



PP4a – Pre-Assessment Validation Policy

1. Purpose

This policy ensures all assessment tools are pre-validated before unit delivery to guarantee alignment with training package requirements, compliance with regulatory standards, and suitability for the student cohort. This process promotes quality, consistency, and fairness across assessment practices and supports compliance with Outcome Standards 1.3 and 1.4.

2. Scope

This policy applies to all nationally recognised units of competency included in qualifications and skill sets on Austra College's scope of registration. It applies to all personnel involved in assessment preparation, including trainers, assessors, compliance officers, and validation panel members.

3. Definitions

Term	Definition
Pre-validation	A formal quality check conducted before assessment tools are used to ensure they are valid, reliable, fair, and aligned with training package requirements.
Assessment Tool	Documents used to assess competence, including student instructions, assessor guides, observation checklists, and model answers.
TAS (Training and Assessment Strategy)	A document that outlines the delivery and assessment approach for each qualification.
Session Plan	A trainer's plan for delivering and assessing a specific unit.
CI Register	The Continuous Improvement Register used to record improvements to Austra College practices, tools, or documentation.

4. Legislative Reference

- ✚ Standards for RTOs 2025 – Outcome Standards 1.3 and 1.4
- ✚ National Vocational Education and Training Regulator Act 2011
- ✚ Training package requirements on www.training.gov.au
- ✚ AQF and ASQA validation guidelines

5. Policy Statement

Austra College ensures that each unit's assessment tools are validated prior to use through a structured Pre-Validation process. The process confirms that all assessments:

Version	V2.1	Document Name	Policy and Procedure
CRICOS Code.	03187D	RTO Name	Austra College
RTO Code.	40336	Page number	21



- ✚ Meet the Principles of Assessment (fairness, flexibility, validity, reliability)
- ✚ Comply with the Rules of Evidence (validity, sufficiency, authenticity, currency)
- ✚ Reflect the unit requirements from the training package
- ✚ Are contextualised appropriately for the delivery mode and student cohort
- ✚ Are mapped accurately and support consistent assessor decision-making

Austra College will not allow unit delivery or assessment to commence until tools have been successfully pre-validated and approved by Austra College's representative.

6. Procedure – Step by Step

Step	Action	Responsible	Timing
1	Based on the course timetable, identify all units requiring pre-validation.	RTO Manager	Prior to term/semester start
2	Create a Pre-Validation Schedule outlining timeframes, units, and responsible persons.	RTO Manager	4–6 weeks prior to delivery
3	Assign relevant staff or validation panel to conduct pre-validation.	RTO Manager	Concurrent with Step 1
4	Provide access to the TAS and assessment tools, cohort profile (in the TAS document) to all validation participants.	RTO Manager	Before validation
5	Review assessment tools using the Pre-Validation Checklist/Form. Evaluate alignment to unit requirements, clarity, and assessment design.	Trainer	As scheduled
6	Contextualise assessment tools and learner resources (if required) to suit cohort, delivery mode, and workplace context.	Trainer	Post-review
7	Update the Session Plan to reflect delivery and assessment methods consistent with the TAS and validated tools.	Trainer	Pre-delivery
8	Conduct a final review of all materials to confirm readiness and compliance.	RTO Manager	One week before delivery
9	Approve assessment tools and session plans for delivery.	CEO/ RTO Manager	Pre-delivery
10	Store all validated documents, including pre-validation form and updated tools, in the	Admin Officer	Immediately post-approval

Version	V2.1	Document Name	Policy and Procedure
CRICOS Code.	03187D	RTO Name	Austra College
RTO Code.	40336	Page number	22



Step	Action	Responsible	Timing
	document management system. Ensure audit traceability.		
11	Record any identified improvements or tool adjustments in the CI Register.	RTO Manager	Immediately after validation

7. Validation Criteria

Assessment tools must:

- ✚ Address all elements, performance criteria, foundation skills, knowledge and performance evidence, and assessment conditions
- ✚ Align with the TAS and reflect cohort characteristics
- ✚ Include practical and workplace-relevant assessment activities
- ✚ Provide clear instructions for both assessors and learners
- ✚ Be flexible enough to accommodate reasonable adjustment
- ✚ Contain robust benchmarks and marking criteria for consistent assessor judgement

8. Related Documents

- ✚ Validation Schedule
- ✚ Pre-Assessment Validation Form
- ✚ Updated Session Plans
- ✚ TAS Document
- ✚ Contextualisation assessment tools and learner resources
- ✚ Continuous Improvement Register

Version	V2.1	Document Name	Policy and Procedure
CRICOS Code.	03187D	RTO Name	Austra College
RTO Code.	40336	Page number	23



9. Flow Chart

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Version	V2.1	Document Name	Policy and Procedure
CRICOS Code.	03187D	RTO Name	Austra College
RTO Code.	40336	Page number	24