

Assessment Policy and Procedures

1. Purpose

The Assessment Policy and Procedure outlines the principles that underpins Australian School of Commerce's approach to assessments.

The purpose of this policy is to meet the requirements of the Standards for Registered Training Organisations 2015 and to comply with these standards.

2. Scope

This document applies to all assessable learning activities, units and courses offered at the School.

3. Responsibility

The CEO and Training Manager will be responsible for implementation of this policy and procedures along with the delivery of training and assessment.

4. Definition

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistent and are based on the Principles of assessment and the Rules of evidence.

Assessment tools are the instruments and procedures used to gather and interpret evidence of competence for the chosen assessment method.

Competency: The consistent application of knowledge and skill to the standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- Performance of technical and managerial/business skills at an acceptable level
- Ability to transfer and apply skills and knowledge to new situations and environments.
- Organising one's tasks
- Responding and reacting appropriately when things go wrong

5. Policy

Assessments will support student's engagement in learning and the creation of supportive learning communities.

Australian School of Commerce's assessment system will ensure that assessments (including RPL) comply with the assessment requirements of the training product and meet the principles of assessment and rules of evidence.

All assessments will:

- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
- include coversheets that contains student declaration with respective to student and assessor's name, date and signature.
- lead to the issuing of a Statement of Attainment or Award under the Australian Qualification Framework (AQF) when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Packages.
- respect, recognise and develop student's current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learnings.
- be equitable for all learners, taking into account cultural and linguistic needs
- have provision for reassessment on appeal.

At ASOC, assessments are conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

i. **Fairness:**

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied by the Australian School of Commerce to consider the individual learner's needs. Australian School of Commerce will inform the learners about the assessment process and provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

ii. **Flexibility:**

Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how and where they have been acquired, and
- 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.

iii. **Validity:**

Any assessment decision of Australian School of Commerce is justified, based on the evidence of performance of the individual learner. Validity requires:

- 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 is 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.

iv. **Reliability:**

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

v. **Validity**

The assessor is assured that the learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements.

vi. **Sufficiency**

The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

vii. **Authenticity**

The assessor is assured that the evidence presented for assessment is the learner's own work.

viii. **Currency**

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.

Forms of evidence

A range of assessment methods will be used to accommodate the diversity in student's learning styles and preferences. These assessment methods may include but not restricted to:

- Case studies
- Projects
- Reports
- Presentations
- Role plays and
- Knowledge Test

Assessors

The assessor's role is to objectively assess and judge a student's evidence against a set of standards. The assessor will have current knowledge and skills in the relevant industry area and at least to the level being taught.

All assessments will be conducted by qualified assessors who have the assessor competencies

- TAE40116 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
 - o TAELLN411 (or its successor) or TAELLN401A, and
 - o TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or
- A diploma or higher-level qualification in adult education.

In addition to these requirements specified above, Australian School of Commerce's training and assessment will be delivered only by persons who have:

- i. Vocational competencies at least to the level being delivered and assessed.
- ii. Current industry skills directly relevant to the training and assessment being provided.
- iii. Current knowledge and skills in vocational training and learning that informs their training and assessment.

The assessor will and must comply with the assessment guidelines and the requirements of this policy and procedures.

6. Benchmark for Competency

All students enrolled at the School must successfully achieve competency in all units included in every stage of their course to obtain their appropriate certification.

7. Penalties for Plagiarism, collusion and cheating

Acts of plagiarism, collusion and cheating are not permitted in any work completed for assessment and will result in a written warning and repeating the VET unit of competency, as well as incurring any associated charges. If a student is found cheating or reported for plagiarism or collusion on any form of assessment, their assessment will be deemed Not Yet Competent. If a student engages in such act for a second time, they may be suspended or expelled from the course. All work submitted must be an accurate reflection of the student's level of competence.

Information on Plagiarism and collusion is defined clearly in ASOC's student handbook or refer to detailed information on Plagiarism and collusion Policy available on ASOC's website.

All plagiarism is unacceptable and each case of plagiarism should be treated on its own merits. Educational procedures will be in place to assist students to avoid submitting assessment work that does not meet the required standards of evidence-based writing.

Inappropriate practices in the use of referencing, citations, quotations or attributions for formative assessment may be dealt with and by the assessor, who may refer students to appropriate resources to improve their academic skills. Suspected incidents of plagiarism involving summative assessments will be dealt with seriously:

- The student's assessment will be deemed Not Yet Competent (NYC). The student will be given a warning and will be required to redo the assessment. Additional charges may apply for re-assessments.
- If students are engaged in such act for a second time, they may be suspended or expelled from the course.
- All work submitted must be an accurate reflection of the Student's level of competence. The evidence used to make a decision at Australian School of Commerce about competence will be valid, sufficient, authentic and current.
- For the conditions not mentioned here, refer to the Plagiarism and Cheating Policy and Procedures.

Note: Australian School of Commerce will use a plagiarism software to check the authenticity of student's work.

8. Reassessment

Students will be given 2 additional attempts to demonstrate competency at each assessment. Third reassessment will incur a fee of \$300. If students are unable to demonstrate competency after three attempts at each task, they will be deemed Not Yet Competent (NYC) and must re-enrol and undertake the unit again. This will incur a fee.

Not attending for an assessment will be counted as one assessment attempt for each occurrence unless:

- the student can provide a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or
- the student can provide independent evidence of exceptional compassionate circumstances beyond the student's control, such as serious illness or death of a close family member to explain the non-attendance at the assessment.

9. Procedures

This section defines the procedures used for conducting assessments. The procedure applies to all assessments conducted for the purposes of national recognition. Equally, it applies to assessment-only pathways, training and assessment pathways or Recognition of Prior Learning (RPL) as ASOC offers RPL to learners.

Step 1. Establish the assessment context

The Assessor will establish the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualifications framework.

Step 2. Prepare the learners

The Assessor will discuss and explain the learners about:

- the context and purpose of the assessment process

- the competency standards to be assessed and the evidence to be collected
- assessing the needs of the learners and, where applicable, negotiate reasonable adjustments for assessing people with disabilities without compromising the integrity of the competencies
- seeking feedback regarding the learner's understanding of the competency standards, evidence requirements and assessment process
- determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment.

Step 3: Plan and prepare the evidence gathering process

The Assessor will:

- use Australian School of Commerce's assessment tools to gather sufficient and valid evidence about the learner's performance in order to make the assessment decision in regard to principles of assessment and rules of evidence.
- organise equipment or resources required to support the evidence gathering process.
- coordinate and brief other personnel involved in the evidence gathering process.

Step 4: Collect the evidence and make the assessment decision

The assessor will:

- Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility.
- Collect appropriate evidence and assess this against the Elements, Performance evidence, Knowledge evidence and Foundation skills in the relevant Units of Competency.
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- evaluate the evidence in terms of validity, sufficiency, authenticity, currency, consistency and equity.
- record details of evidence collected.
- make a judgement about the learner's competency based on the evidence and the relevant Unit[s] of Competency.

Step 5: Review the assessment for each unit of competency.

As requested by the School, the trainer/assessor must:

- participate in a review of the assessment process, including participating in validation and moderation meetings.

Step 6: Double check the assessment decision

The assessment that has been evaluated by the trainer/assessors will be double checked and quality assured i.e. it will be sent to a qualified person to check if the assessment has been evaluated and will be reviewed again to ensure that assessments are conducted in accordance with the principles of assessment and the rules of evidence.

Australian School of Commerce will ensure that assessment judgements are consistently made on a sound basis and validation of assessment judgements is carried out.

Assessments will be monitored at every stage of assessment the journey.

Step 7: Provide feedback on the assessment

The trainer/assessor will and must provide advice to the learner about the outcomes of the assessment process.

This includes providing the learners with:

- Clear and constructive feedback on the assessment decision
- Information on ways of overcoming any identified gaps in competency revealed by the assessment, the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes
- An opportunity for reassessment.

Step 8: Record and report the result

The trainer/assessor will provide signed and dated assessment outcomes to the Student Administration. Student administration will:

- Record the assessment outcomes for each unit
- Maintain records of the assessment procedures, evidence collected and the outcome.
- Maintain the confidentiality of the assessment outcome.

Step 9: Participate in the reassessment and appeals process

The trainer/assessor will:

- Provide feedback and counselling to the learner, if required, regarding the assessment outcome or process including guidance on further options.
- Provide the learners with information on the reassessment and appeals process
- Report any assessment decision that is disputed by the learner to the Training Manager and/or Administration Manager.
- Participate in the reassessment or complaints and appeal according to the policies and procedures of ASOC. The process and policy for complaints and appeals and reassessment is available on Australian School of Commerce's website www.asoc.edu.au.

9. Validation

Australian School of Commerce will validate each training product at least once every five years, with at least 50 per cent of products validated within the first three years of each five-year cycle, taking into account the relative risks of all of the training products on the ASOC's scope of registration.

Systematic Validation of ASOC's assessment practices and judgements will be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- i. vocational competencies and current industry skills relevant to the assessment being validated;
- ii. current knowledge and skills in vocational teaching and learning; and
- iii. the training and assessment credential

Please refer to the Validation Policy for more information available from ASOC's reception.