

ASSESSMENT, VALIDATION & MODERATION POLICY & PROCEDURES (Vocational Education and Training)

Scope

This policy is to:

- set out an assessment framework and the general principles that guide Evolution assessment practices for its VET courses.
- aims to promote transparent, equitable and accountable assessment practices and justifiable quality outcomes.
- ensure that Evolution compliance with legislative and regulatory requirements.

This policy applies to:

- all Evolution stakeholders.

Definitions

	DEFINITION
VET	Vocational Education and Training
Evolution / College	Evolution Systems for Training and Development Pty Ltd (ABN: 73 114 531 636) trading as Evolution Hospitality Institute/Evolution English Language Centre (RTO 91256) (CRICOS: 02869G)
Assessment	the process of gathering and analysing information in order to guide and make judgements about participant's competency in relation to learning goals.
Validation	a quality review process that confirms Evolution's assessment system can consistently produce valid assessment judgements.
Moderation	a quality control process aimed at bringing assessment judgements into alignments.
Competency	Competency involves the specification of skills and knowledge and their application to a particular standard of performance required in the workplace. Aspects of work performance included in this concept involve: <ul style="list-style-type: none"> • Performance at an acceptable level of technical skill • Organising one's tasks • Responding and reacting appropriately when things go wrong; and • Transferring skills and knowledge to new situations and contexts.
CT	Credit Transfer
RPL	Recognition of Prior Learning

Policy and Procedures

ASSESSMENT

- Evolution adheres to Standards for Registered Training Organisations which requires that assessment be conducted in accordance with the Principles of Assessment and the Rules of Evidence. Assessment items are designed in accordance with the Assessment Guidelines of the relevant Training Package.
- This policy focuses on assessments conducted as part of the day-to-day training delivered by Evolution. Students who are seeking an assessment via RPL should refer to the RPL & CT Policy and Procedures.

- Principles of Assessment – for an effective assessment system in a competency environment, some basic principles must apply.

Fairness	<ul style="list-style-type: none"> The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the EHI to take into account the individual learner’s needs. EHI informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment 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 drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of EHI is justified, based on the evidence of the performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> assessment against the unit/s of competency and the associated assessment requirements covers 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 judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

- Rules of Evidence - EHI has mapped the proposed evidence against the performance criteria for the relevant unit of competency within an Assessment Matrix.

Valid	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficient	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
Authentic	The assessor is assured that the evidence presented for assessment is the learner’s work
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

- Assessment activities may be undertaken in work or project teams, and therefore may provide evidence of competency for more than one candidate.
 - In this situation, a personal statement, and additional questioning may be required to confirm an individual’s contribution and performance.
- Reasonable Adjustment / Access and Equity - Assessment tasks may be subject to reasonable adjustment where a participant has a specific disability or special learning need. Any participant who has special learning need should speak with Student Support and Academics teams at the time of enrolment or when a learning challenge is obvious to the student to receive advice on available services and to complete the required documentation.
- Students with special needs
 - If the student requires special consideration during the completion of any unit of competency, it is essential that Evolution addresses and becomes aware of the circumstances at the beginning of the course.


- It may be that the student identifies specific needs on their enrolment form, or the trainers/assessors observe a student struggling with learning activities or a student is unable to complete assessment tasks to the standard required.
 - A plan of support will be developed which may include an interview with the Academic Team, one-to-one tutor with the trainers/assessors for provision of additional work for home study and/or referral to additional English language studies.
- Results
 - The recognised training and assessment approach in the VET sector are competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training.
 - The following table identifies the results awarded for VET students at Evolution. This result will reflect on the student's Record of Result.

Competency achieved/pass	C	The student has been assessed and satisfies all the requirements for the unit of competency or module.
Not Yet Competence / Competency not achieved/fail	NYC / CNA	The student has attempted all of the requirements for the assessment and has been assessed as not competent, or as not satisfying one or more of the requirements for the unit of competency or module.
Withdrawn/discontinued	W	<ul style="list-style-type: none"> - the student has engaged in some learning activity and has then notified of their withdrawal before completing all of the assessment criteria, or - the student has engaged in some learning activity and then stopped attending or submitting assessments without notifying Evolution.
Credit Transfer	CT	Credit transfer is training credit for a unit of competency or module previously completed by a student. Recognition by a registered training organisation (RTO) of the Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by all other RTOs.
Recognition of Prior Learning	RPL-G	Recognition of prior learning, assessment of the previously recognised skills and knowledge has achieved outside the formal education and training system, has been granted.
Recognition of Prior Learning	RPL-NG	Recognition of prior learning, assessment of the previously recognised skills and knowledge has achieved outside the formal education and training system, has not been granted.

- Feedback - Students receive specific feedback throughout their training and where required constructive feedback an additional support by Evolution and trainer/assessor.
- Complaints and Appeals on assessment outcomes - If a student receive results for an assessment item that they disagree with they have the right to lodge a Complaints and Appeal Form.

VALIDATION /MODERATION

- Evolution has a process of continually improving assessments thorough validation /moderation process for each unit:
 - The validation exercise is to be scheduled by the Head of Academic and Academic Compliance Officer. The process must be completed on an annual basis or when a change to the training package has occurred or a new qualification is being placed on the scope
 - After the unit of competency is delivered and new assessments are collected, trainers are to be given a post-assessment validation feedback form. Trainers/assessors are to write relevant comments and all details are to be filled in.
 - By the end of each term (refer to validation/moderation schedule) a random sample of completed answers to assessments tools is to be validated/moderated. The assessment tools



together with the supporting documents are incorporated into the validation/moderation workshop (post-assessment validation feedback form)

- Two sets of documents are to be completed in this process:
 - Assessment tools and other relevant documents if applicable.
 - Post-Validation form with summary comments and all details filled in appropriately.
- The validation/moderation exercise will include discussing:
 - Suggested changes to assessments to meet changes in industry and policy
 - Assessment methods and tasks used are clear to assessors
 - Is the evidence of achievement sufficient to meet the training package and industry requirements?
 - Verification of consistency of judgement between trainers/assessors in respect to same Unit Competency assessed.
 - Suggestions for improving assessment tools and assessment judgements
 - Verifying that the marking criteria meet the learning outcomes as detailed in the training package
 - Assessment methods and tasks are mapped to performance criteria, skills and knowledge and learning outcomes in the training package
 - A detailed assessment of the validation is to be placed in the Validation Assessment form and then the outcome is placed into the Feedback Summary form.
 - Agreed improvements are to be documented in the Corrective Action Record and associated Register
 - This must include validation of the RPL process.
 - Any assessment judgements are reviewed within 30 days of the validation/moderation workshop to ensure any required improvements are made to assessment processes or materials.
 - Each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five-year cycle.