Assessment Validation

Policy & Procedure

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1. PURPOSE

The purpose of this policy is to ensure that the Academy of Film, Theatre & Television's (AFTT) training and assessment strategies and practices are systematically validated to ensure that they are responsive to industry and learner needs meet the requirements of training packages and VET accredited courses.

The purpose of this policy is to ensure that all assessments conducted by AFTT are valid and reliable and allow for sufficient and current evidence to be collected to determine competence.

2. SCOPE

This policy applies to all assessment activities of AFTT whether conducted by AFTT or third-party contractors.

3. DEFINITIONS

All definitions are located in the *VET Glossary*.

For the purpose of this policy, Validation is AFTT's 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.

4. POLICY

AFTT ensures that its training and assessment strategies and practices are systematically validated in accordance with the requirements of RTO standards.

In this regard, AFTT ensure that all its training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses, by systematically conducting both pre and post use validation.

Pre-use validation considers whether the proposed assessments meet the principles of assessment in that they are fair, flexible, valid and likely to be reliable in that sufficient evidence will be collected to determine competence.

Post-use validation (moderation) reviews sample students completed assessments, and also considers whether the evidence collected from students is authentic evidence and whether reasonable and consistent judgments have been made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met and whether the evidence requested and supplied is current with industry practices and protocols.

The ASQA calculator can be used to determine sample size see
https://www.asqa.gov.au/resources/tools/validation-sample-size-calculator
Validation also includes reviewing and making recommendations for future improvements to the assessment tasks, processes and/or outcomes.

Validation is regarded by AFTT to be an ongoing activity. Validation is undertaken using scheduled validation meetings.

Under this policy, it is the responsibility of the Head of Student Services and Admin to develop an annual assessment validation schedule in such a way as to ensure that all units of competency conducted by AFTT are validated post-use at least once during the period of the RTO registration. This schedule will be tabled at the first meeting of the year of the AFTT QERC.

In addition, it is the responsibility of the Head of Student Services and Admin, in conjunction with AFTT Head/s of Department, to ensure that all assessments for all units of competency are validated prior to their initial use.
The Head of Student Services and Admin will maintain a register of people (appropriately qualified and identified) who can participate in or in the absence of the relevant Head of Department chair validation meeting.

5. PROCEDURE

The purpose of this procedure is to support the implementation of the above policy to ensure that assessments conducted by AFTT are valid and reliable and allow for sufficient and current evidence to be collected to determine competence.

Validation process
- A scheduled validation meeting will be held to validate each unit prior to initial delivery and assessment limited to issues of the "assessment inputs" (see below)
- A scheduled validation meeting will be held to validate each unit post-delivery and assessment at least once in the five-year registration period of AFTT.
- Participants at the scheduled meetings will be:
  o For courses on AFTT Film scope of registration –
    ▪ Chair Acting Head of Department AFTT (in lieu of HoD, the Campus Manage can act as chair)
    ▪ Head of Student Services and Admin
    ▪ Two (2) industry/VET or Higher education representatives who can give specific industry/ education pathways advice particularly on currency (at least one (1) must not be directly involved in the delivery of the course at AFTT);
  o For courses on AFTT Acting scope of registration –
    ▪ Chair Film Head of Department AFTT (in lieu of HoD, the Campus Manage can act as chair)
    ▪ Head of Student Services and Admin
    ▪ Two (2) industry/VET or Higher education representatives who can give specific industry/ education pathways advice particularly on currency (at least one (1) must not be directly involved in the delivery of the course at AFTT);
  o Current AFTT Team may participate in validation meetings as advisers and for the purposes of professional development
- Consideration of an agreed set of units of competency- (at least 50% of units delivered and assessed during the initial three-year period of registration.);
- Reviewing of samples of assessments to confirm that the accepted standard of competency is being achieved. Past RPL submissions will also be examined to ensure that accepted processes and the standard of evidence is reliably acceptable;
- Formal reporting of the outcomes to the Campus Manager including recommendations for improvement to:
  o the assessment tools;
  o assessor judgments including advice on specific adjustment of the results of a specific cohort of candidates;

- o the context and conditions for the assessment;
- o the actual task/s administered to the candidates;
- o the advice to students about assessments;
- o the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc);
- o Consideration of any action reports from each participating RTO as the result of any previous meetings; and
- o Meeting the principles of assessment and rules of evidence.
- Should AFTT purchase any assessment materials from a third-party supplier, Pre-use Validations of these materials will be completed in accordance with the Validation Policy in the same way as if the materials had been developed by AFTT.
- However, prior to validation of these purchased materials an internal AFTT Trainer Assessor will:
  - o review all such purchased assessment materials for internal accuracy and consistency.
  - o The assessor will amend as necessary and make notes of these amendments which will be provided to the validation panel and filed as part of the continuous improvement processes of AFTT; and
  - o If, however significant issues are identified that require rectification, AFTT will consult in the first instance with the vendor and where necessary undertake further amendments of the assessment instruments.

Validation meetings- Conduct

It is the responsibility of the Head of Student Services and Admin to arrange meetings to validate assessments. Dates for meetings will be scheduled as needed during the development phase prior to extension of scope applications being submitted to ASQA and for new assessments prior to use. Dates for meetings for ongoing validation of assessments will be planned on annual basis, tabled at the AFTT QERC, and entered into the academic calendar of AFTT.

The *pre-use* and *post-use* validation of assessments will be undertaken by a combination of one or more people qualified and skilled in the assessments corresponding to the training package requirements or accredited course guidelines and have an appropriate level of qualification as an assessor to have the vocational expertise in the area under assessment and to have current industry skills. The skills of the validation panels will always meet the requirements of the Standards for Registered Training Organisations irrespective of the actual membership composition. The meeting(s) can comprise the trainers and assessors of AFTT not directly related to the unit of competency under consideration. For AFTT, an industry person must participate at each validation meeting.

For Pre-use validation the meeting will only consider assessment inputs- described below. AFTT personnel involved in developing or delivering the assessments under consideration may attend these meetings as a form of Professional Development. Post-use validation meetings will review both assessment inputs and assessment outputs.
The Assessment review will include consideration of:
- Assessment inputs:
  - o target group, diversity of cultural experience, language, literacy, and numeracy skill levels underpinning the course of study;
  - o the actual assessment task/s administered to the candidates;
  - o the advice given to students about assessments;
  - o the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc.), particularly principles of assessment;
  - o the context and conditions for the assessment across the sample;
  - o mappings of assessments against requirements of the units of competency; and

- o evidence of improvements to assessments undertaken since any previous validation meeting.
- Assessment outcomes:
  - o Sufficient samples of assessments (a minimum of four samples of student performance in an assessment task for each unit of competency for each assessor) to confirm that an accepted standard of competency is understood and is being consistently implemented by each of the assessors. Past RPL submissions will also be examined to ensure that accepted processes and the standard of evidence is reliably acceptable;
  - o the assessment of knowledge and skill to the standard of performance prescribed within the training package;
  - o the workplace aspect of performance including task skills, management skills, contingency management skills and job role environment skills;
  - o consistency of assessor judgments;
  - o evidence of plagiarism or collusion; and
  - o consistency with principles of assessment and rules of evidence.

Validation meetings- Reporting

It is the Head of Student Services and Admin responsibility to prepare the report of the validation committee prepared for the Campus Manager. In relation to this procedure, the report will include recommendations for any necessary improvements to:

- o the assessment tools;
- o the context and conditions for the assessment;
- o the actual task/s to be administered to the candidates;
- o the advice to students about assessments;
- o the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc.);
- o assessor judgments including advice on specific adjustment of the results of a specific cohort of candidates prior to the finalisation of results;
- o resources need for assessment; and
- o meeting the principles of assessment and rules of evidence.

The chair of the validation committee will authorise the report.

Campus Manager Action

On receipt of the report the Campus Manager will determine the appropriate action methodology with the results reported within AFTT's continuous improvement process reporting mechanisms.

6. PRE AND POST-USE VALIDATION REPORT
- *Examples of the valilation reports inserted below:*

AFTT ACADEMY OF FILM THEATRE & TELEVISION

PRE-USE ASSESSMENT VALIDATION REPORT

VALIDATION SESSION

The Academy of Film, Theatre & Television's (AFTT) training and assessment strategies and practices are systematically validated to ensure that they are responsive to industry and learner needs meet the requirements of training packages and VET accredited courses.

At AFTT, Validation involves checking that the assessment task/s offer clear and concise information and instruction, and 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 the assessments and making recommendations for future improvements to the assessment process and/or outcomes and acting upon such recommendations.

Here are the guidelines to consider in this validation session:

1. **Assessment overview** – validated for – industry relevance AND against packaging rules for the qualification
   a. Do the projects reflect industry practice?
   b. Do the projects equip the students with necessary skills?
   c. Does the assessment planning meet the rules of the qualification?
2. **Assessment instructions**
   a. Does the student know exactly what they have to DO in this task?
   b. Are they industry relevant?
   c. Is HOW the student is going to be assessed clear and easy to understand?
3. **Assessment Criteria**
   a. Are the assessment criteria able to be met through this assessment task?
   b. Is the assessment criteria industry relevant and fair?
   c. Does the assessment meet the requirements in the unit (i.e. check this against the criteria in the mapping document
4. **Principles of assessment**
   a. Is the assessment; Fair, Flexible, Valid and Reliable?
5. **Rules of Evidence**
   a. The evidence gathered for this assessment is valid, sufficient, authentic and current

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AFTT ACADEMY OF FILM THEATRE & TELEVISION

Pre-Use Assessment Validation Report

Course (please circle)	CUA51015 Diploma of Screen and Media	CUA60615 Advanced Diploma of Screen and Media	10691NAT Advanced Diploma of Stage & Screen Acting
Industry focus area (please circle)	ACTING	FILM	LIVE PRODUCTION

Unit of competency title OR assessment task / subject title

Tier	Subject	Assessment Task

VALIDATION OUTCOMES

The following comments and recommendations for improvement have resulted from the validation:

OVERALL

Course Assessment Overview

Assessment instructions / Assessment Task

Assessment Tool

Mapping

SPECIFIC ACTIONS

AFTT ACADEMY OF FILM THEATRE & TELEVISION

Assessment Inputs

Target group: Diversity of cultural experience, language, literacy and numeracy skill levels underpinning the course of study. *Is the target group clear? Is the language used in the assessments appropriate to the target group?*	Comments
	Recommendation(s)
Method of assessment: Are the methods of assessment; • drawn from a range of assessment methods? • appropriate to the context, the unit of competency and associated assessment requirements, and the individual?	Comments
	Recommendation(s)
The assessment tasks: Are the assessment tasks; ▪ fair, given the background and capacities of the students and AQF level? ▪ cover the broad range of skills and knowledge that are essential to competent performance?	Comments
	Recommendation(s)
The context and conditions for the assessment: Do the assessments give information and consideration of these matters?	Comments
	Recommendation(s)
The advice to students about assessments: Is the advice to students clear about the assessments? And; What they are expected to do and how they will be measured?	Comments
	Recommendation(s)
The criteria used for judging the quality of performance: (e.g. the decision making rules, evidence requirements, model answers etc) Are the expected responses accurate? Do they reflect appropriate knowledge and skill? Do they reflect current industry practice and terminology? Are they fair?	Comments
	Recommendation(s)
Mappings of assessments: Do the assessment mappings show that all requirements of the unit of competency will be assessed? Are the mappings complete and accurate?	Comments
	Recommendation(s)
The available resources for assessment: Is it clear what resources are needed for assessments? And; Students have necessary access? Are the resources available appropriate for the unit of competency?	Comments
	Recommendation(s)
The advice to trainers/assessors about assessment: Is the advice to trainers/assessors clear about the assessments? And; What they are expected to do? And; How and When and How often they are expected to judge students?	Comments
	Recommendation(s)
Schedule of validation: Is there a schedule of planned post use validation?	Comments
	Recommendation(s)

AFTT ACADEMY OF FILM THEATRE & TELEVISION

VALIDATION REPORT & OUTCOMES

Report prepared by:	Secretariat – Validation Administrator	
Report authorised by: Panel Chair (Film & Live Prod)		
	Signature:	Date:
Report authorised by: Panel Chair (Acting & Live Prod)		
	Signature:	Date:
Report accepted by: Campus Manager		
	Signature:	Signature:
Action taken	Comments:	
TAC (if applicable) Date	Comments	

AFTT ACADEMY OF FILM, THEATRE & TELEVISION

AFTT ACADEMY OF FILM THEATRE & TELEVISION

POST-USE ASSESSMENT VALIDATION REPORT
VALIDATION SESSION

The Academy of Film, Theatre & Television's (AFTT) training and assessment strategies and practices are systematically validated to ensure that they are responsive to industry and learner needs meet the requirements of training packages and VET accredited courses.

At AFTT, Validation involves checking that the assessment task/s offer clear and concise information and instruction, and 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 the assessments and making recommendations for future improvements to the assessment process and/or outcomes and acting upon such recommendations.

Here are the guidelines to consider in this validation session:

1. **Assessment overview** – validated for – industry relevance AND against packaging rules for the qualification
   a. Do the projects reflect industry practice?
   b. Do the projects equip the students with necessary skills?
   c. Does the assessment planning meet the rules of the qualification?
2. **Assessment instructions**
   a. Does the student know exactly what they have to DO in this task?
   b. Are they industry relevant?
   c. Is HOW the student is going to be assessed clear and easy to understand?
3. **Assessment Criteria**
   a. Are the assessment criteria able to be met through this assessment task?
   b. Is the assessment criteria industry relevant and fair?
   c. Does the assessment meet the requirements in the unit (i.e check this against the criteria in the mapping document
4. **Principles of assessment**
   a. Is the assessment; Fair, Flexible, Valid and Reliable?
5. **Rules of Evidence**
   a. The evidence gathered for this assessment is valid, sufficient, authentic and current

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AFTT ACADEMY OF FILM THEATRE & TELEVISION

Post-Use Assessment Validation Report

Course (please circle)	CUA51015 Diploma of Screen and Media	CUA60615 Advanced Diploma of Screen and Media	10691NAT Advanced Diploma of Stage & Screen Acting
Industry focus area (please circle)	ACTING	FILM	LIVE PRODUCTION

Unit of competency title OR assessment task / subject title

Tier	Subject	Assessment Task

VALIDATION OUTCOMES
The following comments and recommendations for improvement have resulted from the validation:

OVERALL

Course Assessment Overview

Assessment Instructions / Assessment Task

Assessment Tool

Mapping

SPECIFIC ACTIONS

AFTT ACADEMY OF FILM THEATRE & TELEVISION

Assessment Inputs	
Target group: Diversity of cultural experience, language, literacy and numeracy skill levels underpinning the course of study.	Comments
Is the target group clear? Is the language used in the assessments appropriate to the target group?	Recommendation(s)
Method of assessment: Are the methods of assessment;	Comments
▪ drawn from a range of assessment methods? ▪ appropriate to the context, the unit of competency and associated assessment requirements, and the individual?	Recommendation(s)
The assessment tasks: Are the assessment tasks; ▪ fair, given the background and capacities of the students and AQF level?	Comments
▪ cover the broad range of skills and knowledge that are essential to competent performance?	Recommendation(s)
The context and conditions for the assessment:	Comments
Do the assessments give information and consideration of these matters?	Recommendation(s)
The advice to students about assessments:	Comments
Is the advice to students clear about the assessments? And; What they are expected to do and how they will be measured?	Recommendation(s)
The criteria used for judging the quality of performance: (e.g. the decision making rules, evidence requirements, model answers etc) Are the expected responses accurate?	Comments
Do they reflect appropriate knowledge and skill? Do they reflect current industry practice and terminology? Are they fair?	Recommendation(s)
Mappings of assessments: Do the assessment mappings show that all requirements of the unit of competency will be assessed?	Comments
Are the mappings complete and accurate?	Recommendation(s)
The available resources for assessment: Is it clear what resources are needed for assessments? And;	Comments
Students have necessary access? Are the resources available appropriate for the unit of competency?	Recommendation(s)
Sample size How many assessments?	Comments
How many different trainers / assessors?	Recommendation(s)
Marking and feedback Were all assessments accurately and completely marked with appropriate	Comments
feedback/comments to students?	Recommendation(s)
The assessment of knowledge and skill to the standard of performance prescribed within the training package: Did all assessments marked as satisfactory and units	Comments
marked as competent display expected responses or meet expected criteria?	Recommendation(s)

AFTT ACADEMY OF FILM THEATRE & TELEVISION

Training and assessment strategies: ▪ Were the assessments undertaken by students consistent with those proposed and described in the training assessment planning documents?	Comments
Did the student complete all required/specified assessment tasks?	Recommendation(s)
Sufficiency: Was there sufficient evidence to warrant determination of competency?	Comments
	Recommendation(s)
Evidence of plagiarism or collusion or other issues of assessment integrity: Did the assessments show any evidence of copying, collusion, cheating, use of model answers, other people's work etc?	Comments
Did the assessor undertake any assessment integrity checks?	Recommendation(s)
The workplace aspect of performance including task skills, management skills, contingency management skills and job role environment skills: Did the assessments indicate that the student could operate effectively and	Comments
consistently in the workplace?	Recommendation(s)
Consistency of assessor judgments: Were the judgements of a single assessor consistent across the sample and/or were	Comments
the judgements of a number of assessors consistent across the sample?	Recommendation(s)

VALIDATION REPORT & OUTCOMES

Report prepared by:		Secretariat – Validation Administrator	
Report authorised by: **Panel Chair**			
	Signature:		Date:
Report authorised by: **Panel Chair**			
	Signature:		Date
Report accepted by: **Campus Manager**			
	Signature:		Signature:
Action taken	Comments:		
TAC (if applicable) Date	Comments		

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7. RELATED DOCUMENTS

7.1. AFTT Glossary

7.2. Complaints and Appeals Policy and associated procedures

7.3. Assessment Management Policy and Procedure

7.4. Recognition of Prior Learning Policy and Procedure

7.5. Academic Progression Policy and Procedure

7.6. Industry Input Policy and Procedure

7.7. Student Handbook

8. RELEVANT LEGISLATION

8.1. Standards for Registered Training Organisations (RTOs) 2025

8.2. Standards for Registered Training Organisations (RTOs) 2015

8.3. User Guide Standards for Registered Training Organisations (RTOs)

8.4. Australian Skills Quality Authority (ASQA)

8.5. Australian Qualification Framework (AQF)

8.6. Data Provision Requirements 2012

8.7. National Vocational Education and Training Act 2011

8.8. ESOS National Code 2018

8.9. National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018

8.10. Education Services for Overseas Students (ESOS) Act 2000 (Cth)

8.11. Education Standards Authority

9. POSITIONS RESPONSIBLE

9.1. Campus Manager

9.2. Head/s of Department

9.3. Head of Student Services and Admin

9.4. Academic team

9.5. Administration

10.   APPROVAL INFORMATION

Approval Authority	Quality Education and Risk Committee (QERC)
Health Check approval authority	AFTT CEO
Review date	01/12/2026

Version	Approved by	Approval date	Effective date	Modifications	Status
5.0	QERC	02/02/2022	03/02/2022	New template	Superseded
6.0	QERC	30/06/2025	01/07/2025	Std's for RTO's 2025	Current