



## **Assessment Policy (Part A)**

### **Clause 1.8-1.12**

**The RTO implements an assessment system that ensures that  
assessment (including RPL):**

- a) Compiles with the assessment requirements of the relevant training package or VET accredited course and**
- b) Is conducted in accordance with the Principals of Assessment.**

Note: this document should also be read in conjunction with the RPL and Credit Transfer Policy (Part B)

### **PURPOSE**

This policy sets out Evolution Hospitality Institute (EHI) assessment framework and the general principles that guide EHI assessment practices for its Vocational Education and Training (VET) courses. The policy aims to promote transparent, equitable and accountable assessment practices and justifiable quality outcomes.

### **POLICY**

Assessment is the process of gathering and analysing information in order to guide and make judgements about participant's competency in relation to learning goals.

Evolution Hospitality Institute adheres to Standard 1, Clause 1.8 of the [Standards for RTO 2015](#) which requires that assessment is 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 Hospitality Institute. Students who are seeking an assessment via Recognition



of Prior Learning or Recognition of Current Competencies should refer to the Student Handbook or EHI website. [www.evolution.edu.au](http://www.evolution.edu.au)

## PROCEDURE

### Qualified Assessors

Note: this document should also be read in conjunction with ASQA fact sheet – “Meeting trainer and assessor requirements”

EHI ensures that its assessors meet the requirements of the Standards and therefore demonstrate:

- As of Jan 2016 trainers must hold the relevant Training and Education (TAE40110) competencies or are working in collaboration with an assessor who hold an enterprise trainer skills set
- that they hold relevant vocational competencies at least to the level being delivered and assessed or are working in collaboration with an assessor who does;
- industry currency directly relevant to the training/assessment being undertaken;
- the continuous development of their VET knowledge and skills as well as their industry currency and competence as an assessor.

### Results

The recognised training and assessment approach in the VET sector is 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 EHI. This result will reflect on the participant’s testamurs.

|                   |     |   |
|-------------------|-----|---|
| Competent         | C   | Awarded to a participant <u>who has achieved</u> all of the required skills and knowledge or a unit of competency to the specified standard.          |
| Not Yet Competent | NYC | Awarded to a participant <u>who has failed</u> all of or part of the required skills and knowledge or a unit of competency to the specified standard. |
| Credit Transfer   | CT  | Relates to the credit received by a student for a unit of competency through <u>recognition of their formal learning</u> .                            |



|                               |     |   |
|-------------------------------|-----|---|
|                               |     | With support with a testamur or certificate from within Evolution or an-other RTO.  |
| Recognition of Prior Learning | RPL | Relates to the competency received by a student for a unit of competency through <u>recognition of their informal learning/formal work place experience and/or studies</u> .<br>Supported by a combination of testamurs and certificates from another RTO and formal evidence of workplace or industry practices as required. |

### Assessment of Skills and Knowledge

Effective workplace performance requires more than an isolated instance of applying technical skills, knowledge and attitudes to a particular situation. Participants are therefore considered to be competent when they are able to apply their knowledge and skills to successfully complete activities in a range of scenarios and tasks. As such, it is likely that a unit of competency will assess some elements more than once across multiple assessment items. In order to achieve a result for an assessment item of Competent, a student must demonstrate competence for every element assessed. Similarly, to achieve an overall result of Competent for a unit of competency, a participant must receive a result of satisfactory for each assessment item.

Each assessment item will outline the specified standard of what a participant must achieve to receive a result of Competent. For example, a theory assessment may require a student to achieve an overall mark of 90-100% but a practical assessment may require demonstration of a technique that the assessor will judge against a set of steps/outcomes and require the participant to have an overall mark of 100%.

Should participants be found Not Yet Competent. Participants will be given an opportunity to re-attempt once only. Attempts for re assessment may take place during program time if time permits or scheduled at a time convenient for the assessor and participant. Attempts will be managed by the trainer and assessor notifying the participant accordingly. Rescheduling is not negotiable between participants and assessors. After an agreed upon time frame unless due to compassionate and compelling circumstance. Where a participant does not attend a scheduled re assessment the participant will be awarded not yet competent.

### Re - Assessment

Should a re-assessment be required by a student the student will be notified by their trainer and assessor. The student will be given two (2) opportunities to be re-attempt the submission. At this point if the student remains as not yet competent the student will then be required to



pay for a re- assessment and at this point student support will contact the student to communicate reassessment process including how and when to book.

This process is clearly outlined in the student handbook and a flow chart is also available at the back of the student handbook. (payment is known as an incidental cost and this is made known to the student on induction day as well as on the EHI website).

Tools that support this process include:

- reasonable adjustment form
- incidental fee schedule
- Student Handbook

#### Notification of Results

Notification timeframes for final; assessment outcomes may vary but will be generally no later than 4 weeks from the last day of the program. Participant will normally receive the results of practical assessment immediately upon completion of the assessment.

Issuing of Statements of Attainment will be held pending any outstanding fee payments

Note: additional charges will apply for re issuing of lost or damaged testamurs.

#### Feedback for Participants

Participants receive specific feedback throughout their training and where required constructive feedback an additional support by Evolution Hospitality Institute and Trainers and Assessors. Once assessment is completed both parties (the trainer and the participant) are required to complete the disclaimer at the end of each assessment. (known as the assessment outcome sheet) Written feedback is provided to participants for scenario activities, feedback is not available for participants for short answer questions or multiple choice as these are marked by the system (Moodle) automatically. This will typically be completed during student allocated study time.

#### Complaints and Appeals

Should a participant receive results for an assessment item that they disagree with they have the right to lodge a grievance, this is known as an Appeal. Should the participant wish to lodge a grievance against the services provided by EHI they are able to do though the



proper lines of communication (Trainer/Assessor, Academic Manager, General Manager or Executive Manager)

#### 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 a EHI Support Services administrator or directly to their Trainer and Assessor 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. (Further information relating to this is covered in the trainer induction and professional development sessions hosted by EHI and in the student's handbook. Reasonable adjustments will only be considered if advised at the time of enrolment and/or if a student's situation changes mid- enrolment and they advise their Trainer and Assessor prior to assessment item.

#### Assessment Retention

The Australian Skills Quality Authority (ASQA) as the National VET Regulator requires all registered training organisations (RTO's) to securely retain all completed student assessment items for each student for a period of six months from the date on which the judgement of competence for the student was made. Where it is not possible to retain the student's actual work (i.e. practical assessments), an assessor's completed marking guide, criteria and observation checklist for each student should be retained as evidence. All assessments and associated documents are scanned and stored in TEAMS database and learning management system (LMS) record keeping.

The keeping of completed assessments for 6 months allows time for internal moderation and validation processes to run their course.

#### Validation and Moderation of Assessment

Evolution Hospitality Institute is committed to ensuring that regardless of the place of delivery, mode of delivery or trainer/assessor:

- a. assessment items are developed to be fair, flexible, reliable and valid based on current industry relevance and the requirements of the Training Package; and
- b. judgements made by trainers/assessors on attempted assessment items are based on valid, sufficient, authentic and current evidence.



The [Validation Policy](#) outlines the processes in place to ensure the high quality of assessment items and the consistency of marking by all trainers/assessors.

The RTO Compliance Officer will also follow any other requirements stipulated by the registering body ASQA and communicate this to the administration team via email.

Note this is a two-step process:

1. Moderation (Quality Assurance) and
2. Validation (which considers judgments made against completed assessments)

**Note:** Validated learning and assessment tools are documented on a spread sheet (schedule of Validation) with names of validators and date of validation. All new assessments that have had changes against them are moderated by the Academic Manager before allowing the Moodle administrator to publish. In general changes have occurred due to highlighted rectifications made by the validation process, changes in legislation and training packages or changes that have occurred due to consultation with stakeholders within the Hospitality Industry.

**At point of rectification validation outcomes and feedback are brought to the table and used to support modifications.**

**Associated documents with this policy:**

- Student Records Policy
- Issuing qualifications Policy
- Validation Policy
- Schedule of Validation
- Validation Guide
- Complaints and Appeals Policy
- Transition Policy
- RPL and Credit Transfer Policy
- Student Handbook
- Readjustments and Re-Assessments documents and Forms

**Related Condition of Registration – Standard 1– Clause 1.8 – 1.12**