

ASSESSMENT AND VALIDATION POLICY AND PROCEDURE

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1.0 Purpose

The purpose of this document is to provide a framework for assessment and validation across EIT's Vocational Education & Training (VET) accredited courses. It ensures that assessment is fair, consistent, and aligned with national standards, and that validation processes maintain the quality and integrity of outcomes to support student learning and achievement.

2.0 Scope

This policy applies to all EIT students and staff involved in training and assessment in EIT's VET-accredited courses. It applies to all formal assessment activities and validation processes within VET courses. This policy does not apply to non-award courses.

3.0 Objectives

EIT aims to ensure that assessment:

- Measures student achievement against course and module/unit learning outcomes
- Is designed and implemented in accordance with national standards, including the Principles of Assessment and Rules of Evidence
- Promotes transparency, equity, and academic integrity
- Supports continuous improvement through regular review and validation
- Provides meaningful feedback to students and supports student learning and progression

4.0 Policy Principles

4.1 Foundation

Assessment is a core element of teaching and learning at EIT. All assessments must:

- Have a clear alignment between stated learning outcomes/elements and the assessment tasks

- Include clear explanations to students of the assessment tasks and the assessment/performance criteria against which they will be assessed
- Incorporate a range of task types/modes, and be designed to assess both graduate attributes and module/unit-specific assessment/performance criteria
- Promote critical thinking and analysis by assessing the capacity to understand, analyse and synthesise information and concepts; and not to merely recall information previously provided
- Provide constructive feedback to students in a timely manner and allow students to benefit in the preparation of future assessment tasks

4.2 Design

Assessment design must:

- Comply with the assessment requirements of the relevant training package or VET-accredited course
- Be developed in accordance with the Principles of Assessment and Rules of Evidence
- Be appropriately weighted to ensure that assessment tasks balance the developmental ('formative') and judgmental ('summative') roles of assessment
- Help guide the development of meaningful learning;
- Allow students to understand their progress against stated learning outcomes/elements and assessment/performance criteria
- Minimise academic misconduct through careful design and education about academic integrity, and appropriate monitoring of student academic honesty by academic staff
- Enable students to take responsibility for academic honesty by ensuring that the assessment they submit is their own and that they acknowledge the work of others appropriately
- Ensure assessment judgments are made against stated assessment/performance to ensure consistency, and incorporate validation procedures
- Utilise data on student progress and results to inform decisions on graduation and awards, and to refine the design of assessment

4.3 Equity and Fairness

EIT promotes equitable, fair, and transparent assessment practices by ensuring:

- Assessment/performance criteria are made available to students
- Assessment tasks are clear and provide consistent information to all students, which guides them to achieve the required outcomes
- Scheduling and design of assessment tasks take student workloads into consideration
- Processes include ensuring the anonymity of student work where possible
- Penalties for late submission of assessments are consistently applied according to policies that are made available to students
- Validation of assessment decisions is performed according to policies that are readily available to students
- There are clear and published processes available to students for the review of results

- Alternative assessment methods will be made available, where required, to ensure equitable assessment practices and processes for students with a disability

5.0 Procedure

5.1 Roles and Responsibilities

5.1.1 Academic Board

The Academic Board has overall responsibility for all aspects of student assessment, student progress and validation of student assessment. The Academic Board Terms of Reference outline the responsibilities, activities and frequency of meetings.

Quality assurance is the responsibility of the Academic Board, and therefore, it will consider the overall outcomes relating to student performance in all units/modules.

If there are any major concerns with any aspect of assessment, student progress or validation, an investigation and rectification of the issue must be made by the Dean or VET College Manager before finalising student results. The outcome of any such investigation should be reported to the Academic Board at the next scheduled meeting

5.1.2 Dean/VET College Manager

The Dean and/or VET College Manager will ensure that all Learning Support Officers and academic staff teaching and/or assessing VET courses are suitably qualified for teaching and assessment, including validation of assessment. The Dean and/or VET College Manager will also ensure that processes are in place to both assure the quality of the assessment process for units/modules and VET-accredited courses offered by EIT and support the continuous improvement of assessment.

5.1.3 Learning Support Officers (LSOs)

LSOs are responsible for ensuring that the assigned unit/module instructor has checked and confirmed that assessment tasks are aligned with the planned learning/performance outcomes, clearly defined and fair, and that students are given reasonable opportunities to demonstrate what they have learned.

5.1.4 Academic Staff

Academic staff are in constant contact with LSOs to discuss teaching and assessment throughout the course. The LSOs will hold meetings with the relevant assessor(s), VET College Manager and the Dean, as required, to discuss any inconsistencies in assessment that have been identified. The parameters and process for the validation process are detailed in section 5.4 of this document.

5.2 Assessment

5.2.1 Module/Unit Outlines and Assessment Guides

Module/unit outlines and assessment guides play a key role in the provision of quality teaching and learning. The module/unit outlines and assessment guides contain details of module/unit rationales, learning/performance outcomes, content, delivery and assessment.

All modules/units must have module/unit outlines and assessment guides.

All module/unit outlines are made available to students on EIT's website, as well as on Moodle when the applicable module/unit material is made available to students.

Modules/units are reviewed periodically to align with the reaccreditation cycle by obtaining feedback from industry, students, and academic staff. Regular feedback is sought for delivery, assessment strategies, resources and learning materials from industry, students, and academic staff. This process supports continuous improvement in how training is delivered and assessed.

5.2.2 Approval Process

Changes to modules/units during the course accreditation period must be referred to EIT's sister company, IDC Technologies, who are the course owners.

Any changes to a course during the course accreditation period may require submission of an amendment application to the Training Accreditation Council Western Australia (TACWA) by IDC Technologies, who then give permission to EIT to deliver the course.

A full review of modules/units and courses shall be conducted during the reaccreditation of a course, conducted by EIT's sister company, IDC Technologies.

5.2.3 Modified Assessment (*where appropriate*)

Modified assessment may be provided to ensure equitable assessment practices for students with disabilities or other individual circumstances. Adjustments will be determined on a case-by-case basis, considering the student's specific needs and the resources available at EIT.

Students seeking a modified assessment should contact their LSO via email. The LSO will advise the student of the approved adjustments and the revised assessment due date. Students must meet this due date to be eligible for assessment in the relevant module/unit.

5.2.4 Submission Requirements and Due Dates

For all VET units/modules, students are given two (2) assessment submission attempts for each assessment task in the unit/module to achieve a 'competent' or 'achieved' result.

If a student is deemed 'not yet competent' or 'to be achieved' after 2 submission attempts in any of the assessment tasks in the unit/module, they will be deemed 'not yet competent' for the unit/module and will be required to re-sit the unit/module in its entirety. Alternatively, a student may choose to complete a supplementary assessment for the unit/module at their own expense.

Should the student not pass the supplementary assessment (or choose not to complete a supplementary assessment), they will be required to repeat the entire unit/module by re-enrolling, undertaking the study again and paying the associated unit/module fees and resit fees (refer to section 5.3 below for more information on supplementary assessments).

All assessments must be submitted by the specified due date in the required format. All submitted documents should be clearly named to indicate their content, unit/module name and code, the number of the specific assessment activity and the student's own name.

Assessments shall be uploaded to EIT's Learner Management System (LMS) by the students. It is important that EIT has a record that the students have submitted their own assessments; hence, assessments will not be accepted by the LSO via email, unless there are exceptional circumstances.

Assessment tasks must be provided at set times or require submission of work before set dates and times. Students are required to participate at set times and submit the set assessment tasks on or before the set dates and times. The outline for each unit/module will indicate:

- The types of assessment for that unit/module;
- The requirements for submission of assessment tasks, including the format and mode of submission.

For units/modules that have an examination assessment component, students will be required to complete the participation and other assessment tasks as well as pass the set examination.

5.2.5 Extensions and Special Consideration

Applications for extensions, resubmissions, special consideration and supplementary assessments (refer to section 5.3) must be made via email to the relevant LSO.

Extensions must be requested in advance of the assessment due date and will only be granted when there is a genuine and demonstrated need for an extension.

Approval of applications for extension of assessment submission, resubmissions and supplementary assessments may be made by the Learning Support Officer.

Special consideration approvals are to be made by the VET College Manager and will only be granted if the reasons are clearly outside the control of the student. Students will be notified promptly of the outcome of their application by email.

5.2.6 Penalties for Late Assessment Submission

If a student fails to submit an assessment task by the specified due date without an approved extension, or submits an assessment without all questions being attempted, it will result in the student forfeiting their first assessment attempt and being awarded a 'not yet competent' or 'to be achieved' result for their first assessment attempt.

Students will be given a revised due date for the submission of their second assessment attempt.

If a student fails to submit the assessment task by the revised second submission due date, or if a student achieves a 'not yet competent' or 'to be achieved' result in the second assessment submission, this will result in the student being awarded a 'not yet competent' result for the unit/module.

No extensions are available for second assessment submissions after a student has missed the first assessment submission due date without an approved extension or submits an assessment without all questions being attempted with their first assessment submission.

For EIT VET courses which award marks/grades to students, the maximum mark/grade that can be achieved in a second assessment submission after a student has missed the first assessment submission without an approved extension, or submits an assessment without all questions being attempted with their first assessment submission, is a 60% mark/grade.

The above penalties only apply if a student has not applied for and had an extension approved by the Learning Support Officer prior to the specified assessment due date, or if a student submits an assessment without all questions being attempted with their first assessment submission. If an extension has been applied to an assessment, and the student fails to submit by the revised due date, the above penalties will apply.

5.2.7 Examinations

Where examinations are included in the assessment for a course, information will be provided to the students at least four weeks prior to the examination date.

Students will be required to sit proctored examinations conducted by EIT's internally developed IRIS proctoring software.

For a unit/module that contains a formal examination assessment component, the course fee includes one attempt at the examination for each unit. Students requiring two or more attempts at the examination will be required to pay an additional examination fee for each attempt.

Restricted Open Book Examinations: Where an examination is classified as 'restricted open book', students will be permitted to take limited materials into an examination as specified by the Learning Support Officer.

Open Book Examinations: Where an examination is classified as 'open book', there will be no limitations on the written materials which are used in an examination.

5.2.8 Timeframes

Assessment procedures will allow students adequate time to complete each assessment activity and will be aligned to learning/performance outcomes and scheduled activities of the unit/module. Each unit/module should include a sufficient number of assessable activities in a range of formats administered over a period of time to enable instructors and students to monitor learning progress.

5.2.9 Student Results

Students will be advised in the *Assessment Guidelines* of how all final results are to be determined in accordance with EIT's assessment policies and procedures.

5.2.10 Feedback to Students

Feedback will be communicated in a number of ways, including:

- Via EIT's LMS
- Written feedback from instructors and/or assessors

The criteria and standards set for each assessment task prior to the task being undertaken should allow the student to clearly determine that assessments have been based on their performance against those criteria and standards, and provide an indication as to why they achieved a specific result and how they could have achieved a better result.

Feedback should be provided in a format that will allow students to review their learning progress and develop strategies for improving their learning outcomes. It shall be ensured that the result allocation is explained and understood in terms of the learning outcomes and the assessment criteria for the assessment task.

5.2.11 Student Appeals

Student appeals against individual assessment results should initially be submitted to their LSO in writing. The members of staff involved will keep records of such discussions, including outcomes, for record-keeping purposes. If this does not resolve the issue, then the following formal processes should occur:

- The student should submit a formal request for reassessment to their LSO Officer. The LSO will request that the assessor provide feedback on the student's query.
- If the feedback provided by the assessor is not suitable, another assessor will be requested to reassess the assessment, and the new result will apply (even if it is less than the original mark).
- If this does not resolve the issue, then the student may continue to proceed in accordance with EIT's '*Students Complaints, Grievances and Appeals Policy and Procedure.*'

5.3 Supplementary Assessment

If a student does not pass an assessment after a second attempt, the student will be required to complete a supplementary assessment in order to pass the module/unit. A fee applies for supplementary assessment. Should the student not pass the supplementary assessment, they will be required to repeat the entire unit/module by re-enrolling and undertaking the study again and paying the associated unit/module fees and resit fees.

The student may apply to their LSO for a paid supplementary assessment for a maximum of three units/modules in a course, and only one supplementary assessment attempt will be allowed for each unit/module.

Students will be formally advised as soon as is practicable that they have been offered supplementary assessment and the form of the supplementary assessment task/s. If the supplementary assessment is an examination, a minimum of 3 working days' notice will be given regarding the time and place of the examination. Where the supplementary assessment takes another form, the LSO will provide the assessment task information to the student, including the required completion date, as soon as possible.

The VET College Manager and/or LSO will counsel the student immediately after the first supplementary assessment, which reflects a duty of care to find out why this has occurred.

5.4 Validation of Assessment

Validation is a review of assessment practices and judgments to ensure that EIT's assessment system produces assessment judgments that are consistent with the training product and comply with the requirements of the RTO Standards. Validation is generally conducted after assessment is complete, so EIT can consider the validity of both assessment practices and judgments.

Validation is used to verify that:

- EIT's assessment system is being implemented appropriately and in accordance with the principles of assessment and rules of evidence
- The assessment evidence being gathered by assessors during the use of assessment tools is an accurate reflection of the relevant training product requirements and students' performance
- There is a direct link between the assessment evidence provided by the student and the judgment of competence

- The principles of assessment have been met
- Graduates have the skills and knowledge required by industry, as expressed in the training product

Validation activities will occur periodically for all EIT VET courses in accordance with EIT's 5-year validation schedule. ensuring that every training product on EIT's scope of registration is validated at least once every five years and on a more frequent basis where EIT becomes aware of risks to training outcomes, any changes to the training product or any feedback from students, trainers, assessors, and industry.

A risk-based approach will be used to determine the components of the assessment system for a training product which are to be validated and the sample size of assessments that are to be validated with respect to a particular training product. A minimum of at least two units/modules will be sampled when validating a training product.

Validation is undertaken through a 'team' approach where, collectively, team members hold the required industry competencies, a practical understanding of current industry practices, hold the relevant qualifications, skills and knowledge and can provide unbiased feedback on the validation outcomes relevant to the training product being validated. Trainers and assessors who designed and/or delivered the training and/or assessment can be involved in validation activities, as long as they are not solely responsible for determining the validation outcome of the course and/or unit or module being validated.

The validation process involves the validation team reviewing a statistically valid sample of the assessments from each course and/or unit or module that is reflective of the diversity of the student cohort and the number of assessors involved in making assessment judgements, and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

Effective validation requires:

- Consideration of whether the assessment system supports assessment in line with the principles of assessment and rules of evidence
- Seeking feedback from assessors on how assessment tools and systems, including assessment instructions and resources, impact assessment judgements
- That validators have access to the same evidence in the sample that the assessor used to make the original assessment judgement
- That the objectives of the assessment tool are linked to the requirements of the unit/module and the training product, the criteria on which marks will be awarded are explicit and well justified and are well explained to both students and assessors.
- That clear, well-understood marking guides are used
- That there is a mutually agreed and timely process of feedback to ensure that corrections to assessment strategies or levels of assessment (i.e. "soft" versus "hard" marking) can be appropriately applied.

Under these circumstances, it is possible to analyse how significant inconsistencies or deviations from a standard arise, and to correct errors before students are misled on their performance by inappropriate, inadequate or missing feedback.

If validation activities identify issues with assessment tools or judgments, EIT may:

- Increase the sample size to identify any trends
- Validate completed assessments from other units/modules to see if the issue is evident across the training product
- Look for patterns of error (for example, if it is one assessor making invalid judgements or multiple assessors).

Improvements to assessment systems will be documented and implemented in response to the findings of the validation process, and communicate any actions that have been taken to the relevant stakeholders, including students where applicable.

A yearly validation report will be prepared for the Academic Board.

6.0 Definitions

Please refer to the EIT Glossary that can be found [here](#) for all definitions used in this document.

7.0 Related Documents

- Academic Board Terms of Reference.DS
- Academic Honesty and Misconduct Policy and Procedure.DS
- Artificial Intelligence Policy.DS
- Course Review and Quality Assurance Policy and Procedure.VET
- Diversity, Fair Treatment and Equal Opportunity Policy.DS
- Ethics Statement.DS
- Freedom of Speech and Academic Freedom Policy.DS
- Information Management and Security Policy and Procedure.DS
- Intellectual Property.DS
- Learning and Teaching Policy and Procedure.VET
- Learning and Teaching Resources Policy.DS
- Online Learning and ICT Support Policy and Procedure.VET
- Privacy Policy.DS
- Recognition of Prior Learning Policy and Procedure.VET
- Records Management Policy.DS
- Student at Risk Policy and Procedure.VET
- Student Code of Conduct.DS
- Student Complaints, Grievances and Appeals Policy and Procedure.VET
- Student Consultation Policy.VET
- Trainers and Assessors Policy.VET
- VET Regulatory Compliance and Cooperation Policy.VET

8.0 Related Legislation

The following legislation is relevant to this policy; however, not all are mandatory for education providers:

- [Age Discrimination Act 2004 \(Cwth.\)](#)
- [Australian Human Rights Commission Act 1986 \(Cwth.\)](#)
- [Australian Qualifications Framework \(AQF\) \(National Policy\)](#)
- [Credentials Policy \(Cwth.\)](#)
- [Disability Discrimination Act 1992 \(Cwth.\)](#)
- [Education Services for Overseas Students Act 2000 \(Cwth.\)](#)
- [Equal Opportunity Act 1984 \(WA\)](#)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018.](#)
- [National Vocational Education and Training Regulator \(Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements\) Instrument 2025](#)
- [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#)
- [Privacy Act 1988 \(Cwth.\)](#)
- [Racial Discrimination Act 1975 \(Cwth.\)](#)
- [Sex Discrimination Act 1984 \(Cwth.\)](#)
- [VET Student Loan Act 2016 \(Cwth.\)](#)
- [VET Student Loans \(Courses and Loan Caps\) Determination 2016 \(Cwth.\)](#)
- [VET Student Loan Rules 2016 \(Cwth.\)](#)

9.0 Accountabilities

The Academic Board is responsible for the review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and EIT's community via the website and other publications.