ABS Policy Document

2. Students & Courses
240. Assessing

241 Assessment

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Approved by: Nicolaas Bagijn

1. Policy Statement

ABS will at all times comply with the Assessment Guidelines contained within the nationally endorsed Training Packages within scope of registration. Students who submit an assessment that do not adequately demonstrate their competence or is significantly incomplete, will be marked as NS (for individual assessments) or NC (if there is one assessment item). The assessment processes will be compliant with:

<table>
<thead>
<tr>
<th>Table 1.8-1: Principles of Assessment</th>
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<tbody>
<tr>
<td><strong>Fairness</strong></td>
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<tr>
<td>The individual learner's needs are considered in the assessment process.</td>
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<td>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</td>
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<td>The RTO 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.</td>
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<td><strong>Flexibility</strong></td>
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<tr>
<td>Assessment is flexible to the individual learner by:</td>
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<tr>
<td>- reflecting the learner's needs;</td>
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<tr>
<td>- assessing competencies held by the learner no matter how or where they have been acquired; and</td>
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<tr>
<td>- 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 learner.</td>
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<tr>
<td><strong>Validity</strong></td>
</tr>
<tr>
<td>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:</td>
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<tr>
<td>- 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;</td>
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<td>- assessment of knowledge and skills is integrated with their practical application;</td>
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<td>- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</td>
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<tr>
<td>- Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.</td>
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<tr>
<td><strong>Reliability</strong></td>
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<tr>
<td>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</td>
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</table>
And …

All assessment procedures will recognise equity and cultural issues without compromising the integrity of the assessment.

Assessments are conducted by experienced and suitably qualified staff that have the Certificate IV in Training and Assessment TAE40110 Certificate IV in Training and Assessment

We will deliver and assess all qualifications currently on scope of registration in accordance with the training and assessment strategies in place for each qualification or accredited course

The assessment process will be fully equitable for all persons and will take into account the cultural, linguistic, and other individual participants’ needs in relation to assessment tasks

All students will be informed of the assessments to be conducted throughout the program.

Students will be provided with notice of when an assessment is to be conducted and provided with ample time for preparation and practice.

All assessment results are treated as strictly confidential and ABS will provide feedback to students about the outcomes of the assessment and provide further guidance on future options.

All assessments are marked as either ‘Competent’ or ‘Not Yet Competent’. In a situation of an assessment being marked as ‘Not Yet Competent’ students will be provided with an opportunity to resit the assessment at a mutually arranged time.

If any participant in a program is dissatisfied with the results of their assessment they have the right to appeal the results

ABS will undertake an annual review of its assessment systems and procedures and the outcomes of assessment to ensure that they are appropriate and current and in line with the requirements of the relevant industry groups. This review and moderation process is essential in maintaining the integrity of ABS assessment system. (See Validation & Moderation Policy & Procedures)

Table 1.8-2: Rules of Evidence

<table>
<thead>
<tr>
<th>Validity</th>
<th>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.</th>
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<tbody>
<tr>
<td>Sufficiency</td>
<td>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.</td>
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<tr>
<td>Authenticity</td>
<td>The assessor is assured that the evidence presented for assessment is the learner’s own work.</td>
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<tr>
<td>Currency</td>
<td>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.</td>
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</tbody>
</table>
ABS contextualises units of competency and/or assessments to accommodate specific industry or learner requirements by providing training and assessment that is specialised to the enterprise or individual. It is essential when contextualising a unit that the whole evidence guide is covered.

Once the unit has been contextualised ABS will ensure that the integrity of the Training Package is maintained and that the outcome of the standard remains unchanged.

2. Purpose

The purpose of this policy is to determine whether a student who is participating in an ABS course has acquired the required competencies offered by the course and by establishing whether or not they have achieved the standards of performance required as outcomes of that course.

3. Scope

This policy applies to all ABS students undertaking VET courses.

4. Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>ABS</td>
<td>Australian Business School</td>
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<tr>
<td>Enrollment</td>
<td>Students who enter a contract of training with ABS</td>
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<tr>
<td>eBECAS</td>
<td>ABS’s Student Management System</td>
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<td>DoS</td>
<td>Director of Studies</td>
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<tr>
<td>COE</td>
<td>Confirmation of Enrolment (duration of the students enrolment)</td>
</tr>
<tr>
<td>Course</td>
<td>The qualification that the student is enrolled in</td>
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<tr>
<td>VET</td>
<td>Vocational Education &amp; Training</td>
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</table>

5. Procedures

1. Students are issued with a timetable at induction or as near as possible to this time. The assessment processes are explained in detail at induction and specifically at the beginning of each unit of competency (see 2).

2. At the commencement of each unit of competency the Trainer informs the students of outcomes expected from the unit, the date of the assessment and the type of assessment methods that will be used. The student is informed that if he/she is absent they will be at risk of not making suitable progress through their course of study.

3. Once an assessment has been completed, the student will be given the result of either **S** (Satisfactory) or **NS** (Not Satisfactory) within 14 days. Once the student has satisfactorily
completed the required assessments for a unit of competency he/she will receive an outcome of C (Competent) or NC (Not Competent)

4. If a student is deemed NC (not competent) the trainer/assessor will explain why and inform the student of what needs to be completed in order to demonstrate competence. The trainer/assessor will give this information to the student in written format and may need to include an example to assist the student. The student will be advised of the date of re assessment (See Student Course Progress Policy & Procedure)

5. It is an important part of the assessment process to gain feedback from the student. The feedback process also is a requirement for continuous improvement

6. If a student is dissatisfied with the outcome of the assessment marking process, he/she has the right to appeal the assessment results (See Complaints & Appeals Policy & Procedures)

7. The student continues the course, completes the required assessments, and is issued with a Certificate or Diploma at the end of the course. If all units of competency have not been graded as competent a Statement of Attainment will be issued for the units of competency that have been deemed competent. All certificates and statements of attainment will be issued within 30 days of course completion. (See Certification Policy & Procedures)

6. Responsibilities

6.1 Student

- To attend school and progress through their course of study

6.2 Teacher

BEFORE

- Administer only those assessments for which they are qualified by education, training, or certification.
- Caution users, in clear and prominent language, against the most likely misinterpretations and misuses of data that arise out of the assessment development process.
- Use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.
- Provide reasonable opportunities for individuals to ask questions about the assessment procedures or directions prior to and at times during the administration of the assessment.

DURING

- Administer standardised assessments according to procedures and conditions and notify appropriate persons if any non-standard or delimiting conditions occur.
- Not exclude any eligible student from the assessment.
• Avoid any conditions in the conduct of the assessment that might invalidate the results.
• Provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs.

AFTER
• Communicate to appropriate audiences the results of the assessment in an understandable and timely manner, including proper interpretations and likely misinterpretations
• Protect the rights to privacy and due process of those who are assessed.

6.3 Administration
• Protect the rights to privacy of those who are assessed as part of the assessment development process.

6.4 DoS
• Ensure that assessment products and services are developed to meet applicable professional, technical, and legal standards.
• Develop assessment products and services that are as free as possible from bias due to characteristics irrelevant to the construct being measured, such as gender, ethnicity, race, socioeconomic status, disability, religion, age, or national origin.
• Conduct a thorough review and evaluation of available assessment strategies and instruments that might be valid for the intended uses.

7. Documentation

7.1 Training Plan  (Hard-copy or on eBECAS)
7.2 Study Guide  (Hard-copy)
8. Flowchart

**DIRECTOR OF STUDIES**

- Students are issued with a timetable at induction or as near as possible to this time.
- The assessment processes are explained in detail at induction.
- The assessments are compliant with principles of assessment and rules of evidence.

(See Moderation & Validation Policy & Procedure and TAS's)

**TRAINER / ASSESSOR**

- At the commencement of each unit of competency, the Trainer distributes and informs the students of assessment outcomes expected from the unit, the date of the assessment and the type of assessment methods that will be used.
- Subject matter delivered
- Assessment is been marked, the student will be given the result either S (Satisfactory) or NS (Not Satisfactory) and feedback within 14 days.
- Marked S or C

**STUDENT**

- Yes
- Marked S or C
- No
- Student completes assessment and submits to Trainer by due date
- Normal recording and filing

(See Admin and Record management Policy & Procedure)

- Yes
- Trainer/assessor will explain why and inform the student of what needs to be completed in order to demonstrate competence

(See Student Course Progress Policy & Procedure)

- No
- Student not accepting or disagrees with decision

(See Complaints & Appeals Policy & Procedure)