

Validation / Moderation
Policy, Procedures, Forms and Registers

POLICY	
Purpose	<p>ATAR Design is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (2015). As such, ATAR Design is required to implement a plan for ongoing systematic validation of assessment practices and judgments for each training project on its scope of registration.</p> <p>The purpose of this policy is to ensure ongoing systematic validation of assessment practices and judgments.</p>
Standard reference	1.1, 1.2, 1.4, 1.5, 1.6, 1.9, 1.10, 1.11, 1.25, 2.2, 2.4
Who is responsible	<p>The CEO is responsible for the validation process and ensuring that all Assessors, including those from third party providers are applying consistent standards and making consistent judgments when conducting assessments.</p> <p>Assessors are responsible for:</p> <ul style="list-style-type: none"> • Implementing professional and effective assessment and validation practices. (See Assessment Policy); • implementing the assessment instruments and instructions provided for the process of conducting assessment; and • Ensuring that assessment complies with Principles of Assessment and Rules of Evidence.
Review date	Every 12 months

POLICY

Definitions

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Independent validation means, for the purposes of Clause 1.25, that the validation is carried out by a validator or validators who:

- Are not employed or subcontracted by the RTO to provide training and assessment; and
- Have no other involvement or interest in the operations of the RTO.

Industry means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- Enterprise/industry clients, e.g. Employers;
- Group training organisations;
- Industry organisations;
- Industry regulators;
- Industry skills councils or similar bodies;
- Industry training advisory bodies; and
- Unions

Statistically valid means for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements 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.

POLICY

Policy

ATAR Design is committed to conducting ongoing systematic validation of its assessment practices, tools, processes and judgements made by assessors, including by third party providers.

ATAR Design ensures that:

- A plan for ongoing systematic validation of assessment is implemented;
- Each training product is validated at least every five (5) years;
- Key stakeholders are involved in validation processes;
- It documents its validation activities, outcomes and actions taken to improve the quality and consistency of assessment; and
- Validation is undertaken by appropriately qualified and experienced persons

Policy principles

Validation is used by ATAR Design to:

- Verify and maintain industry relevance of training and assessment strategies, practices and resources;
- Verify compliance with requirements of national Training Packages and VET Accredited Courses;
- Monitor compliance with the Standards for RTOs 2015;
- Evaluate efficiency of training and assessment strategies and practices;
- Engage with industry as a method for continuous improvement of training and assessment products and services;
- Monitor services provided on its behalf by third party providers, ensuring consistency and integrity, meeting the needs of industry.

Assessment documentation to be validated will include:

- Training and assessment strategies;
- Assessment tools;
- Assessment policies and procedures; and
- Assessment evidence and judgments.

Validation will be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- Vocational competencies and current industry skills relevant to the assessment being validated;
 - Current knowledge and skills in vocational teaching and learning; and
 - One of the following credentials
 - TAE40116 Certificate IV in Training and Assessment or its successor or
 - TAE40110 Certificate IV in Training and Assessment, and one of the following:
 - TAE40111 Address adult language, literacy and numeracy skills or its successor or
 - TAE40112 Address adult language, literacy and numeracy skills
- and one of the following:
- TAE502 Design and develop assessment tools or its successor or
 - TAE502A Design and develop assessment tools or
 - TAE502B Design and develop assessment tools.
- TAE50011 Assessor Skill Set or its successor

POLICY

Industry experts may be involved in validation to ensure there is the combination of expertise set out above.

The validation process provides opportunity for dissemination of information and professional development on the processes, practice and procedures to Assessors. The validation process is to ensure individuals are respected and confidentiality is upheld.

Confidentiality includes:

- No copying or use of materials made available for moderation without prior permission from the Intellectual property owner.
- Respect ethical practice.
- Respect privacy of assessors.
- ensures discussions during validation validate:
 - The effectiveness of assessment tools and practices;
 - The standard of performance demonstrated and achieved;
 - Evidence collected meets with Rules of Evidence; and
 - The accuracy and consistency of the assessment judgments.

Validation Plan

The validation plan will cover a five (5) year cycle.

The validation plan will be reviewed and updated annually to accommodate changes in the business, industry / environment, scope and identified risk areas.

ATAR Design's validation plan will include:

- Proposed dates for validation meetings;
- Full code and title of each of the nominated units/modules from the training product;
- The designated chair of the validation meeting;
- The suggested/nominated participants;
- How the outcomes of the validation will be documented; and
- How the outcomes of the validation will be acted upon.
- At least 50% of products will be validated within the first three years of each five year cycle; taking into account scope of delivery, relative risks, and industry needs.
- Risks will be assessed based on:
 - Unit of competency/ module
 - Delivery site
 - Delivery mode
 - Third party arrangements in place
 - Equipment used
 - Financial concerns
 - Assessment methods implemented
 - Licensing requirements
 - Numbers of Enrolments
 - Assessment outcome rates / statistics
 - Recent addition to scope
 - Complaints
 - Appeals
 - Staff turnover
 - Risks identified by the VET Regulator

POLICY

Validation of Training and Assessment qualifications

ATAR Design abides by the requirements for 'Independent Validation of Training and Assessment qualifications' on its scope of registration, as specified in the Standards for RTOs 2015 (including Schedule 2).

Industry Engagement/Consultation – Validation

ATAR Design engages industry to validate training and assessment strategies, practices, and resources (including assessment tools) during the development phase of all training and assessment products to ensure:

- Relevance of materials and tools to the needs of industry;
- Relevance of trainer and assessor industry skills.

Records management

Records Management

All documentation from Validation processes are maintained in accordance with the Records Management Policy. (See Records Management Policy)

Monitoring and Improvement

All Validation practices are monitored by the CEO and areas for improvement are identified and acted upon. (See Continuous Improvement Policy)

Outcomes from validation feed into continuous improvement (See Continuous Improvement Policy)

PROCEDURE		
Step	Who	Procedure
1. Validation Planning	CEO	<ul style="list-style-type: none"> Develop and maintain a validation plan using the 'Validation Register' to schedule covering a five (5) year period. Ensure Validation Plan ensures that: <ul style="list-style-type: none"> 50% of Training Products are validated within the first three (3) years; 100% of Training Products (including all units of competency/modules) are validated within the five (5) year period; Priority is given to high risk Training Products; Validation is undertaken by parties independent to Assessment decisions for a particular Training Product. Reviews the Validation Plan Annually.
2. Organising the Validation meeting	CEO	<ul style="list-style-type: none"> Schedules the date and time for the meeting. Update the 'Validation Register'. Invites and confirms participants to the validation meeting.
	Admin	<ul style="list-style-type: none"> Prepare the venue for the meeting. Gather relevant documentation for the meeting: <ul style="list-style-type: none"> Qualification document (from training.gov.au); Unit of competency document (from training.gov.au); Training and Assessment Strategy (TAS); Assessment Tools; Assessment Plans; Marking Guides; Validation Form.
3. Conducting the Validation meeting	Chair person	<ul style="list-style-type: none"> Open the meeting, providing information to the group regarding development and implementation of the training product and in particular the assessment processes and resources. Ensure all parties sign the 'Validation Form'. Chair /facilitate discussions in accordance with the 'Validation Form' and resources to be Validated. Complete the 'Validation Form', taking notes throughout the meeting. Agree on outcomes and recommendations with the group. Ensure all relevant paperwork is completed documenting the occurrence and outcomes of the meeting. Close the Meeting Provide all documentation to Training manager for processing.
4. Processing Validation meeting outcomes	CEO	<ul style="list-style-type: none"> Review 'Validation Form' for actions and continuous improvement recommendations. Complete 'Continuous Improvement Request (CI) Form'. Lodge 'Continuous Improvement Request (CI) Form' as per Continuous Improvement procedures. File all Validation documentation in Validation Filing System.

VALIDATION MEETING DETAILS

Date			Location	
Chair	Name:			
	Organisation:			
	Position:			

Training Product Details

The following Training Product and Resources are included in this Validation:

Qualification Code:		Qualification Title:	
Units: Unit/Module Code:	Code	Title	

The following documentation is to be Validated (Please tick)

<input type="checkbox"/>	Report 1	Validation of Training and Assessment Strategy (TAS)
<input type="checkbox"/>	Report 2	Validation of Training and Assessment Tools and Instruments
<input type="checkbox"/>	Report 3	Validation of Assessment Evidence (Moderation) – Assessment judgements

REPORT 1 – VALIDATION OF TRAINING AND ASSESSMENT STRATEGY (TAS)

Date		Location	
Qualification			
Item validated	Yes	No	Comment
Qualification name and code clearly and accurately identified	<input type="checkbox"/>	<input type="checkbox"/>	
Core and elective units clearly and accurately identified and appropriate rationale provided regarding the selection of the units	<input type="checkbox"/>	<input type="checkbox"/>	
Delivery location identified	<input type="checkbox"/>	<input type="checkbox"/>	
Purpose of training clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	
Target group/s clearly and accurately identified	<input type="checkbox"/>	<input type="checkbox"/>	
Industry consultation clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	
Clustered delivery/assessment arrangements clearly outlined	<input type="checkbox"/>	<input type="checkbox"/>	
Course pre-requisites stated, and are they clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	
Delivery methods identified and appropriate for target group	<input type="checkbox"/>	<input type="checkbox"/>	
Duration of full time and part time delivery modes appropriate	<input type="checkbox"/>	<input type="checkbox"/>	
Timetable outlining delivery and assessment appropriate and clear	<input type="checkbox"/>	<input type="checkbox"/>	
Volume of learning activity appropriate to the level of training and assessment required	<input type="checkbox"/>	<input type="checkbox"/>	
Reasonable adjustment clearly stated	<input type="checkbox"/>	<input type="checkbox"/>	
Resources and equipment required clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	
Support arrangements for clients stated and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	
Recognition options and processes clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	
Pathways clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment process clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	
Readiness for assessment clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	
Entry requirements clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	

REPORT 1 – VALIDATION OF TRAINING AND ASSESSMENT STRATEGY (TAS)

Trainer and assessor details clearly identified

☐
☐

Recommendations

ADMIN USE

Logged in CI Register:

☐ Yes ☐ No ☐ NA

Initial:

Date:

Forwarded for CI:

☐ Yes ☐ No ☐ NA

Initial:

Date:

REPORT 2 – VALIDATION OF TRAINING AND ASSESSMENT TOOLS AND INSTRUMENTS

Date		Location		
Unit/Module			AQF level	
Assessment tools				
Assessment Tool Type:	<input type="checkbox"/> Typical Tool (Used Classroom/ Correspondence/blended) <input type="checkbox"/> Online Assessment <input type="checkbox"/> Client Specific/Workplace based <input type="checkbox"/> Recognition of Prior Learning (RPL)			
Assessment Instruments:	<input type="checkbox"/> Questionnaire/s <input type="checkbox"/> Observation/s <input type="checkbox"/> Case study <input type="checkbox"/> project <input type="checkbox"/> Portfolio <input type="checkbox"/> Testimonial <input type="checkbox"/> Training Journal <input type="checkbox"/> Other (please specify) _____			
Item validated	Yes	No	Comment	
Assessment instructions for Clients & Assessors clearly identified	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment items mapped to performance criteria	<input type="checkbox"/>	<input type="checkbox"/>		
Evidence required for assessment is clear to Client	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment meets the training package requirements	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment tasks are based on realistic workplace activities / contexts	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment tasks are appropriate to demonstrate competency at the particular AQF level.	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment methods used are appropriate	<input type="checkbox"/>	<input type="checkbox"/>		
Underpinning knowledge is adequately assessed	<input type="checkbox"/>	<input type="checkbox"/>		
Addresses assessment conditions adequately	<input type="checkbox"/>	<input type="checkbox"/>		
Appropriate number of tasks provided to demonstrate competency	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment conditions are appropriate and Safe	<input type="checkbox"/>	<input type="checkbox"/>		
Assessment items allow for sufficient gathering of evidence	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

REPORT 2 – VALIDATION OF TRAINING AND ASSESSMENT TOOLS AND INSTRUMENTS

Assessment is reliable

☐ Yes ☐ No

As part of your assessment, require learners to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit or module. Assessing in a variety of contexts shows that the learner is able to apply the skills and knowledge in other situations, and can apply their knowledge in a practical way.

Ensure that assessment tasks and methods match assessment requirements. For example, if assessing a practical skill such as keyboarding, questions about how a keyboard operates may not be valid as this knowledge is not required in order to carry out the task. Instead, use questions that demonstrate knowledge of why the learner is doing the task in a particular way.

Comments

Assessment is realistic

☐ Yes ☐ No

Have a well-designed assessment system that includes measures to minimise variation between assessors. The same evidence presented by different learners or to different assessors should result in the same decision.

Develop evidence criteria (i.e. decision-making rules) to judge the quality of performance. This will help assessors make consistent judgements about competence. Evidence criteria could include:

- Model answers (where appropriate)
- Descriptions of observations needed to assess skills and application of knowledge in a practical activity.
- Benchmarks for practical activities must necessarily be broad enough to allow for variations in the precise task being undertaken and any variations in the context, but must include 'observable behaviours'—the behaviours which must be exhibited by the learner when carrying out the task.

Comments

REPORT 2 – VALIDATION OF TRAINING AND ASSESSMENT TOOLS AND INSTRUMENTS

Assessment is fair

☐ Yes ☐ No

At enrolment or prior to commencement of training, make recognition of prior learning available to all learners. Ensure any required adjustments are made to the training and assessment program for each learner.

Consider the learner's needs in the assessment process and make reasonable adjustments to accommodate the learner (such as providing oral rather than written assessment). However, don't compromise the rigour of the assessment process (e.g. if there is a requirement to complete documentation in a unit of competency, oral assessment would not be appropriate).

Ensure the learner is fully informed of the assessment process and performance expectations before undertaking assessment.

If a learner is unable to complete the required task to the level described in the assessment requirements, consider whether they need further training before being reassessed. Sound enrolment processes will help to identify the needs of learners and avoid learners being enrolled in a course that they will not be able to complete.

Have an appeals process to provide an avenue for learners to challenge an assessment decision and to have it reviewed objectively.

Comments

Assessment is flexible

☐ Yes ☐ No

At enrolment or prior to commencement of training, make recognition of prior learning available to all learners. Ensure any required adjustments are made to the training and assessment program for that learner.

Take the learner into account in the assessment process, and recognise that they may already have demonstrated some aspects of the unit through other means. If individual learners have demonstrated current skills and knowledge, they should not be required to be reassessed in those areas, unless the previous demonstration of skills or knowledge is in a significantly different context or environment.

Use a range of assessment methods to help produce valid decisions and recognise that learners demonstrate competence in a variety of ways

Comments

REPORT 2 – VALIDATION OF TRAINING AND ASSESSMENT TOOLS AND INSTRUMENTS

Assessment is valid

☐ Yes ☐ No

As part of your assessment, require learners to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit or module. Assessing in a variety of contexts shows that the learner is able to apply the skills and knowledge in other situations, and can apply their knowledge in a practical way.

Ensure that assessment tasks and methods match assessment requirements. For example, if assessing a practical skill such as keyboarding, questions about how a keyboard operates may not be valid as this knowledge is not required in order to carry out the task. Instead, use questions that demonstrate knowledge of why the learner is doing the task in a particular way.

Comments

Recommendations

ADMIN USE

Logged in CI Register:

☐ Yes ☐ No ☐ NA

Initial:

Date:

Forwarded for CI:

☐ Yes ☐ No ☐ NA

Initial:

Date:

REPORT 3 – VALIDATION OF ASSESSMENT EVIDENCE (MODERATION) –ASSESSMENT JUDGEMENT

Date		Location	
Unit/Module		AQF level	
Assessment tools	Assessment judgements are validated according to the selection of a statistically valid sample, as outlined in the Standards for RTOs 2015. Refer to the procedures on selecting a statistically valid sample to be used for these validation activities		
Total population			
Number of judgements required for validation			
Selection identified			
Is the evidence provided authentic?	The evidence:		
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is able to be verified as genuine	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is the work of the learner	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Has a declaration signed by the learner as their own work	
If no please provide detailed comments and examples			
Is the evidence provided current?	The evidence:		
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstrates the learners' current skills and knowledge	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Complies with current standards	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	The evidence presented is from either the present or the very recent past	
If no please provide detailed comments and examples			

REPORT 3 – VALIDATION OF ASSESSMENT EVIDENCE (MODERATION) –ASSESSMENT JUDGEMENT

Is the evidence provided valid? <input type="checkbox"/> Yes <input type="checkbox"/> No	The evidence:	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Addresses all elements and performance criteria
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Reflects the skills, knowledge and context described in the competency standard
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Is at the appropriate AQF level
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Indicates that skills and knowledge can be applied in a real workplace or simulated situation
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Evidence from different sources is consistent
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Was collected using the latest version of the appropriate assessment tools (version control applies)

If no please provide detailed comments and examples

Is the evidence provided sufficient? <input type="checkbox"/> Yes <input type="checkbox"/> No	The evidence:	
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstrates competence over a period of time
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Demonstrates competence that is able to be repeated
	<input type="checkbox"/> Yes <input type="checkbox"/> No	Comply with language, literacy and numeracy levels which match those required by the work task (not beyond)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is sufficient to make a judgment on competency, the assessment decision is correct	

If no please provide detailed comments and examples

Recommendations

ADMIN USE

Logged in CI Register:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Initial:		Date:	
Forwarded for CI:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Initial:		Date:	

VALIDATION ACTION PLAN

I have participated actively in this validation process and agree with findings and outcomes documented.
I agree to observe the principles of confidentiality with regard to all documentation and information shared.
I will not use this information for commercial advantage or any other reason in accordance with the code of ethics for assessors.

No:	Recommendation	Responsibility	Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Participants Details and Declaration

I have participated actively in this validation process and agree with findings and outcomes documented.
I agree to observe the principles of confidentiality with regard to all documentation and information shared.
I will not use this information for commercial advantage or any other reason in accordance with the code of ethics for assessors

Name:	Position:	Signature:	Date

Validation Authorisation

Lead Validator Name		Signature	
Position		Date	

VALIDATION REGISTER

Training Package

SECTION 1 – VALIDATION COMPLETED

Unit/ Module Code	Unit/ Module Name	Qualification/ Course Code	Dates				
			2017	2018	2019	2020	2021

SECTION 2 – ANNUAL VERIFICATION

Verified By:		Position:	
Signature:		Date:	

VALIDATION SCHEDULE FIVE YEAR PLAN

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements 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. Source: Standards for Registered Training Organisations (RTOs) 2015

This plan should ensure each training product (qualification or VET accredited course) is validated at least once every 5 years, with at least 50% of products on the scope of the RTO validated within the first three years of each five-year cycle, taking into consideration risks (including those identified by the VET Regulator). Source: Standards for Registered Training Organisations (RTOs) 2015

This plan should ensure each training product (qualification or VET accredited course) is validated at least once every 5 years, with at least 50% of products on the scope of the RTO validated within the first three years of each five-year cycle, taking into consideration risks (including those identified by the VET Regulator).

Total number of training products on scope: **2**

Required number of training products to be validated in first 3 years (50%): **100%**

***Persons involved in validation**

It is a requirement that one or more persons conduct the validation who are not directly involved in the particular instance of delivery and assessment of the training product being validated. Although not part of the Standards, it is recommended that some staff involved in the delivery of the materials should be involved in the validation to ensure they understand the implications and recommendations made by the validators.

Validators need to hold the below qualifications/experience and must complete the '*Validator Competence Verification*' form to be kept on file by the RTO Manager or a copy of the '*Staff Profile*' providing the same information if the person is a member of the training staff. If a person is involved in more than one validation session then only one form needs to be completed and kept on file for all instances.

VALIDATION SCHEDULE FIVE YEAR PLAN

Qualifications and experience required by persons participating in the validation process:

- a) Vocational competence for the particular training product being validated (evidenced through formal qualifications or demonstrated equivalence)
- b) Current industry skills (evidenced through work in industry, professional development, experience with latest techniques, high level of product knowledge, etc.)
- c) Current knowledge and skills in vocational education and training (evidenced through professional development, current practice, etc.)
- d) Holding one of the following credentials:
 - TAE40116 Certificate IV in Training and Assessment or its successor
or
 - TAE40110 Certificate IV in Training and Assessment, and one of the following:
 - TAELLN411 Address adult language, literacy and numeracy skills or its successor or
 - TAELLN401A Address adult language, literacy and numeracy skillsand one of the following:
 - TAEASS502 Design and develop assessment tools or its successor or
 - TAEASS502A Design and develop assessment tools or
 - TAEASS502B Design and develop assessment tools.
 - TAEASS00011 Assessor Skill Set or its successor

Note: that the above requirements may be met via a team approach through having one person who is able to demonstrate a) and b), and another person demonstrating c) and d).

VALIDATION SCHEDULE FIVE YEAR PLAN

SCHEDULE

Year	Date to occur	Training product	Risk Level^	Lead responsibility	*Persons involved	Resources required	Documentation to be produced	Staff responsible for follow up
						<ul style="list-style-type: none"> • Qualification document (from training.gov.au); • Unit of competency document (from training.gov.au); • Training and Assessment Strategy (TAS); • Assessment Tools; • Record of assessment • Competency mapping • Assessor guides; • Previous validations (if applicable) 	<ul style="list-style-type: none"> • Validation Meeting Form • Validation Report 1, 2, or 3 • Validation Action Plan 	
NB: Validation activities may include (but are not limited to): <ul style="list-style-type: none"> • Validation of Training and Assessment Strategies • Validation of assessment tools and assessment processes • Validation of evidence collected, and decisions made • Industry consultation – Training and Assessment Strategies & assessment tools/processes • Review of modified documentation (including assessment tools/processes) in alignment with validation recommendations to ensure continuous improvement • Consultation with other RTOs to benchmark performance and processes • Internal review processes for each qualification 						Possible risk factors include (but are not limited to): <ul style="list-style-type: none"> • Overseas delivery • International students • RPL • Industry specific risk factors (i.e. safety or licensing) • Online delivery and assessment • Multiple sites and/or large number of trainers & assessors • Risk rating have been determined as per the impact/likelihood potential risk 		
CEO Name						CEO Signature		Date