ongoing improvement.

5. Records Management

- 5.1 IHNA retains records of the:
- a. Validation team members and their qualifications.
 - b. Sample of assessments selected for review.
 - c. Validation tools used.
 - d. Assessment evidence analysed.
 - e. Outcomes of the validation process.
 - f. Implementation of improvements.
- 5.2 All documentation related to validation processes is maintained and stored for at least 7 years in accordance with the Records Management Policy (See Records Management Policy for more details).

6. Monitoring and Improvement

- 6.1 All validation practices are monitored by the Training Manager/Course Coordinator, and areas for improvement are identified and acted upon. Outcomes from validation are fed into the continuous improvement register (See IHNA Continuous Improvement Procedure).

7. Responsibility

- 7.1 The overall responsibility of implementing this policy lies with the Academic Director, who coordinates with Training Managers, Course Coordinators, Assessors, Trainers and Delegates for the systematic validation of assessment practices and judgments for each course in IHNA's scope of registration.

SECTION 3

8. Associated Information

Related Internal Documents	• Assessment Validation Procedure • Training and Assessment Strategy • Quality Assurance and Continuous Improvement Policy • Quality Assurance and Continuous Improvement Procedure • Terms of Reference – Course Advisory and Development Committee • IHNA Five Year Assessment Validation Schedule • Validation of Assessment Practice & Judgement Form • Validation Register • Continuous Improvement Register • Unit Guide • Marking Guide • Assessment Tools
Related Legislation, Standards, and Codes	• National Vocational Education and Training Regulator Act 2011 • Education Services for Overseas Students Act 2000 (ESOS Act) • National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) • VET Quality Framework • Australian Qualifications Framework • ASQA Fact sheet—Conducting validation • Practice Guides – Outcome Standards for RTOs • 2025 Standards for RTOs • ANMAC Enrolled Nurse Accreditation Standards 2017
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9. Change History

Version Control		Version 5.1
Version No.	Date	Brief description of the change, including version number, changes, who considered, approved, etc.
V.3.0	10/03/2021	Revised and updated in a new template with addition of reference, approved by Academic Board on 10/03/2021
V.4.0	26/10/2021	Minor updates regarding post assessment validation
V.5.0	21/08/2024	Updated in new template and logo, Updated information of CDAC instead of CADC, made structural changes and rewritten the policy based on ASQA Fact Sheet–Conducting validation, SRT0 Clauses 1.9 to 1.11 and Schedule 2
V.5.1	12/03/2025	Changed Standards for RTOs 2015 to 2025 Standards for RTOs, Practice Guides – Outcome Standards for RTOs