

MCOHB Assessment Validation and Moderation Policy and Procedure

1.0 Purpose

- 1.1 The purpose of this policy and procedure document is to ensure that Melbourne College of Hair and Beauty (MCOHB) assessment strategies and practices are systematically validated to ensure that they are responsive to industry and learner needs and meet the requirements of all nationally registered accredited training products. In particular, the purpose of this document is to ensure that all assessments conducted by MCOHB are valid and reliable and allow for sufficient and current evidence to be collected to determine students' competence.
- 1.2 This policy details the validation process not assessment moderation processes, for details about assessment moderation processes please read the Assessment moderation policy and procedure.

2.0 Scope

- 2.1 This policy and procedure applies to all assessment activities of MCOHB whether conducted by MCOHB or third party service providers.

3.0 Responsibility

- 3.1 The Director of Studies is responsible for the implementation of this policy and procedure.
- 3.2 The compliance manager is responsible for the management of this policy and procedure.

4.0 Definitions

<p>Assessment instrument</p>	<p>Developed by an assessor as part of formative or summative assessment activities; includes:</p> <ul style="list-style-type: none"> • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials. <p>Also includes tools developed elsewhere that have been modified by the assessor for use with a particular learning group.</p>
<p>Formative assessment</p>	<p>Including <i>diagnostic assessment</i>, is a range of formal and informal assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve learner progress. The goal of a formative assessment is to “<i>monitor student learning</i>” to provide ongoing feedback that can help learners identify their strengths and weaknesses and target areas that need work. It also helps the trainer recognize where learners are struggling and address problems immediately. Formative assessment typically involves qualitative feedback (rather than scores) for both the learner and trainer that focuses on the details of content and performance. Formative assessment is commonly contrasted with summative assessment.</p>
<p>Summative assessment</p>	<p>Is any method of evaluation/assessment performed at the end of a unit that allows the measurement of a learners skills and knowledge against standardized criteria. The purpose of summative assessment is to determine if the learner has inculcated the skills and knowledge of a unit of competency at the end of a particular unit of work to be determined as competent.</p>

Assessment judgement	The exercise conducted by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence, and whether the candidate is competent or not yet competent based on the evaluated evidence.
Assessment materials	Any physical and documentary resources that assist in any part of the assessment process. They may include information for the candidate, the documented competency standards or other documented assessment benchmarks, other related documentation impacting on assessment, the assessment tools, assessment exercises/activities, equipment and tools and any other resources for the quality assurance arrangements of the assessment system.
Assessment method	The particular technique or techniques used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third-party feedback, portfolios and review of products.
Assessment plan	The overall planning document for the assessment process, which includes a range of information to guide assessors. This may include purpose; context; personnel; competency standards/assessment benchmarks; assessment methods and tools; the evidence plan; organisational arrangements including physical and material resources and equipment; and other relevant information.

Assessment process	The series of key steps in the assessment cycle, including agreeing outcomes with stakeholders and learners/candidates; design and development of measures, tools and instruments; use of tools; and evaluation of the results of assessment for the purpose of continuous improvement of the assessment process.
Assessment report	The report written by the assessor after the assessment decision has been made and recorded. An assessment report may include: personal details of the candidate; details of assessment events/activities; dates, times, venues, etc.; details of assessor's evidence; completed assessment tools; documented feedback to and from the candidate; justification of decision; summary of candidate's action plan; other critical information including appeals and outcomes (if relevant); sign-off by assessor and candidate; electronic/paper reports to funding bodies. This report is usually in the form of an assessment summary cover sheet.
Assessment requirements	An endorsed component of a training package that underpins assessment and that sets out the performance evidence, knowledge evidence and assessment conditions required to show competency.
Assessment Process and procedure/s	Assessors' roles and professional development for conducting assessment All assessment is criterion referenced assessment, no norm referenced assessment (percentile grading) will used as an outcome for competency based assessment, candidates will be marked with the following assessment outcomes based on formative or summative assessment.

Assessment strategy	A documented framework to guide and structure assessment arrangements for a VET qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment-only pathway (RPL) it is a separate document.
Assessment system	A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations, are consistent, fair, valid and reliable, and may include: grievances and appeals processes; validation systems and processes; reporting/recording arrangements; acquisition of physical and human resources; administrative procedures; roles and responsibilities; partnership arrangements; quality assurance mechanisms; risk management strategies; and documented assessment processes.
Assessment tool	Both the instrument and the instructions for gathering and interpreting assessment evidence: instruments/s – the specific questions or activity developed from the selected assessment method/s to be used for the assessment (a profile of acceptable performance and the decision-making rules for the assessor may also be included) procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.
Assessor	An individual or organisation responsible for the assessment of Units of Competency in accordance with the Australian Quality Training Framework and criteria (benchmark/s) to measure the candidates evidence quantitatively and qualitatively.

Benchmarks for assessment	The criterion against which the candidate is assessed. May be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Candidate	The person presenting for an assessment.
Client	A person (learner/candidate) or an organisation that uses or purchases training and/or assessment services.
Clustering	The process of grouping competencies into combinations that have meaning and purpose for learning, assessment or work-related needs.
Code of practice for assessors	The code of practice based on an international code of ethics and practice, developed by the National Council for Measurement in Education (NCME). The code formed part of the <i>TAE10 Training and Assessment Training Package Assessment Guidelines</i> .
Competency	The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.
Competence (Competent)	An individual is considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the workplace, assessed benchmarks or the training package requirements. When assessed is recorded as “COMPETENT or C” . Both workplace and off the job training and assessment aim to ensure that individuals participating in the training have the competence to undertake their work role to the standard expected in a range of employment situations.
Competency-based assessment	Assessment in which the assessor makes a judgement of competency (competent or not yet competent) against clear benchmarks or criteria such as a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications. Competency-based assessment may be contrasted with assessment in which candidates are compared to others or graded, for example.

<p>Competency standard</p>	<p>The requirements for effective workplace performance in a discrete area of work, work function, activity or process that are used as the basis for defining learning outcomes and the benchmarks for assessment within the VET sector.</p> <p>Competency standards are expressed in outcome terms and aim to reflect the standards of performance required in the workplace. Competency standards have a standard format and are also referred to as units, units of competency, competencies, and competency specifications.</p>
<p>Condition/s of assessment</p>	<p>Outlines any restriction or specific conditions for the assessment such as the location, time restrictions, assessor qualifications, currency of evidence (e.g. for portfolio based assessments), amount of supervision required to perform the task (i.e. which may assist with determining the authenticity of evidence) etc.</p>
<p>Co-requisite unit of competency</p>	<p>A co-requisite is a unit that you must have either previously passed, or are studying at the same time as another related unit. Most co-requisite units will contain complementary or critically-associated knowledge which is essential for success in both units. Alternatively, some co-requisites will require concurrent study in order to fulfil the inherent requirements of one or more of the units (i.e. units with concurrent practical components, clinical placements, or professional experience requirements).</p>
<p>Credit transfer</p>	<p>The agreed value of the achievement or partial achievement of one qualification when related to another qualification. This value translates to the learner as equivalent to an exemption from undertaking a component or components of the destination qualification based on the acceptance that these components have already been successfully completed through previous formal study. This exemption reduces the amount of time and learning required in achieving the second qualification.</p>

Criterion referencing	In the context of assessment, determining a grade (in the case of graded assessment) or making a judgement of competency (in the case of competency-based assessment) with strict reference to predetermined learning standards or criteria. Criterion referencing may be contrasted with norm referencing.
Dimensions of competency	Forms part of the broad concept of competency which includes all aspects of work performance as represented by: task skills, task management skills, contingency management skills and job/role environment skills.
Direct observation	An assessment method that involves opportunities to view real work/real-time activities in the workplace or work activities in a simulated workplace environment.
Element of competency	Part of the format of competency standards. Elements of competency are the basic building blocks of the unit of competency, specifying the critical outcomes to be achieved in demonstrating competence.
Endorsed components of training packages	The parts of a training package that are formally recognised as meeting the identified training and assessment needs of an industry/industry sector or enterprise. These endorsed components are qualifications, units of competency, assessment requirements and credit arrangements.
Evidence (Assessment)	Information gathered to support a judgement of competence against the specifications of the relevant unit/s of competency. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways, such as: direct, indirect and supplementary sources of evidence, or a combination of these evidence collected by the candidate or evidence collected by the assessor historical and recent evidence collected by the candidate and current evidence collected by the assessor.

Evidence guide	<p>A former part of the competency standard that provided advice to inform and support assessment of the unit including assessment of required/underpinning knowledge, skills, and key competencies necessary for competent performance. The evidence guide identified critical/specific evidence requirements, assessment resource implications and other relevant information.</p> <p>Part of the documented assessment plan, the guide documents the evidence requirements of the competency standard, information regarding who will collect the evidence, and the time period involved.</p>
Face Validity	<p>The extent to which the assessment tasks reflect real work-based activities.</p>
Integrated assessment (also see Holistic assessment evidence)	<p>An approach to assessment that covers the clustering of multiple units/elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units/elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem-solving and demonstration of attitudes and ethics. <i>From National Quality Council, Training Package Glossary.</i></p>
Holistic Assessment Evidence	<p>Holistic Assessment evidence is the information gathered which, when matched against the unit of competence provides proof of competence. Evidence can take many forms and be gathered from a range of sources. Integrated assessment</p> <p>Integrated assessment is an approach to assessment that covers the clustering of multiple units and/ or elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units and/or elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem solving and demonstration of attitudes and workplace behaviours.</p>

Learning	An active process of the acquisition of skills, knowledge and emotional dispositions that is influenced by external contributions, but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.
Moderation	A process used in validation that involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific training packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.
Norm referencing	In the context of assessment, determining the candidate's rank or percentile with reference to the achievement of others, usually on a bell curve distribution of group scores. Norm referencing may be contrasted with criterion referencing.
Not Yet Competent	An individual is considered Not Yet Competent when they are unable to consistently apply their knowledge and skills to the standard of performance required in the workplace, assessed benchmarks or the training package requirements. When assessed is recorded as “NOT YET COMPETENT or NYC” .

<p>Principles of assessment</p>	<p><i>Fairness.</i> The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p> <p><i>Flexibility.</i> Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual. <p><i>Validity.</i> Any assessment decision and or judgement of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements. <p><i>Reliability.</i> Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>
--	---

<p>Rules of Evidence</p>	<p><i>Validity.</i> The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p> <p><i>Sufficiency.</i> The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.</p> <p><i>Authenticity.</i> The assessor is assured that the evidence presented for assessment is the learner's own work.</p> <p><i>Currency.</i> The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.</p> <p>To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.</p>
<p>Recognition processes</p>	<p>A term that covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Skills Recognition. The term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred.</p> <p>Under the relevant VET regulatory framework, competencies may be attained a number of ways, including through any combination of formal or informal training and education, work experience or general life experience.</p> <p>In order to grant RPL/RCC, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of training packages or competency outcomes specified in AQF-accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients, and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.</p>

Reasonable adjustments	Adjusting the assessment process to meet the needs and characteristics of the students being assessed, taking into account any equity requirements. Determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.
Recognition of Current Competency (RCC)	Assessment of a person's current capacity to perform; it applies if an individual has previously successfully completed the requirements for a unit of competency or a module and is now required to be reassessed to ensure that the competence is being maintained.
Recognition of Prior Learning (RPL)	An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards, for entry to and/or partial or total completion of, a qualification.
Records of assessment	The recorded information relating to the assessment process and the assessment outcomes of candidates that is stored and retained by the organisation responsible for issuing the nationally recognised Statements of Attainment or qualifications.
Simulation	<p>A form of evidence-gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations (such as in the use of flight simulators), through to the creation of role-plays based on workplace scenarios, and the reconstruction of a business situation on a spreadsheet.</p> <p>In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate:</p> <ul style="list-style-type: none"> • technical skills • underpinning knowledge • generic skills such as decision-making and problem-solving • workplace practices such as effective communication. (From National Quality Council, Training Package Glossary).

Skill	An ability to perform a particular activity, which may be developed by training or practice, and which may be intellectual, manual, motor, perceptual or social. Specified skills are identified as part of each competency standard, and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.
Validation	Validation is a quality review process. It involves checking that an assessment tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable decision/judgements to be made as to whether the requirements of the relevant aspects of the training package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.
Formative assessment outcome:	Formative assessment is used to determine the learners progress and not the final determination of competence, the assessment outcome will be marked as SATISFACTORY if the candidate has successfully completed a formative assessment OR NOT YET SATISFACTORY if the candidate has not successfully completed a formative assessment.

<p>Summative assessment outcome</p>	<p>Summative assessment is the final assessment where a candidate is required to demonstrate the required skills and knowledge to determine their competency. Summative assessment outcomes are to be marked as COMPETENT if the candidate has successfully completed the assessment and has demonstrated the required skills and knowledge in accordance with the training package requirements and industry benchmarks.</p> <p>When a candidate has not successfully completed the assessment and has demonstrated the required skills and knowledge in accordance with the training package requirements and industry benchmarks the summative assessment outcome will be marked NOT YET COMPETENT.</p>
<p>Rubric</p>	<p>A system used to convert the Competent or Not Yet Competent grade to a percentile grade. They are formally defined as scoring guides, consisting of specific pre-established performance indicators, used in judging the quality of candidate work on performance assessments. They tend to be designed using behaviourally anchored rating scales in which each point on the rating scale is accompanied by a description of increasing levels of proficiency along a developmental continuum of competence.</p> <p>Assessment exceptions where norm referenced (percentile grading) marking criteria can be used: There are qualifications and units of competency that are required to have a percentile grading recorded on a Statement of Attainment as an outcome of a summative assessment, this is usually for licencing requirements as an outcome of completing a trade based qualification.</p> <p>ELICOS English courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study can be recorded as a percentile grade.</p>

5.0 Validation process

- 5.1 MCOHB will ensure that at all times its assessment strategies and practices are systematically validated in accordance with the requirements of the *Standards for Registered Training Organisations (RTOs) 2025*.
- 5.2 MCOHB utilises information published by the Australian Skills and Quality Authority (ASQA) to guide the conduct of its assessment validations.
- 5.3 The compliance manager in concert with head trainers and trainer and assessor team, develops an assessment validation schedule to ensure that all units of competency and qualifications delivered and assessed by MCOHB are validated according to regulatory requirements.

6.0 Validation plan/schedule

- 6.1 In accordance with the Standards for RTO's 2025, MCOHB's validation schedule will implement a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration:
 - a. when assessment validation will occur;
 - b. which training products will be the focus of the validation;
 - c. who will lead and participate in validation activities; and
 - d. how the outcomes of these activities will be documented and acted upon.
- 6.2 Each training product will be validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET Regulator.
- 6.3 Systematic validation of an RTO's assessment practices and judgements 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
 - the training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the *Standards for Registered Training Organisations (RTOs) 2025*.
- 6.4 Industry experts may be involved in validation to ensure there is the combination of expertise set out in (a) to (c) above.
- 6.5 The compliance manager is the lead internal auditor and ensure that assessment practice is reviewed as per MCOHB's Guidelines for Reviewing Assessment Practice.
- 6.6 It is the responsibility of the compliance manager to monitor the Validation schedule, and provide guidance, direction and feedback to proposed actions.

- 6.7 If risk indicators demonstrate that more frequent validation is required, the Director of Education and Training, or the CEO can initiate a validation out of sequence of any of the training products on MCOHB scope of registration.
- 6.8 The Validation Plan has a documented validation plan that describes:
- 6.9 Who will lead and participate in the validation activities, but always as a collective the participants will hold:
- Vocational competencies and current industry skills relevant to the assessment being validated People with current industry skills can provide input on:
 - The industry relevance of the context and conditions of the assessment,
 - The industry relevance of the resources used during assessment,
 - The tasks the learner completed, and
 - The judgements made by the assessor.
- 6.10 People who are vocationally competent will hold competency in the training product (or similar/related) being validated.
- 6.11 Current knowledge and skills in vocational teaching and learning, and the TAE40116 Certificate IV in Training and Assessment or the TAESS00011 Assessor Skills Set.
- 6.12 MCOHB may seek participation from:
- Employers and employer associations,
 - Other industry bodies,
 - Trainers and assessors,
 - Current students/alumni,
 - Consultants, and
 - For the purposes of benchmarking, representatives from other RTOs.
- 6.13 Noting that the trainer and assessor who delivered/assessed the training product being validated:
- Can participate in the validation process as part of a team • Cannot conduct the validation on his/her own Cannot determine the validation outcome for any assessment judgements they made and cannot be the lead validator in the assessment team. This arrangement will ensure that current vocational training practices are reflected, and contemporary knowledge of the vocational education and training environment is used to inform critical review and outcomes.
- 6.14 Which training products will be the focus of the validation, in accordance with the validation schedule.

7.0 When assessment validation will occur

- 7.1 How the outcomes of those activities will be documented, including proposals for actions and presentation at a meeting of the compliance management team for input, feedback and/or approval for implementation.
- 7.2 It is the responsibility of the compliance manager to ensure amendments are made as approved and notify trainers and/or assessors of the outcomes.

Reviewing the assessment practice

- 7.3 All participants in the assessment validation process are responsible to carefully review documentation provided, and to provide advice on whether or not the system is providing valid, reliable, current, and authentic assessment products with sufficient output to make a judgement of competency.
- 7.4 Only those not originally involved in the training or assessment of the training product can be involved in determining the outcomes of the validation process.
- 7.5 Participants are to follow MCOHB's Guidelines for Reviewing Assessment Practice in the conduct of the review of the assessment.

8.0 Reporting on validation outcomes

- 8.1 The compliance manager is responsible for collating all validation reports, synthesising data and providing a final report to the Director of Studies or the CEO for review and/or approval prior to presentation at a next schedule meeting of the VET continuous improvement panel.
- 8.2 The report will include, as relevant, recommendations (as appropriate) to modify:
 - Assessment tools,
 - Context and conditions for the assessment,
 - The actual assessment task,
 - Advice to students about the assessment,
 - Criteria used for judging the quality of performance (e.g. The decision-making rules, evidence requirements etc.),
 - Resources need for assessment, and
 - Meeting the principles of assessment and rules of evidence.
- 8.3 In consultation with the compliance team will prepare an implementation plan to guide and monitor any resulting change process.

Monitoring validation outcomes

- 8.4 Trainers and Assessors for ensuring:
 1. Changes are made as planned, and
 2. For reporting to the compliance manager on the progress made on implementing approved changes to any part of an assessment system.

9.0 POSITIONS RESPONSIBLE FOR IMPLEMENTING POLICY and PROCEDURE

- 9.1 The following positions are responsible for the implementation and management of this policy and procedure.
- a. CEO
 - b. Compliance manager
 - c. Training manager
 - d. Trainer and Assessor
 - e. Director of Studies

10.0 Effective validation

- 10.1 Validation determines if assessment tools have produced the intended evidence. Validators must look at the evidence in the sample, and determine if it is valid, reliable, sufficient, current and authentic.
- 10.2 Validation only considers the assessment evidence retained within the sample. While validators may discuss the assessment process with the assessor who conducted the assessment, only the evidence collected, retained and recorded will support a validation decision. For more information about validation, refer to the Standards for Registered Training Organisations 2025 Clauses 1.9 – 1.11.

11.0 Reviewing assessment practice

- 11.1 In reviewing assessment practice, validators should consider whether the assessment tools:
- Comply with the assessment requirements of the relevant training product.
 - Ensure the principles of fairness, flexibility, validity and reliability are adhered to.
 - Have been designed to produce valid, sufficient, authentic and current evidence.
 - Are appropriate to the contexts and conditions of assessment (this may include considering whether the assessment reflects real work-based contexts and meets industry requirements).
 - Are appropriate in terms of the level of difficulty of the tasks to be performed in relation to the skills and knowledge requirements of the unit.
 - Provide sufficient instruction to clearly explain the tasks to be administered to the learner (if the assessment samples demonstrate the evidence provided by each learner is markedly different, this may indicate that instructions are not clear).
 - Give sufficient guidance as to the evidence to be gathered from the learner.
 - Outline appropriate reasonable adjustments that could be made to the gathering of assessment evidence.

- Provide sufficient instructions for the assessor on collecting evidence, making a judgement, and recording the outcomes of the assessment (assessment samples should validate recording and reporting processes).
- Are supported with evidence criteria to judge the quality of performance (if the assessment samples demonstrate the judgements made about each learner are markedly different, this may indicate that decision-making rules do not ensure consistency of judgement), and
- Adhere to the requirements of the RTO's assessment system.

12.0 Reviewing assessment judgements

12.1 In reviewing the assessment judgements, validators should consider whether the learners' assessment evidence:

- Complies with the assessment requirements of the relevant training product
- Demonstrates that the assessment was conducted with fairness, flexibility, validity and reliability, and
- Is valid, sufficient, authentic and current.

13.0 Validation outcomes

13.1 The validation outcomes can identify recommendations for improvement to the assessment tool, assessment process or assessment outcome. Validation outcome can identify critical issues in the collection of valid evidence. Should this occur, the following options for action are available:

- Increase the validation sample size to assist in identifying patterns of issue.
- Validate completed assessments from other units of competency to see if the issue is spread across the whole of the qualification, and
- Look for patterns of error (for example, consider if it is one assessor making invalid judgements—this could indicate the assessor requires further training in competency-based assessment).

13.2 The Trainer and assessor provides a report of the validation process and outcomes to a next scheduled meeting of the continuous improvement panel. The panel reviews the report and can approve the recommendations for change and/or provide input.

13.3 Feedback and/or guidance on other work that might need to be done to ensure the assessment meets requirements.

13.4 The amended assessment tool is pre-validated to ensure it meets all requirements.

13.5 Changes to that assessment tool can be approved by the compliance manager and the Director of education and training, in consultation with the training manager.

14.0 The validation plan; records management

- 14.1 There is a record of validation template for validation activities (see appendix A, following).
- 14.2 The template has provision for recording the:
- Training product/s being validated.
 - The person leading and people participating in the validation activities (including their qualifications, skills and knowledge).
 - The sample pool.
 - The validation tools used.
 - All assessment samples considered, and
 - Validation outcomes.
- 14.3 The compliance manager is responsible for ensuring all documentation is stored in accordance with the file management protocols and that relevant personnel are informed of any necessary changes in assessment practice.

15.0 Continuous improvement

- 15.1 MCOHB is committed to delivering Vocational Education Training that meets the needs of students and is underpinned by processes and practices that support continuous improvement and professional practice.
- 15.2 The Continuous Improvement in Vocational Education and Training Procedure ('Procedure') details the main processes used by MCOHB to systematically review and improve its policies, procedures, products and services relating to the delivery of VET, including collection, analysis and use of relevant data from students, staff, employers, VET professionals and industry.
- 15.3 A Continuous Improvement Register ('CIR') will be maintained on each Campus at which VET is offered by MCOHB. It will contain information on all matters required by this Procedure.
- 15.4 Assessment continuous improvement will incorporate information and feedback from the following key stakeholders and assessment participants:
- a. Student candidates,
 - b. Trainers and assessors,
 - c. Industry subject matter experts,
 - d. Formal surveys from industry
 - e. Student complaints and appeals records,
 - f. Industry reports from Commonwealth and State Government regulators and Education departments.

15.5 MCOHB uses the ADDIE model for training development, the ADDIE model supports MCOHB's continuous improvement process through the practical implementation of the following:

Analysis: Course design and development is continually reviewed after the delivery of a course by using student feedback forms, undertaking regular scheduled industry engagement, reviewing Government environmental reports on training needs, reviewing ACER reports, and reviewing Skills Service Organisations training package updates.

Design: Designing the course involves unpacking the relevant training package, developing a Training and Assessment Strategy, which leads to developing a training plan and an assessment plan for implementation.

Develop: The Develop phase builds on both the Analyze and Design phases. The purpose of this phase is to generate the lesson plans and lesson materials. During this phase development of the instruction materials is done, all media that will be used in the instruction, and any supporting documentation for the student/learner and trainers is developed. This may include hardware (e.g., simulation equipment) and software (e.g., computer-based instruction).

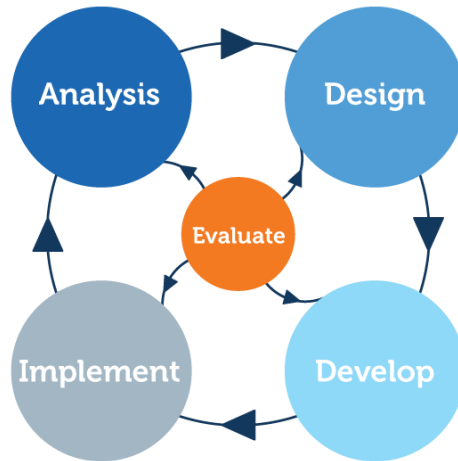
Implementation: The Implementation phase refers to the actual delivery of the training and conduct of assessment, whether it's classroom-based, blended mode, or computer-based. The purpose of this phase is the effective and efficient delivery of training and the conduct of assessment.

Evaluation: This phase measures the effectiveness and efficiency of the training and assessment. Evaluation should occur throughout the entire training and assessment design process, within phases, between phases, and after implementation. Evaluation may be Formative or Summative.

Formative Evaluation: is ongoing during and between phases. The purpose of this type of evaluation is to improve training and assessment before the final version is implemented.

Summative Evaluation: usually occurs after the course has been implemented. This type of evaluation assesses the overall effectiveness of the training and assessment. Data from the Summative Evaluation is used to make a decision about the training and assessment quality, practices and currency.

15.6 Assessment tools and practices are also moderated and validated during this phase of the model, however training and assessment practices and resource materials are moderated and validated through out the ADDIE model cycle, and MCOHB's compliance manager and team will be monitoring the course quality and compliance.



16.0 Trainers and assessors:

- 16.1 Trainers and assessors will conduct moderation and validation sessions as scheduled by the compliance manager to ensure that the assessment practices and assessment tools meet industry benchmarks and training package assessment requirements.
- 16.2 For further information on assessment validation and moderation refer to MCOHB's Assessment validation policy and procedure.

Assessment validation policy and procedure

Melbourne College of Hair and Beauty

Assessment Validation Checklist

*This checklist is to assist in documenting validation of **assessment tools** and **assessment processes**. Validation meetings should be attended by nominated assessors who are involved in the assessment process and should be conducted prior to implementing the assessment tools or as a part of the validation plan and schedule.*

PART A: Assessment details

Qualification Code:	Click here to enter text.
Qualification Title	Click here to enter text.

Nominated assessors are to complete the form for each unit of competency using associated assessment items, marking guides, instructions to assessors, mapping guides, etc – attach documented evidence.

Competency Code:	Click here to enter text.
Competency Title:	Click here to enter text.
Describe assessment tools and other documentation reviewed:	Click here to enter text.

Declaration

I have participated actively in this validation process and agree with the findings and outcomes documented.

Name	Position	Signature	Date
Click here to enter text.	Click here to enter text.		Click here to enter text.
Click here to enter text.	Click here to enter text.		Click here to enter text.
Click here to enter text.	Click here to enter text.		Click here to enter text.
Click here to enter text.	Click here to enter text.		Click here to enter text.

Manager Name:	Click here to enter text.
Manager Signature:	Date: Click here to enter text.

PART B: Validation of Assessment

Assessment of this unit complies with the **Principles of Assessment** and **Training Package requirements** by addressing:

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Outcome			Comments
Valid assessment:				
Elements and Performance Criteria are addressed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Assesses the Required Knowledge	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Assesses the Required Skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Covers the Range Statement appropriately	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Addresses the Critical Aspects for Assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Context, environment and (where relevant) consistency of assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Addresses the physical resource requirements listed in the unit	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Assessment methods are appropriate for the AQF level	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Allows for integrating assessment of knowledge and skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The assessment tasks are based on realistic workplace activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The rules to be used to: Check evidence quality (i.e. the rules of evidence); Judge how well the candidate performed according to the standard expected (i.e. the evidence criteria); and Synthesise evidence from multiple sources to make an overall judgement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Does the assessment tool demonstrate evidence of validity (such as face, construct, predictive, concurrent, consequential and content) to support the use of the assessment evidence for the defined purpose and target group of the tool.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The assessment tasks are conducted in a real work environment or appropriately	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Outcome			Comments
simulated work environment on a number of occasions				
<p>If assessment evidence is to be collected in a simulated work place environment, does the assessment tool collect sufficient evidence to demonstrate the candidate:</p> <ul style="list-style-type: none"> • Using the full range of equipment required for the assessment • Use up-to-date equipment and software • Reflect times and deadlines • Show the complexity of dealing with multiple tasks • Involve prioritising among competing tasks • Deal with customers, including difficult ones • Work with others in a team • Communicate with diverse groups • Find, discuss and test solutions to problems • Explore health and safety issues • Answer practically oriented, applied knowledge questions • Show the level of written and verbal expression sufficient for, but not exceeding, the work requirements. 	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The methods of assessment chosen are appropriate for the content of the unit/s	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The assessment tool describes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Outcome			Comments
access to materials, equipment etc that may be required to perform the assessment task.				
The assessment meets any licensing or regulatory requirements associated with the unit	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Reliable assessment:				
Candidates are provided with clear and consistent information on what the candidate is to demonstrate in the instructions,	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Candidates are provided with clear details of the conditions of assessment e.g. time frame to complete assessment, all questions to be answered correctly to be deemed Satisfactory or Competent, re-assessment etc.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
If the assessment tool is using a performance based task that requires professional judgement of the assessor, is evidence of reliability included providing evidence of the level of agreement between two different assessors who have assessed the same evidence of performance for a particular candidate (i.e. inter-rater reliability); and the level of agreement of the same assessor who has assessed the same evidence of performance of the candidate, but at a different time (i.e. intra-rater reliability).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
If the assessment tool is using objective test items (e.g. multiple choice tests) are other forms of reliability considered such as the internal consistency of a test (i.e. internal reliability) as well as the equivalence of two alternative assessment tasks (i.e. parallel forms).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Outcome			Comments
The rules to be used to: Check evidence quality (i.e. the rules of evidence); Judge how well the candidate performed according to the standard expected (i.e. the evidence criteria); and Synthesise evidence from multiple sources to make an overall judgement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
When providing work samples as assessment evidence, candidates have clear instructions on how to ensure their work samples meet all the requirements of the unit (including authenticity processes and currency)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The assessment tool outlines the task(s) to be provided to the candidate that will provide the opportunity for the candidate to demonstrate the competency. It should prompt them to say, do, write or create something.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The assessment tool describes access to materials, equipment etc that may be required to perform the assessment task.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Instructions are written in "plain English"	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Instructions are appropriate for both the AQF and LLN levels	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Supported by clear information for assessors about assessment requirements including:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
<ul style="list-style-type: none"> Administering the assessment tool (including resources required, context, environment, allowing for RPL and reasonable adjustment, etc) 	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
<ul style="list-style-type: none"> Checklist or other tools for supporting judgements 	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
<ul style="list-style-type: none"> Marking solutions / marking guides to ensure consistent expectations which relate to the unit of competency 	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Outcome			Comments
<ul style="list-style-type: none"> Rules for making decisions regarding competence Assessment processes such as documenting the assessment, providing feedback to learners, retaining assessment and recording results 	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Flexible assessment:				
Assessment approach allows for reasonable adjustment to meet various student needs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Instructions are provided to assessors in relation to reasonable adjustment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Allows for assessment in different environments or under different conditions where required (including on and off the job assessment)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Fair assessment:				
Candidates are provided with clear information about what is expected of them	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
The assessment tool instructions defines the amount (if any) of assessor intervention and support provided during the conduct of assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Ensures candidates are provided with objective assessment feedback	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Candidates are provided with information on assessment methods, procedures, the criteria against which they will be assessed, when and how they will receive feedback and the mechanism for appeal	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The geographic, financial or social needs of candidates have been considered in the development and conduct of the assessment.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Allows for appeals against	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Outcome			Comments
assessment decisions				
Allows for recognition of existing competencies	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Provide avenues for feedback from students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Provide avenues for feedback to students regarding their progress and final outcomes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Reasonable adjustments can be made to the assessment tool while still maintaining the integrity of the outcomes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Assessment is non-discriminatory and inclusive	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	

Assessment of this unit complies with the **Rules of Evidence**; by addressing:

Rules of Evidence – to ensure the collection of evidence is valid, authentic, current and sufficient	Outcome			Comments
Valid:				
The assessment tool allows for evidence to be collected that meets the unit of competency requirements to be deemed competent i.e. is it the right tool to collect the required evidence?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
The assessment tool is administered by an assessor that either holds the Certificate IV in Training and Assessment or the current assessor skill sets as prescribed by the TAE Training package	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
The assessment tool allows for assessment in a real or simulated work environment and consists of realistic workplace activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Authentic:				
Systems are in place to ensure assessment evidence that will be submitted by the candidate is their own work	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Current:				
Assessment allows for evidence that is consistent with current industry standards and relevant training package training product requirements	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Sufficient:				
If the assessment tool is part of assessment from multiple sources of assessment evidence across different methods and or tasks in relation to the clustered units of competency, does the assessment tool provide instructions to the assessor on how assessment decisions will be formulated, and how the required evidence to be collected for the individual units	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.

Rules of Evidence – to ensure the collection of evidence is valid, authentic, current and sufficient	Outcome			Comments
of competency will be assessed to demonstrate non-holistic, specific units of competency performance and knowledge evidence requirements.				
Do the knowledge assessment tool/s collect sufficient evidence to assess all the knowledge evidence requirements of the unit of competency? Do the questions examine the breadth and depth of knowledge required to be demonstrated?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	Click here to enter text.
The assessment tool allows for sufficient evidence to be collected over a period of time to demonstrate competence if required	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
If the assessment tool is collecting performance evidence from a practical assessment, does the assessment tool provide guidance to the assessor on the candidate demonstrating; task skills, task management skills, Contingency skills, Job/Role environment skills, Transfer skills.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Does the assessment tool consider dimensions of competency and transferability i.e. does the assessment tool collect sufficient evidence for the candidate to be able to demonstrate and satisfy the training products requirements of applying their knowledge and skills to successfully complete work activities in a range of situations and environments if required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
The assessment tool collects all of the required performance and or knowledge evidence that is prescribed by the relevant unit of	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.

Rules of Evidence – to ensure the collection of evidence is valid, authentic, current and sufficient	Outcome			Comments
competency				
Outlines any restriction or specific conditions for the assessment such as the location, time restrictions, assessor qualifications, currency of evidence (e.g. for portfolio based assessments), amount of supervision required to perform the task (i.e. which may assist with determining the authenticity of evidence) etc.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.

Documented Assessment Processes

Assessment processes are documented to ensure quality and reliable outcomes	Outcome			Comments
The confidentiality and privacy processes have been documented	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
The steps involved in the assessment process are clear	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
Instructions are provided to all assessors on validation and moderation processes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Instructions to the assessor include:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
how to prepare the candidates for assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
how to gather the evidence	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
guidelines on making decisions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
guidance on reviewing the assessment process	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
guidance on making reasonable adjustments to assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
guidance on providing feedback to students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
instructions for instances where there may be an appeal	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	
how to collect feedback	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	

Melbourne College of Hair and Beauty
Level 1, 1 Star Crescent, Docklands, VIC, Australia 3008
RTO No: 21943 — CRICOS: 02886G

Assessment processes are documented to ensure quality and reliable outcomes	Outcome			Comments
from students				
There is a clearly documented appeals and complaints process	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
There is a clearly documented RPL processes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Instructions are provided to all assessors on record keeping processes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.
Instructions are provided to all assessors on processes for retention of collected candidate assessment evidence	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	Click here to enter text.

PART C: Validation Action Plan
(as agreed during validation session)

No	Recommendation	Responsibility	Due date
1	Click here to enter text.	Click here to enter text.	Click here to enter text.
2	Click here to enter text.	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.
6	Click here to enter text.	Click here to enter text.	Click here to enter text.