



PP4b – Post-Assessment Validation Policy

1. Purpose

This policy ensures Austra College implements a structured and risk-informed post-assessment validation process. Validation is undertaken by appropriately credentialed and skilled individuals to confirm the fairness, validity, and consistency of assessment practices and judgements, in compliance with Outcome Standard 1.5.

2. Scope

This policy applies to all nationally recognised qualifications, skill sets, and units of competency on Austra College's scope of registration, including those from the Training and Education (TAE) Training Package.

3. Definitions

Term	Definition
Validation	A post-assessment review of practices, tools, and decisions to confirm alignment with training product requirements and the principles of assessment and rules of evidence.
Risk-Based Approach	A prioritisation method using feedback, product changes, and identified risks to determine validation frequency and focus.
Independent Validator	A person with no delivery or assessment role in the cohort being validated and no direct employment or subcontract arrangement with Austra College.
Credential Policy	A formal policy outlining the qualifications and skill sets required to deliver, assess, and validate training and assessment.

4. Legislative References

- ✚ Outcome Standard 1.5, National Vocational Education and Training Regulator (Outcome Standards for RTOs) Instrument 2025
- ✚ Credential Policy – Section 3: Credentials for Validation
- ✚ National Vocational Education and Training Regulator Act 2011
- ✚ AQF and ASQA Assessment Validation Guidelines

5. Policy Statement

Austra College will ensure that all assessment systems and assessor judgements are regularly reviewed through post-assessment validation. This process:

- ✚ Is evidence-based and systematically documented
- ✚ Ensures decisions are consistent and reliable across assessors

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- ✚ Is informed by student, trainer, and industry feedback
- ✚ Includes a mix of internal and independent validators with required credentials
- ✚ Results in changes that improve training and assessment practice

6. Outcome Standard 1.5 – Detailed Compliance

Clause	Requirement	Austra College Compliance Action
1.5(1)	Validation is undertaken by appropriately skilled and credentialed persons.	Validators must meet the Credential Policy's qualification requirements.
1.5(2)(a)	Validation ensures judgements are consistent with training product requirements.	All validated tools and judgements are mapped to units, performance criteria, and evidence conditions.
1.5(2)(b)	Each training product is validated at least once every 5 years, and more frequently if risks or changes occur.	Maintain a rolling 5-year plan; prioritise high-risk or updated products annually.
1.5(2)(c)	Validation planning uses a risk-based approach.	Sampling and scheduling decisions are based on product updates, trainer changes, or feedback.
1.5(2)(d)(i-ii)	For TAE products, validation must occur after the first cohort and be conducted by an independent person.	External validators are engaged with no operational ties to Austra College.
1.5(2)(e)	Validators must have industry experience, current practice knowledge, and meet credential criteria.	Validation panel must include qualified professionals as per section 3A/3B of the Credential Policy.
1.5(2)(f)	Designers/deliverers must not solely determine validation outcomes.	Validation panels include at least one independent party.
1.5(2)(g)	Validation outcomes must inform assessment system improvements.	All outcomes are tracked through the Continuous Improvement Register and actioned with timelines.

7. Credential Requirements for Validation and Sampling Strategy

7.1 Training Products (excluding TAE)

At least one person validating must hold one of the following:

- ✚ TAE40122/40116/40110 Certificate IV in Training and Assessment
- ✚ TAESS00011, TAESS00019, or TAESS00001 Assessor Skill Sets
- ✚ TAESS00024 VETDSS Teacher Enhancement Skill Set

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- ✚ Diploma or higher in adult/VET education
- ✚ Secondary teaching qualification with an approved Assessor Skill Set

7.2 TAE Training Package Products

Validators must:

- ✚ Hold an AQF qualification or skill set at least equal to the level being validated
- ✚ Be independent (not employed, subcontracted, or involved with Austra College)
- ✚ Meet credential and experience requirements as above

7.3 Sampling Strategy for Post-Assessment Validation

To ensure compliance with Outcome Standard 1.5 and support consistent, accurate validation results, Austra College adopts a sampling methodology informed by ASQA's validation fact sheet and sample size calculator.

7.3.1 Sample Size Calculation Procedure

Austra College calculates the sample size for validation using the following three inputs:

1. Number of Assessment Judgements

- ✚ This refers to the total number of final competency decisions made for a unit of competency during a specific delivery period (minimum six months).

2. Error Level

- ✚ The default error level used is 15%, in line with ASQA's recommendations.
- ✚ If assessment outcomes vary significantly — e.g. a mixture of:
 - Competent,
 - Competent after multiple attempts, and
 - Not Yet Competent outcomes — then Austra College may reduce the error level to 10% to ensure more accurate representation.

3. Confidence Level

- ✚ A 95% confidence level is the default setting.
- ✚ In cases of higher risk — for example, where a new assessor has marked most assessments, or where there are delivery anomalies — Austra College may increase the confidence level to 99% to improve the validity of the validation results.

7.3.2 Random Sample Selection Procedure

Austra College uses one of two randomisation methods to select the assessment samples:

Option 1 – Online Randomiser

- ✚ A free online tool such as <https://www.randomizer.org> is used to select a random list of students from the full cohort of assessment completions.

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Option 2 – Alphabetical Sampling Process

- ✚ Generate a complete list of students who submitted assessments for the unit or qualification.
- ✚ Organise the list alphabetically by surname.
- ✚ Begin with the 5th name, then select every 3rd name thereafter.
- ✚ If the sample size is not met, cycle back to the beginning of the list.

7.3.3 Ensuring Sample Representation

To ensure the sample accurately reflects the breadth of assessment activity, additional assessments may be included based on:

- ✚ Varied student outcomes (e.g. both Competent and Not Yet Competent)
- ✚ Different assessors' decisions
- ✚ Multiple delivery modes (e.g. face-to-face, online, workplace)
- ✚ Multiple locations, if applicable

This approach ensures the validation results are representative of the assessment system as a whole, consistent with the requirements of Outcome Standard 1.5(c).

8. Procedure – Step by Step

Table 1: Steps for Planning the Validation Process

Step	Action	Responsibility	Notes
1	Establish five-year assessment validation schedule	CEO with trainers and assessors	Must follow a risk-based approach; align with Scope of Registration
2	Identify independent parties to be involved	CEO	Selection depends on the unit/qualification being validated and meeting trainer and assessor requirements
3	Plan the validation activities	CEO	Ensure schedule includes random sampling and adequate documentation
4	Inform independent parties of validation requirements	CEO	Include formal invitation and explanation of roles and responsibilities
5	Review existing data and feedback from previous validations	CEO	Consider historical feedback, assessment issues, and audit findings
6	Ensure validation sessions are conducted and documented	CEO with trainers and assessors	Use organisational templates; all attendees must sign and date

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Step	Action	Responsibility	Notes
7	Review validation schedule annually	CEO/ RTO Manager with trainers and assessors	Adjust based on changes in scope, risk profile, or product updates

Table 2: Steps for Conducting/Participating in Validation Activities

Step	Action	Responsibility	Notes
1	Review scheduled plan and confirm relevance	Internal and independent participants	Confirm timing, purpose, and focus of session
2	Book venue or set up virtual meeting, arrange resources	CEO with trainers and assessors	Must include training package, AQF info, legislation, assessment samples
3	Review assessment documentation, including RPL tools	CEO with trainers and assessors	Done ahead of session to maximise time and quality
4	Brief independent parties on role and responsibilities	Lead Validator / Chair	Reconfirm independence, Code of Conduct, and confidentiality agreements
5	Ensure all required documents and evidence are available	Lead Validator / Chair	Includes mapping documents, student work, benchmark tools, assessment conditions
6	Participate in validation activity	Internal and independent participants	Establish ground rules, clarify roles, confirm consensus-based review
7	Complete documentation	Lead Validator / Chair	Must be signed and dated by all participants; use validation form
8	Undertake required modifications and updates	Nominated person	Use Continuous Improvement Procedure to manage changes

Table 3: Steps for Reviewing Validation Activities

Step	Action	Responsibility	Notes
1	Collect participant feedback	Lead Validator/ Chair and RTO Manager	Use post-activity feedback forms or debrief
2	Discuss opportunities for improvement in future validations	Internal and independent participants	Focus on streamlining, clarity, and support tools

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Step	Action	Responsibility	Notes
3	Review validation results and assessment consistency	Internal and independent participants	Use comparison to identify trends, risks, or inconsistencies
4	Provide formal feedback to management	Lead Validator / Chair	Report via internal processes using official templates
5	Discuss validation outcomes and action items in management meetings	CEO and RTO leadership team	Ensure improvement actions are added to CI Register with due dates

9. Related Documents

- ✚ Validation Schedule
- ✚ Validation form
- ✚ Assessment tool
- ✚ Unit requirements from TGA
- ✚ Student's submitted work
- ✚ Validation Sample Calculator
- ✚ Continuous Improvement Register

10. Flow Chart

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Table 1

Steps for Planning the Validation Process



Table 2

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Steps for Conducting/Participating in Validation Activities

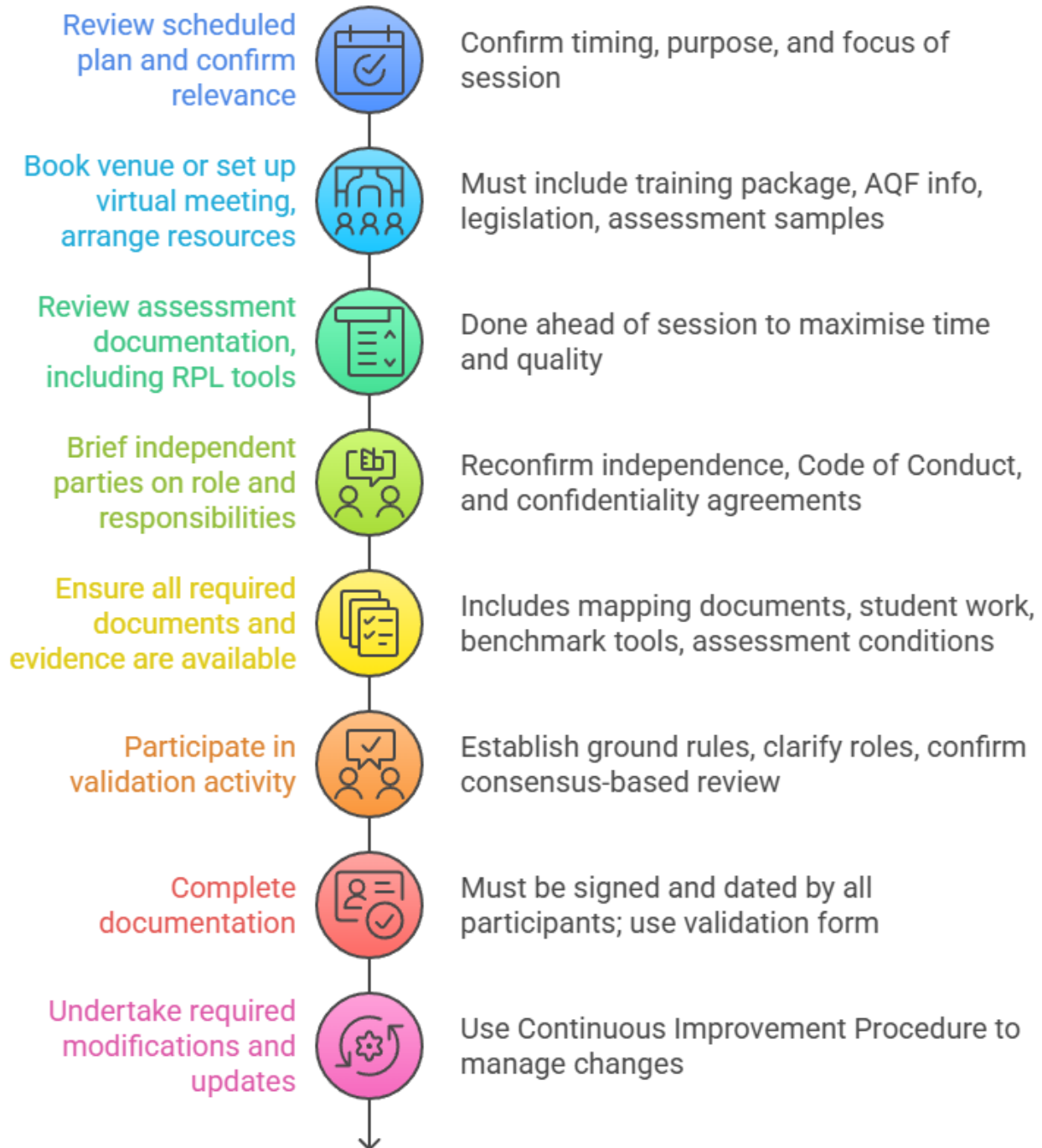
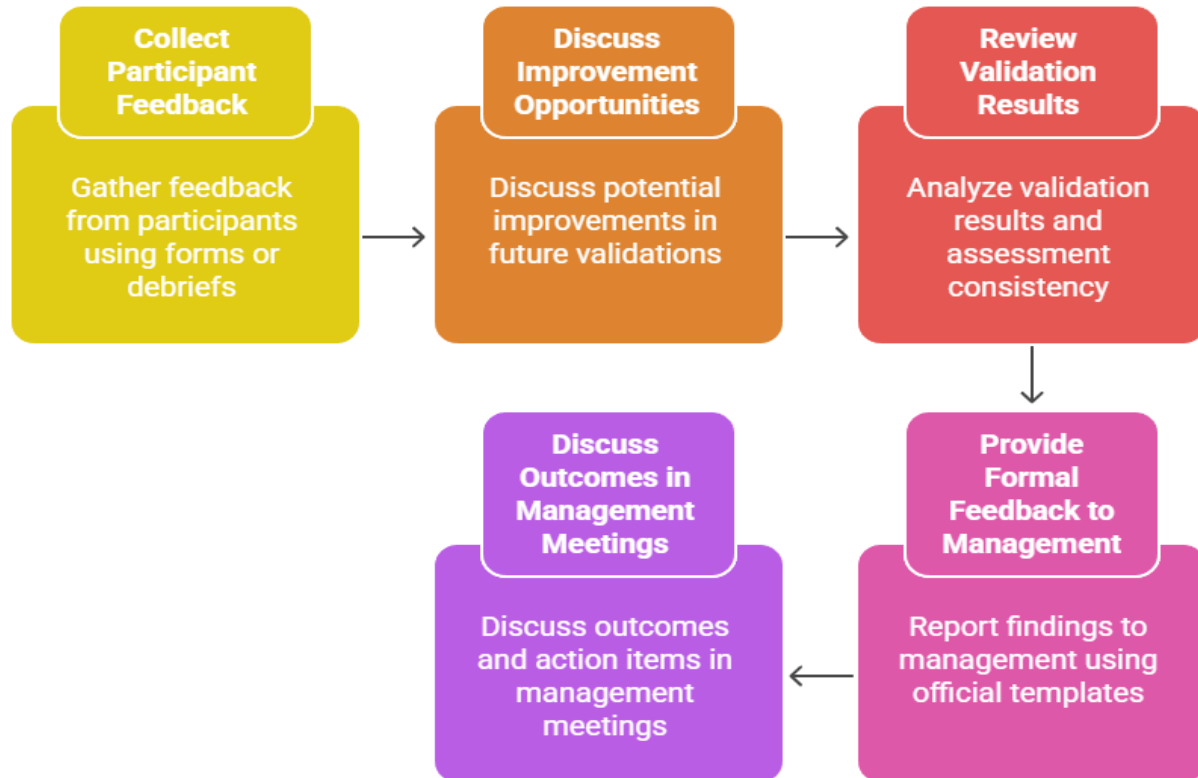


Table 3

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Steps for Reviewing Validation Activities



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