

CONDUCT EFFECTIVE ASSESSMENTS POLICY

POLICY NUMBER:	EIT01.4	VERSION:	5.0
DATE ADOPTED:	7 December 2020	DATE LAST REVIEWED:	16 March 2022
DATE OF NEXT REVIEW:	16 March 2025	REVIEW FREQUENCY:	3 Years
AUTHORISED BY:	Academic Board	REVIEWED BY:	VET College Manager, Accreditation & Compliance Manager
POLICY OWNER	VET College Manager		
DOCUMENT MANAGEMENT:	W:\Data - ALL.Standard\Policies and Procedures\EIT Policies and Procedures		
COMMUNICATION	<p>All relevant staff will be automatically notified by email when the reviewed policy has been authorised.</p> <p>Staff will also be notified in regular team meetings. All meetings will be minuted.</p>		

Policy context: This policy relates to:	
STANDARDS FOR RTOs 2015	Standard 1 – Clause 1.8-1.12
LEGISLATION OR OTHER REQUIREMENTS	<ul style="list-style-type: none"> • National Vocational Education and Training Regulator Act 2011. • VET Quality Framework (link to ASQA's outline of the Framework).
OTHER POLICIES	<p>All EIT Overarching and Supplementary Policies</p> <p><i>Note: All EIT policies can be found at W:\Data - ALL.Standard\Policies and Procedures\EIT Policies and Procedures</i></p>
FORMS AND OTHER DOCUMENTS	<ul style="list-style-type: none"> • Information, Literacy and Resource Access policy • EIT01.1 Quality Training and Assessment Strategies • Assessment, Validation and Student Progress Procedure • Admissions Policy • Teaching and Learning Policy • Student Complaints, Grievances and Appeals Policy • Student Complaints, Grievances and Appeals Procedure • Recognition of Prior Learning Policy
DEFINITIONS	Refer to EIT VET Policy Glossary - https://www.eit.edu.au/about/policies-procedures/
EVIDENCE	See Internal EIT folders for locations of the above "Forms and Other Documents".

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Policy Information:	
POLICY	<p>EIT will implement an assessment system that:</p> <ul style="list-style-type: none"> • complies with the assessment requirements of the relevant training package or VET accredited course; and • is conducted in accordance with the Principles of Assessment and the Rules of Evidence.
SCOPE	<p>This policy applies to all staff undertaking teaching/assessment in EIT's VET community, regardless of the tenure. It is related to other policies and procedures in the area of assessment of student progress at EIT.</p>
PROCEDURES	<p>EIT will achieve this policy by:</p> <ul style="list-style-type: none"> • conducting assessments in accordance with the following Principles of Assessment: <ul style="list-style-type: none"> Fairness <ul style="list-style-type: none"> ○ each student's needs are considered in the assessment process; ○ reasonable adjustments are applied, where appropriate, which take into consideration individual student needs; ○ students are informed of the assessment process; ○ students are able to challenge their assessment result and be reassessed if necessary Flexibility <p>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 or module and associated assessment requirements, and the individual. Validity <p>Any assessment decision of EIT 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 or module(s) and the associated assessment requirements cover 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 ○ judgment of competence is based on evidence of learner performance that is aligned to the unit(s) of competency or module(s) and associated assessment requirements.

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Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

- using the following Rules of Evidence in the assessment process where the assessor is assured that:

Validity

- the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency

- the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner's competency.

Authenticity

- the evidence presented for assessment is the learner's own work.

Currency

- the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

- implementing a plan of ongoing systematic validation practices and judgments that include for each training product on EIT's scope of registration:
 - when assessment validation will occur;
 - which training products will be the focus of the validation;
 - who will lead and participate in validation activities; and
 - how the outcomes of these activities will be documented and acted upon.
- validating each training product at least once every five years:
 - with 50% of products being validated within the first three years of each five year cycle,
 - taking into account the relative risks of all the training products on our scope of registration, including the risks identified by the VET regulator.
- systematic validation of our assessment practices and judgments 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 as stipulated in the Standards for RTOs
- inviting industry experts to be involved in validation to ensure there is a combination of expertise
- offering recognition of prior learning to individual learners.

END OF DOCUMENT