M.S Aviation Pty Ltd T/A Australian School of Commerce
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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

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.

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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.

All assessments including knowledge test, questions, at Australian School of Commerce must be submitted electronically in a soft copy. All the assessments must be typed by the Learner. However, flexible arrangements can be made if students are unable to submit their assessment electronically due to compassionate or compelling circumstances.

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

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- 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
- Worksheets
- Practical demonstration in training/workplace kitchen, Logbook (Only applicable for SIT Qualifications)

Detailed list of assessment methods for each course is available with the Training Manager. Students may call 1300 781 194 or send an email request on info@asoc.edu.au for more information on assessment methods.

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 at ASOC will be conducted by qualified assessors who have the assessor competencies

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- 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.

For trainers delivering SIT Qualifications -In addition to the above requirements, Trainers who will undertake SIT Qualifications must have achieved following:

For SIT30821- Certificate III in Commercial Cookery: Trainers who will undertake Certificate III in commercial cookery must have achieved the Certificate III in Commercial Cookery to assess the cookery units as part of Certificate III in Commercial Cookery qualification.

SIT40521- Certificate IV in Kitchen Management: Trainers who will undertake Certificate IV in Commercial Cookery must have achieved Certificate IV in Commercial Cookery to assess the cookery units as part of Certificate IV in Kitchen Management qualification.

SIT50416- Diploma of Hospitality Management: Trainers who will undertake Diploma of Hospitality Management must have achieved Diploma of Hospitality qualification.

In addition to it, all the above SIT trainers must have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency. The relevant qualification they are delivering or have achieved an equivalent or higher-level qualification and have relevant current industry experience.

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

Industry currency and Professional Development

All trainers will be required to maintain current industry skills directly relevant to the training and assessment being provided. This can be demonstrated through but not limited to:

-        volunteering or working part-time in the industry area
-        Undertaking accredited training relevant to the industry area
-        belonging to industry associations

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- engaging with industry (for example, through discussions with employers or attending industry networking events)
- reading industry journals and subscriptions
- staying informed about changes to technology
- keeping up to date with changes to legislation

All trainers will be required to continue taking professional development in the fields of knowledge and practice of vocational training and learning that informs their training and assessment.

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.
Evidence of plagiarism and cheating is treated on a case by case basis and the consequences for students engaging in such practices may include failure of the assessment or unit or exclusion from the course.
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

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Learners unsuccessful at achieving competency at the first attempt will be given two further opportunities for re-assessment at a mutually agreed time and date. If a learner fails the re-assessment after three attempts, they will be advised to re-enrol in the unit. Students will be given total 3 attempts including 1 original plus 2 reassessments.

Cost of reassessment will be as follows:
- 1st Original submission: Free of cost
- 2nd Reassessment fee: Free of cost
- 3rd Reassessment fee: 300

If student fails in the 3rd reassessment, then students will have to repeat unit. Repeat unit fee- $300.

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.

For SIT Courses i.e., SIT30821-Certificate III in Commercial Cookery, SIT40521-Certificate IV in Kitchen Management and SIT50416-Diploma of Hospitality Management:
Students missing more than one kitchen practical class will not be allowed to sit in re-assessment but will be required to repeat the units as it will not be possible for students to develop the required skills without attending kitchen practical classes. Student's kitchen attendance will be monitored closely and student missing kitchen's practical classes will be treated on a case by case basis. Therefore, to develop skills and knowledge, student must ensure to attend classes regularly.

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:

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- 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. Assessments will be randomly picked and reviewed by:

- Cross trainer/ assessor who has not assessed those assessments or

- Training Manager

To ensure effective monitoring of assessment from submitting assessments till the completion of the qualification by student. Assessment will be reviewed as per the Assessment Monitoring Strategy* using the Assessment Quality Checklist (Appendix 1). Monitoring strategy has been compiled to ensure that assessments are conducted effectively in accordance with the Principles of assessment and Rules of evidence.
Assessment Monitoring Strategy*

"Assessment Monitoring Strategy" outlines provision of checks on quality of the assessment at every stage of assessment journey from assessment tools till issuance of certification including:

- Pre-assessment validation and moderation of assessment tools against training package requirements
- Monitoring assessment methods, procedure, context, and assessment resources when assessment is being conducted to ensure assessment is conducted in line with principal of assessment and evidence is being collected in line with rules of evidence.

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- Monitoring assessment as handed by students to the trainer if completed student assessment work meets rules of evidence
- Using an "Assessment Quality Checklist (Appendix 1)" to ensure student work meets principle of assessment.
- Validating samples of completed student work before finalising results
- Final check of completed assessment before issuing any statement of attainment or certification using certificate issuance checklist.

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

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

10. Industry Consultation

ASOC will engage with the industry and utilise the information gained in the development, validation and monitoring of training and assessment services provided by ASOC.

Purpose of industry consultation is:

To engage with industry stakeholders (such as employers) is critical to ensure that training and assessment is aligned with current methods, technology, products and performance expectations for the performance evidence specified in the training package or VET accredited course.

To implement a range of strategies for industry engagement and systematically use the outcome of that industry engagement to ensure industry relevance of:

- training and assessment strategies, practices and resources.
- The current industry skills of its trainers and assessors

Procedures

10.1 Identify appropriate Industry representatives

ASOC will identify relevant industry personnel or organisation who can provide feedback on the training and assessment practices for each Industry area. A minimum of two industry representatives will be consulted and engaged for delivery and assessment program.

Industry engagement may take place with the following people or organisations:
- Industry professionals e.g. Chefs, business managers etc.
- Industry trainers and assessors
- Business owners/employers in that particular industry for which TAS is being developed for.
- Business owners/employers whose staff undertake accredited workplace training in the qualification that the Training and Assessment Strategy is being developed for.
- Other relevant stakeholders.

ASOC will ensure collection of details about the Industry Representatives, such as:
- Name and company
- Description of how the representative is involved in the industry.

10.2 Engaging and Documenting Engagement

ASOC will undertake Industry Engagement by providing a range of information in relation to the training and assessment strategies to the industry representatives, and seek feedback as to the most appropriate method of providing the TAS, achieve suitable industry outcomes, and trainer and assessor requirements to ensure industry relevance.

Feedback areas may include (but not limited to) the following:

- Electives units
- Work based training structure

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- Amount of training, duration and schedule
- Assessment methods
- Requirements of trainers and assessors

Engagement with Industry may occur face-to face meetings, email, or other relevant medium to ensure industry engagement can be achieved.

To document the Industry engagement & consultation, the CEO and Training Manager will ensure industry representative's feedback is documented through "Industry consultation form"' and action plan at the back of from for any action identified.

All feedback received will be reviewed and where appropriate will be:
- Incorporated into ASOC's Training and Assessment Strategies
- Reflected in the delivery and assessment methodology and assessment tools
- Where relevant, included in the knowledge and skills required of trainers and assessors

ASOC will document all training and relevant strategies that will be developed in response to information obtained through engaging with industry stakeholders.

10.3 Ongoing Industry Engagement

ASOC will retain the evidence that ASOC has
- Consulted relevant stakeholders and
- Incorporated stakeholder feedback into the development and ongoing review of strategies.

ASOC will regularly undertake Industrial engagement and retain evidence of recent engagement as well as historic activity.

APPENDIX 1 Assessment Quality Review Checklist

The following document is to be used to review the candidate assessment tool assessed by the assessor and in accordance with the Principles of Assessment and Rules of Evidence (clause 1.8 of RTO's standards).
Please complete all areas.

ASSESSMENT QUALITY REVIEW CHECKLIST	
Qualification	
Trainer name	
Unit code and name	
Student name	
Student ID	
List all the evidences that are to be reviewed as part of this process.	

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ASSESSMENT QUALITY REVIEW CHECKLIST		
☐ Candidate assessment tool ☐ Evidences provided by student (student work) ☐ Observation/Demonstration Checklist		
Review Question	**Y/N/NA**	**Comments and suggestions**
• Has the student name and ID recorded on the assessment evidence.		
• Is there any evidence of plagiarism in the student work?		
• Is there any sign of copying and collusion in the student work?		
• Has the student response been of sufficient length (number of words)?		
• Has the student provided accurate information to answer each of the questions and align with model answers?		
• Have all questions been completed by the student?		
• Has student provided all the required task responses?		
• Is the assessment outcome (C/NYC) recorded on the summary sheet and has the productive feedback been provided?		
• Does the assessor sign off the assessment project/ observation checklist?		
• Does the assessor date the assessment project/ observation checklist?		
• Has the student signed and dated the evidence of assessment provided wherever required?		

Reviewer signature:	

Reviewer name:		Date:	

IMPROVEMENTS/ACTIONS TO BE TAKEN
Complete this section detailing any improvements or action required

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ASSESSMENT QUALITY REVIEW CHECKLIST		
Action	**Responsibility**	**Due Date**