Conducting VET Assessment Procedure –Version 2

Authorised by: CEO

Document:	Conducting VET Assessment Procedure	
Document No.:	ACA-AA-PRO029	
Process Area:	Academic Affairs	

Contents

1   Document Control

Version	Date	Amended by	Changes Made
1	04/05/2016	Manager, Quality	Initial draft
1.1	01/08/2017	Manager, Teaching and Learning Enhancement	Update to new Policy and Procedure templates. Inclusion of Definitions Review and clarification of Assessment Procedure. Integration of persons responsible for each step of procedure Inclusion of Risk evaluation
2	19/03/2018	Manager, Teaching and Learning Enhancement	Incorporated Exec. Team feedback. Final document
	8/04/2019	Academic Quality Assurance Coordinator	Minor administrative changes to remove reference to 'BHIG and 'CAE'

2   Purpose

To determine the principles which apply to conducting assessment in Vocational Education and Training.

3   Scope

Applies to Box Hill Institute in relation to conducting assessment in Vocational Education and Training.

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4   Responsibilities

Refer to 6. Procedure

5   Definitions

Term	Definition
Assessment Tool	Consists of Assessment tasks with instructions to students, Marking guides with instructions to assessors, instruments for recording assessment decisions, exemplars and information regarding recording, retention and storage of assessments.
Assessment Method	The techniques used to gather different types of evidence for assessment.
Exemplar	Example of marked work which may have accompanying commentary.
Marking Guide	A guide containing the answers, rubrics, decision rules or guidelines to be used by an assessor to reach an assessment judgement.
Training Product	Means an AQF qualification, skill set, unit of competency and accredited short course.
Assessment System	An assessment system includes not only the actual materials used directly in conducting assessment, but also policies, procedures and other supporting documents that inform the way assessment is conducted.
Assessment Requirements	Each unit of competency contains assessment requirements grouped into three areas: • performance evidence • knowledge evidence • assessment conditions.

6   Procedure

Procedure	Persons responsible
Planning Assessment The assessor must ensure that the Policy and Procedure for Developing Assessment Tools has been followed.	Operations Manager Coordinator Teachers Assessors
Informing students of assessment requirements Assessors in the first week of delivery of each unit or cluster must provide access to a unit plan which details the following: • Learning Outcomes	Operations Manager Coordinator Teachers Assessors

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Procedure	Persons responsible
- Assessment tasks - Due dates - Reasonable adjustment Assessors must include a cover sheet and instructions to students at the front of assessment tasks or an electronic equivalent on Student Web. Cover sheet and instructions to students must include: - Assessment task name and number of how many tasks within the unit or cluster - Assessment task type - Time allowed and/or date for final submission - Where the assessment will take place - Equipment provided - Individual or group work - Support equipment allowed - Context and conditions of assessment - What to submit - How to submit - How to present assessment - How many attempts at assessment are permitted - Naming protocol for electronic files - How the assessment judgement will be made - Special Consideration procedure - Assessment Review procedure	
Conducting Assessment Where more than one person conducts assessment in a unit of competence then these assessors must meet on a regular basis for the purpose of assessment moderation where they will discuss and define assessment benchmarks. Assessors must review the assessment requirements, conditions, context and specific resource requirements detailed in the unit of competence and ensure that they gather evidence and assess under these conditions. Assessors must apply the principles of assessment and the rules of evidence when assessing students.	Assessors

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Procedure	Persons responsible
Assessors must use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback. Assessors must make decisions on reasonable adjustments with the candidate, based on the candidate's needs and characteristics. Assessors must access specialist support, if required, in accordance with the training and assessment strategy (TAS). Assessors must address any workplace health and safety (WHS) risk to a person or equipment immediately. The assessor must make the assessment decision in line with agreed assessment procedures and according to the marking guide and if created, the rubric. The Assessor must record the assessment outcomes promptly and accurately. The assessor must complete and file assessment documentation as required by the Teaching area arrangements.	
Providing Student feedback Feedback and results must be provided to students within two weeks of assessment unless there are special circumstances and students are advised of these ahead of time. Feedback should be: • Timely • Encouraging • Offering suggestions for improvement Feedback must to acknowledge the progress students have made towards achieving the learning outcomes of a unit. Feedback gives students affirmation of what has been completed well and possible directions for future development. A rubric can be created to provide feedback to students with a brief, personalised comment to summarise. The rubric should be included in the marking guide.	Assessors
Quality Checks Step One of the validation process is completed prior to use. Step Two of the validation process is conducted after the first cycle of assessment. List of actions to be taken for improvement are recorded and managed through the Continuous improvement register. Appropriate version control is managed and the filing of current or updated tools is managed to provide access to all assessors of the latest versions of the tools.	Operations Manager Coordinator Teachers Validation Panel

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Procedure	Persons responsible
Internal monitoring of validation and outcomes The Operations Manager monitors that actions from the validation are completed. The Quality Unit is responsible for undertaking internal audits to ensure Faculties are validating assessments in accordance with this procedure and related work instructions. At the end of each academic year the Manager, Quality will update the BHI training product validation schedule with new training products added to BHI's scope of registration.	Operations Manager Manager, Educational Quality

7 Related Documents

Assessment Validation Policy – BHI

Training and Assessment Strategy (TAS)

Continuous improvement register

7.1 Documents

Term	Definition
Assessment cover sheet	Document to be attached to each assessment in either hard copy or electronic format.
Assessment development tool (ADT)	Document populated from the Unit of Competence and then used to support assessment design ensuring assessment design meets the requirements of the unit of competence.
Developing assessment tool checklist	Companion Checklist to support assessors to take all aspects of assessment design into consideration.
Continuous improvement register	Document used to track improvements and implementation of improvements arising from validation, industry feedback, student feedback or assessor feedback.
Recognition of Prior Learning (RPL) Candidate guide template	Template used to develop Candidate RPL Guide
Recognition of Prior Learning (RPL) Assessor guide template	Template used to develop Assessor RPL Guide

7.2 Risk/Opportunity Assessment

Risk/Opportunity	Likelihood	Severity	Assessment Method (if applicable)	Mitigation
Assessment development tool not completed detailing the mapping against the Unit of Competence	Moderate	High	Audit	Clear Instructions issued, review of template and training available to all teachers at BHI
Students not informed of assessment requirements	Moderate	High	Student complaint	Clear Instructions issued, review of template and training available to all teachers at BHI
Students not informed of reasonable adjustment, special consideration and assessment decision appeals process	Moderate	High	Student complaint	Clear Instructions issued, review of template and training available to all teachers at BHI
Validation not carried out correctly	Medium	Moderate	Audit	Clear Instructions issued, review of template and training available to all teachers at BHI