



**AUSTRALASIA**  
INTERNATIONAL SCHOOL

EST: 1973  
RTO CODE: 6251 CRICOS: 02747G

## ASSESSMENT POLICY

### PURPOSE

The purpose of this policy is to identify the processes we will use to ensure that our training and assessment practices are delivered as per:

1. Our policies and procedures;
2. Training package requirements;
3. Industry requirements; and
4. Are validated and moderated.

### DEFINITIONS

**TRAINING** - The process used to impart knowledge and skills to help a person attain a level of knowledge and skill.

**ASSESSMENT** - The process used by us to collect evidence and make judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

### ASSESSMENT BASIS

The basis for all assessment functions will be competency-based assessment. This is defined as demonstrating whether a person has the skills, knowledge and experience required to perform specific tasks in the workplace, or to gain credit towards a vocational education and training qualification or course.

Assessments conducted by us shall be based on industry determined competency standards, being:  
*"People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace"*

This will involve the collection of sufficient, valid, real and authentic evidence to make a judgment about the learner's performance.

The Training Packages competency standards require that this evidence is collected from the workplace or a simulated environment.

### ASSESSMENT PRINCIPLES

The assessment principles of validity, reliability, fairness and sufficiency will be met through the delivery of assessment in real time and as a combination of Practical Assessments, Written and Summative Assessments as each student undertakes the particular unit of study.

The competency standards as set in the relevant training package, shall be the benchmarks for assessment.

On-the-job assessment requirements will be met through consultation with the student and employer to ensure all necessary equipment and time is allocated for thorough assessment to be made.



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Trainers are responsible for ensuring that assessments are conducted practically and ethically and that competency is confirmed and evidence is relevant and available. Students are responsible for ensuring that they have the evidence to support their application for competency in a unit of study.

The assessment process will be managed through the timely and accurate auditing of assessment documentation, observation of assessment practices and auditing of the assessment process and documentation by the Industry Validation and Moderation groups.

## **ASSESSMENT STANDARDS**

All assessments conducted by us will:

1. Comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications we will ensure that the competency assessment is determined by a vocationally competent assessor who holds the TAE40116 Certificate IV in Training and Assessment or higher qualification.
2. All of our assessments within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.

All of our Assessments will be:

1. Valid - Assessment methods will be valid, that is, they will assess what they claim to assess,
2. Reliable - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the student and from context to context,
3. Fair - Assessment procedures will be fair, so as not disadvantage any students. Assessment procedures will:
4. be equitable, culturally and linguistically appropriate,
5. involve procedures in which criteria for judging performance are made clear to all participants,
6. employ a participatory approach,
7. provide for participants to undertake assessments at appropriate times and where required in appropriate locations.
8. Flexible - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment.

We will achieve this through:

1. careful design of the assessments,
2. validation and moderation of the assessment materials conducted in our annual review,
3. an understanding of the definition and practical application of the above definitions.

## **ASSESSMENT CRITERIA**

All our assessments will provide for students to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, number of assessments, types of assessment and the individual weighting of each assessment.



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## ASSESSMENT TOOLS

### WHAT IS AN ASSESSMENT TOOL?

Assessment tools are materials that enable the collection of evidence using your chosen assessment method, the instruments and procedures used to gather and interpret evidence of competence:

The instrument is the activity or specific questions used to assess competence by the assessment method selected. An assessment instrument may be supported by a profile of acceptable performance and the decision-making rules or guidelines to be used by assessors

Procedures are the information or instructions given to the student and the assessor about how the assessment is to be conducted and recorded.

The assessment tools we use are:

1. Questioning;
2. Written report;
3. Project;
4. Assignment;
5. Written Questions
6. Case studies;
7. Role plays/Observations;
8. Clinic logbook/Supervisor reports;
9. Portfolios; and
10. Presentations

**Note:** Not all assessment tools are used for each qualification.

Our assessment tools do not:

1. disadvantage particular students or groups of students; or
2. place unnecessary demands on students that may prevent a student from demonstrating competence.

## ASSESSMENT PARTICIPANTS

Only currently enrolled students can participate in assessment.

Students who have withdrawn or cancelled their enrolment or are currently suspended, can't submit assessments or have them graded once they have withdrawn or cancelled.

## ASSESSMENT SCORING

In the BSB qualifications, the marking guide will provide guidance on the score to be applied to each response to a question.

The scoring is recorded as:

Satisfactory – this is achieved when a student has a marking score of greater than 50%

Not Yet Satisfactory – this is achieved when a student has a marking score of less than 50%.



In the HLT and SHB qualifications, there is no score to be applied to any assessment as these qualifications are more skills based and as such the skills must be demonstrated at all times.

## ASSESSMENT FEED BACK

When providing assessment feedback in the Moodle Gradebook or the assessment cover sheet, always ensure you:

- 1. Add the date on which you provide feedback and your name** – by writing the date and your name you will establish a trail of feedback.
- 2. Explain the what and why of the assignment outcome** – If students are doing more than one course or assignment at a time, it can be confusing when they receive multiple feedback notifications from an assessor so writing 'well done' as your feedback does not meet the requirement. Always include the following in your feedback so your students are clear about what the student has done:
  - The assessment task name/number
  - The course/unit name
  - The reason why the student has correctly/incorrectly completed the assessment
  - How the student could be successful or improve their work next time
- 3. Keep a bank of feedback responses** – The feedback you provide to students for a same assessment task may be very similar, so collecting a bank of feedback responses into a word document means that you do not need to type the same thing over and over. You can simply copy and paste it into the feedback section of the Moodle Gradebook or assessment cover sheet, and then contextualise the feedback for each student's work but don't forget to change the student's name.

### A Sample Feedback:

29/08/19

Dear Li Tung LU,

Your assessment task 2 for the unit BSBSUS501 – Develop workplace policy and procedures for sustainability is not satisfactory.

Please review the feedback below and resubmit your assessment any time up to Week 9 in Moodle.

- Page 2 - Please sign and date
- Case study email – thank you received and well done
- You have some great ideas for environmental sustainability, I really like how you tried to think about even using the washing up water on the veggie garden- well done
- Page 11 - Unable to open the word document - please pdf the document and upload
- Appendix B: case study B, Q 5 : Please add in your policy at least on reduction of hazardous chemical waste
- Page 20 - part F - question 3: Please advise in your email on the success of the policies to the business so far
- Page 54 - Please advise on the business success or not with the sustainable initiatives

Regards,  
(Assessor Name)



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## **ASSESSMENT PROCEDURE**

The following procedure is to be applied for conducting assessments:

### **Step 1: Prepare for assessment.**

The assessor is to:

1. Establish the context and purpose of the evidence to be collected;
2. Identify and analyse the units of competency, Training Package and Australasia International School assessment strategy to identify the evidence requirements;
3. Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence; and
4. Ensures each candidate for assessment is eligible to participate.

### **Step 2: Prepare the candidate.**

The assessor meets with the candidate to:

1. Explain the context and purpose of the assessment and the assessment process;
2. Explain the units of competency to be assessed and the evidence to be collected;
3. Outline the assessment procedure and the preparation the candidate should undertake, and answer any questions;
4. Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes;
5. Seek feedback regarding the candidate's understanding of the units of competency, evidence requirements and assessment process; and
6. Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment.

### **Step 3: Plan and prepare the evidence-gathering process.**

The assessor must:

1. Establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision;
2. Source or develop assessment materials to assist the evidence-gathering process;
3. Organise equipment or resources required to support the evidence-gathering process; and
4. Coordinate and brief other personnel involved in the evidence-gathering process.

### **Step 4: Collect the evidence and make the assessment decision.**

The assessor must:

1. Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility;
2. Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency;
3. Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills;
4. Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
5. Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;
6. Consult and work with other staff, assessment panel members or technical experts involved in the assessment process;



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7. Record details of evidence collected; and
8. Make a judgement about the candidate's competence based on the evidence and the relevant unit(s) of competency.

#### **Note**

##### **Assessments must be submitted:**

1. To their trainer/assessor and no one else (this can be done through MOODLE);
2. In the manner as described in the assessment task instructions; and
3. Can only be submitted outside of the term, if the student is participating in an approved period of AIP.

**Assessments must be marked within 7 business days of the assessment being completed.**

##### **Step 5: Provide feedback on the assessment.**

The assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the candidate with:

1. Clear and constructive feedback on the assessment decision;
2. Information on ways of overcoming any identified gaps in competency revealed by the assessment;
3. The opportunity to discuss the assessment process and outcome; and
4. Information on reassessment and the appeals process if applicable.

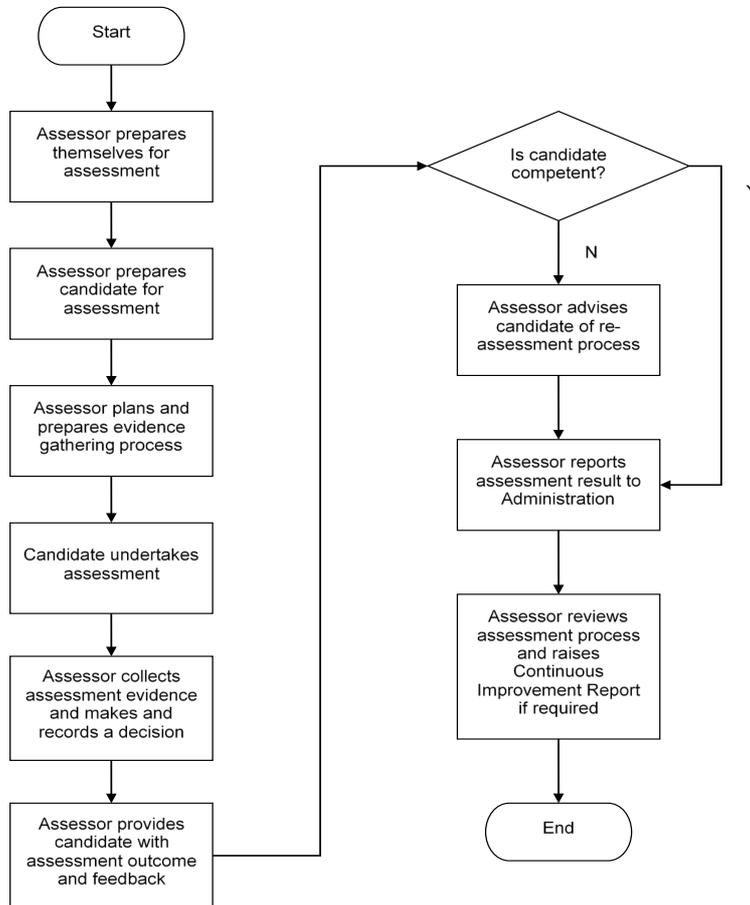
##### **Step 6: Record and report the result.**

The assessor must:

1. Record the assessment outcome according to the policies and procedures of Australasia International School;
2. Maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of Australasia International School;
3. Maintain the confidentiality of the assessment outcome; and
4. Organise the issuance of statements of attainment according to the policies and procedures of Australasia International School.

##### **Step 7: Review the assessment process.**

The assessment process will be reviewed and validated by Industry validation.



## OTHER FORMS OF ASSESSMENT

In accordance with the requirements of the Standards for Registered Training Organisations, Australasia International School provides the opportunity for learners to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled.

Recognition generally takes two forms:

- Recognition of Prior Learning, and
- Credit Transfer.

Refer to our RPL policy for further information and guidance.

## RE-ASSESSMENT OPPORTUNITIES

### NOT PROGRESSING SATISFACTORILY

In order to demonstrate good academic progress, we expect all students to successfully complete or demonstrate competency in at least 50% of the course requirements for each term.



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This means a student must have achieved competency in 50% of all units in a term and not 50% of each unit of competency's assessment tasks.

Unsatisfactory course progress is determined as failing at least 50% of the course requirements for a term and is considered a reportable incident when it occurs in two (2) consecutive terms.

Assistance with maintaining course progress, in the first instance will require each student not meeting their obligation to participate in the Assessment Intervention Plan (AIP).

### **NOT SUCCESSFUL IN ASSESSMENT**

Students not successful at the first attempt of an assessment task will be afforded:

- 1 no charge opportunity to re-attempt the assessment task; and
- 2 subsequent chargeable re-attempts of the assessment task.

At completion of the no charge and 2 chargeable re-attempts if the student is still not successful, they are to be deemed Not Competent (NC) and advised of their appeal rights.

### **ASSESSMENT APPEALS**

An appeal is a written request from a currently enrolled student for the review of a decision, in regard to:

1. Assessment decisions made by our trainers; or
2. Suspension or exclusion from our training.

If a student disagrees with an assessment outcome or process, he/she may commence the assessment appeals process by application through the director.

An assessment appeal may only be lodged, if:

1. The student has been assessed as Not Yet Competent in an assessment against specific competency standards.;
2. The student feels they have sufficient grounds and evidence entitling them to be assessed as competent or granted RPL (if applicable); or
3. The student is able to demonstrate, they have the skills and experience to be able to meet the learning outcomes of units you are appealing against.

**Note:** Withdrawn or cancelled students can not appeal an assessment outcome once the withdrawal or cancellation has occurred.

### **SUSPENSION/EXCLUSION APPEALS**

If a student disagrees with a suspension or exclusion from training outcome, he/she may commence the appeals process by application through the director.

A suspension or exclusion appeal may only be lodged, if, the student has fully participated in the conciliation processes instigated prior to the suspension or exclusion.



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### **ASSESSOR TO PARTICIPATE IN THE REASSESSMENT AND APPEALS PROCESS.**

The assessor must:

1. Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options;
2. Provide the candidate with information on the reassessment and appeals process;
3. Report any assessment decision that is disputed by the candidate to appropriate Australasia International School personnel; and
4. Participate in the reassessment or appeal according to the policies and procedures of Australasia International School.