



**ASSESSMENT OF FQF QUALIFICATIONS
1 - 6**

POLICY

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Relevant legislation	Higher Education Act 2008 Higher Education (Qualifications) Regulations 2010 Fiji National University (Amendment) Act 2010 (Act No. 58 of 2010) Higher Education (Qualifications) (Amendment) Regulations 2013 Revised Edition of the Laws (Consequential Amendments) Regulations 2016 Higher Education (Amendment) Act 2017
Related FHEC documents: procedures/guidelines, etc.	3-1a Procedures – Competency Based Assessment 3-3 Policy - External moderation of assessment of FQF National Qualifications 1 – 6 3-3a Procedure - External moderation of assessment of FQF National Qualifications 1 - 6 Fiji Higher Education Strategy

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1.0 POLICY OBJECTIVE

- 1.1 To provide a framework for the conduct of an assessment of learners at the workplace or in an institution.
- 1.2 To ensure that learning outcomes and competencies achieved by learners are assessed fairly, validly and consistently.

2.0 BACKGROUND

- 2.1 This policy supports the Fiji Higher Education Commission's (FHEC) commitment to achieving quality assured learning outcomes in Fiji as per the Higher Education Strategy (HES). The prescribed learning outcomes on the FQF reflect required competencies in the workplace.
- 2.2 Competency Based Assessment (CBA) replaces the time-based system of training by focusing on the learning outcomes resulting from the training rather than on the amount of time taken for the training. CBA processes are intended to encourage employees in the industry to apply for the recognition/certification of their qualifications/competencies through Recognition of Prior Learning (RPL).

3.0 DEFINITIONS

Academic transcript	An academic transcript is a historical record of components of a qualification undertaken by a learner, such as courses, papers, units or unit standards. Transcripts may state credit points and grades achieved for each component.
Record of Achievement	A record of achievement is a record that summarises the credits achieved towards an FQF qualification or an accredited component, e.g. unit standard
Provider Qualifications	Provider qualifications have been developed by a registered organization and accredited or recorded by the FHEC.
National Qualifications	National Qualifications are packages of nationally recognized graduate profile and unit standards, which reflect a meaningful milestone or an endpoint on a learning pathway. National Qualifications are developed by Industry Standards Advisory Committees (ISACs).
Assessment system	An assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure that assessments are based on the Principles of Good Assessment and the Principle of Quality Evidence.
Assessment tool	An assessment tool includes: <ul style="list-style-type: none">• The context and conditions for the assessment• The tasks to be undertaken by the learner• An outline of the evidence to be gathered from the learner and the criteria used to judge the quality of performance (including the assessment decision-making rules)

	<ul style="list-style-type: none"> The recording and reporting requirements.¹
Competency Based Assessment (CBA)	The process of collecting and evaluating evidence to establish that competence has been achieved; confirming that an individual can perform to the standard expected in the workplace.
Moderation	Moderation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable accurate judgements to be made as to whether the requirements of the relevant aspects of the unit standards have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.
Moderator	An independent person who has acknowledged expertise to lead moderation activities and to confirm that assessment results reflect the outcomes of intended unit standards. Moderators will provide advice to FHEC on any actions to be taken.
Recognition of Prior Learning (RPL)	The recognition of learning gained and currently held, regardless of how, when, and where the learning occurred. It involves the assessment of an individual to make a judgement in relation to the required learning outcomes. It can involve the evaluation of formal learning previously undertaken (which may or may not be competency-based) but will include the evaluation of skills and knowledge obtained through non-formal and informal learning.
Credit Transfer	Credit transfer is an evaluation of formal learning undertaken to determine if the outcomes are equivalent to those in another qualification or component of a qualification. It may include but is not limited to the following processes, e.g. cross-credit, advanced standing, block credit.
Principles of good assessment	<p>The principles of assessment include:</p> <ul style="list-style-type: none"> Validity: Validity is concerned with the extent to which an assessment decision, which is based on the evidence of performance, is justified. Reliability: Reliability is concerned with how accurate or precise the tasks are; how much error is included in the evidence; that the evidence is consistently interpreted; and that assessment outcomes are comparable across assessors. Fairness: Fairness is concerned with considering the individual learner's needs and characteristics, and any reasonable adjustments to assessment that need to be applied. In addition, learners must know and understand the assessment process and the criteria to be applied. Flexibility: Flexibility is concerned with reflecting the needs and characteristics of the individual learner, providing recognition of prior learning, and drawing on a range of methods appropriate to the context.²
Principles of quality evidence	<p>Principles of quality evidence provide guidance on the collection and evaluation of evidence. Evidence should be:</p> <ul style="list-style-type: none"> Valid: the evidence relates to the unit standard being assessed

¹ Adapted from: ASQA. 2015. *Guide to developing assessment tools*. Canberra, Australian Government, and Gillis, S. Bateman, A. and Clayton, B. 2009. *Guide for developing assessment tools 2009*. Canberra, National Quality Council.

² *ibid*

	<ul style="list-style-type: none"> • Authentic: the evidence is the learner’s own work • Sufficient: the quality and quantity of evidence enables a judgement to be made • Current: the evidence is from the present or the recent past.³
Unit Standards	The prescribed learning outcomes as determined by industry for a job task.

4.0 POLICY

Requirement for HEIs

- 4.1 Registered Higher Education Institutions (HEIs) shall develop an assessment system for the provision of assessment of their learners at levels 1-6 on the Fiji Qualifications Framework (FQF).
- 4.2 HEIs are responsible for the selection, engagement, coordination, and remuneration of their assessors.
- 4.3 HEI assessors shall undertake the assessment of the learners.
- 4.4 HEIs are responsible for the assessments undertaken by their assessors.
- 4.5 HEIs are responsible for verifying and accurately recording and reporting of assessment outcomes.

Requirements of assessors

- 4.6 Assessors must have relevant industry experience and/or qualifications one level higher than being assessed and must hold one of the following:
- 4.6.1 National Certificate in Teaching of TVET (Level 4);
 - 4.6.2 Australian Qualifications Framework Certificate IV in Training and Assessment;
 - 4.6.3 New Zealand Qualifications Framework unit standard 4098 (or equivalent on the NZQF);
 - 4.6.4 FHEC WA00014; or
 - 4.6.5 A recognised equivalent to one of the above.
- 4.7 Assessors must demonstrate that their relevant industry knowledge and skills, and, training and assessment knowledge and skills are current.

Requirements of assessment

- 4.8 Assessments conducted by the HEI assessors will adhere to the principles of good assessment and the principles of quality evidence.

³ *ibid*

- 4.9 Assessment will lead to an award of credit and/or formal certification. It will facilitate progression and pathways for learners while contributing to improving access and equity for workers or employees at workplaces in Fiji.
- 4.10 Assessments should be flexible so that they can be undertaken in a variety of situations either at an HEI or in the workplace.
- 4.11 Assessment includes the provision of Recognition of Prior Learning (RPL).
- 4.12 Special provisions shall be employed for students who are incapacitated by reasons of physical impairment or language limitations.
- 4.13 Provision must be made for a reassessment of learners who are judged to be not yet competent in any assessment.
- 4.14 Learners shall have an opportunity to appeal any assessment judgement within 21 working days. The learner is to appeal to the registered HEI in which they are enrolled and were assessed.

Recording outcomes

- 4.15 HEIs are responsible for retaining student details and outcomes of assessment for all Provider Qualifications.
- 4.16 For National Qualifications (NQs), HEIs are responsible for retaining student details and outcomes of assessment, and accurately reporting these to the FHEC.
- 4.17 The FHEC is responsible for retaining student details and outcomes of assessment for all NQs.

Reporting outcomes

- 4.18 HEIs shall report outcomes of assessment using an Academic Transcript.
- 4.19 The FHEC, in relation to NQs, shall report outcomes of assessment using a Record of Achievement.
- 4.20 For NQs, a learner shall receive one of two assessment outcomes:
 - 4.20.1 Competent (C) – meaning the learner has demonstrated the standard required; or
 - 4.20.2 Not Yet Competent (NYC) – meaning the learner must undergo further study to meet the required standard.

Recognising outcomes

- 4.21 For NQs, HEIs will recognise any relevant qualifications and/or unit standard outcomes issued by another HEI.

Internal Moderation

- 4.22 HEIs are responsible for the quality of the assessment process and assessment judgements made by their assessors through such strategies as internal moderation processes.

External Moderation

- 4.23 External moderation shall be applied to NQs at Levels 1 – 6 on the FQF.
- 4.24 The HEI assessment tools and assessment judgements shall be externally moderated (refer to Policy 3-3).
- 4.25 HEIs are responsible for providing the FHEC with details of relevant assessors and their qualifications and experience, and of student enrolment data in NQs.
- 4.26 HEIs and HEI assessors must cooperate and participate in the external moderation processes to be able to deliver and/or assess National Qualifications.

5.0 APPROVAL BY THE CHAIRPERSON, FIJI HIGHER EDUCATION COMMISSION



Dr Milika Sobey
Chairperson

Fiji Higher Education Commission

12/06/2018
Date