

## HEPP85 ELICOS Assessment Validation Policy and Procedure

PURPOSE		
SCEI-HE establishes this policy and procedure to ensure all ELICOS Assessments are systematically validated and assessments are routinely validated to ensure they are valid, reliable, flexible, fair, current and referenced to criteria.		
SCOPE		
This policy and procedure applies to all ELICOS courses and assessments delivered by Southern Cross Education Institute (Higher Education).		
DEFINITIONS		
VT	Validation Team	
The College/SCEI-HE	Refers to Southern Cross Education Institute (Higher Education).	
POLICY		
<ol style="list-style-type: none"> <li>1. The College will hold an Assessment Validation meeting at least once a year for each course</li> <li>2. A course-specific Validation Team (VT) will be formed consisting of at least 2 non-staff members and 1 current teacher</li> <li>3. The VT will validate all the course assessments using the attached course validation guide, referencing external benchmarks (e.g., other ELICOS providers' practices or industry standards) and provide suggested changes in soft copy and hard copy format to the Academic Manager</li> <li>4. The Academic Manager will review the VT summary and discuss it with other staff if needed</li> <li>5. The Academic Manager will make final changes (if required) to the assessments</li> <li>6. Once changes are finalised, the version number will be updated, and saved in the appropriate location and teachers will be notified. Validation records, including VT reports and Academic Manager decisions, will be archived in a secure, accessible system for at least 7 years.</li> </ol>		
PROCEDURE		
The following procedure outlines the steps undertaken to validate the assessments:		
Assessment Validation Procedure		
Course name:		
Course unit or macro skill:		
Assessment task:		
Validation team members (non-staff)	Signature	Date
Validation team members (staff)	Signature	Date



<b>Materials required for assessment task validation</b>			
<input type="checkbox"/> Assessment Task Source (written text/listening script/textbook) <input type="checkbox"/> Assessment Tool (provided to students) <input type="checkbox"/> Answer sheet (if applicable) <input type="checkbox"/> Marking guide/Answers <input type="checkbox"/> Assessment Instructions for teacher <input type="checkbox"/> Assessment feedback sheet <input type="checkbox"/> Benchmarking			
<b>Learning outcomes being assessed by this task:</b>			
<b>Validation Team Conclusion</b> <b>Changes required:</b> YES / NO	Changes (if any):		
<b>Next Review Date:</b>			
<b>Assessment Validation Checklist</b>			
<b>Validity – Does the assessment achieve what it is designed to do?</b>			
Assessment directly relates to learning outcomes of that week			
Assessment assesses students' ability to meet the learning outcomes being assessed			

The language used in the Assessment tool is appropriate to learners' English level and the content studied (Guidance: Language should align with CEFR levels taught in the course.)	
Assessment is based on the appropriate context for the learner. eg school life, social setting, work etc.	
The assessment method is suitable and appropriate for the skills being assessed	
<b>Reliability – Is the Assessment's process coherent and consistent?</b>	
The language used to provide instructions is consistent and suitable to the learners' level	
Are the students made aware that they are being assessed (correct title or notice provided)	
Marking guides are provided for writing, speaking etc. assessments which are open to interpretation	
Marking guide detail is sufficient for teachers to adequately assess (Guidance: Marking guides should include specific criteria for each performance level and examples of expected responses.)	
Assessment Instruction to teachers is clear, concise and explicit	
<b>Flexibility – Can the assessment be adjusted?</b>	
Can reasonable adjustments be made for students with specific needs or varying language skills? (e.g. vision impairments)	
<b>Fairness</b>	
The assessment does not require specialist knowledge which is not covered in the course	
Assessment tasks will not advantage or disadvantage any group of students	



<b>Referenced to criteria</b>	
The assessment task provides criteria for students on how it will be marked	
The assessment task shows the value of each criterion/section	

<b>RESPONSIBILITIES</b>	
The Academic Manager/Headteacher is responsible for the implementation of this policy and for ensuring that teachers are aware of and following the policy.	
<b>LEGISLATIVE CONTEXT</b>	
ELICOS Standards 2018 – Standard P4.1C, P4.3A	

<b>DOCUMENT AND RECORD CONTROL</b>	
<b>Created</b>	October 2024 (V1.0)
<b>Amended</b>	May 2025 (V1.1)
<b>Last reviewed by</b>	Quality Assurance and Compliance Unit (May 2025)
<b>Last approved by</b>	Academic Board (June 2025)
<b>Version</b>	1.1
<b>Effective date</b>	June 2025
<b>Next planned review</b>	April 2027