



## Assessment Policy

# Assessment Policy

## 1. Purpose

The purpose of this policy is to position assessment as an integral part of the student learning experience at Sothern Cross School of Business (SCSB). This policy sets out the principles that underpin SCSB's approach to assessment and outlines mandatory procedures for ensuring fair and transparent assessment.

## 2. Scope

This Policy and its associated procedures apply to all enrolled students and all staff involved in the delivery of courses/units of competency offered by SCSB.

## 3. Policy Statement

SCSB establishes guidelines and requirements for the formal assessment of student learning through this Policy. This Policy is authorised by the Principal in order to inform and support SCSB's staff and students engaged in various procedures related to units of competency assessment activities.

## 4. Background

4.1. SCSB recognises that assessment is an integral part of course delivery and learning. SCSB, as a Registered Training Organisation, is committed to assess its students in a fair and equitable and timely manner. SCSB undertakes to ensure that its training and assessment are learner focused and are of the highest standards.

4.2. The skills and knowledge of students at SCSB are assessed using the following principal determinants:

- i) That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from nationally endorsed Training Packages or accredited courses;
- ii) That the target industry or enterprise requirements are contextualised and integrated within the assessment;
- iii) That evidence is gathered that meets the rules of evidence;
- iv) That assessment is conducted in accordance with the principles of assessment.

## 5. Assessing the Unit of Competency

5.1. SCSB uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. In addition, industry standards and/or codes of practice are often used as support mechanism.

Those and other industry specific publications inform the context and standard of performance during assessment.

- 5.2. To identify the precise assessment criteria, SCSB applies a methodology of unpacking a unit of competency in order to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that SCSB's assessment strategies accurately reflect the requirements of the relevant Training Package and are valid.
- 5.3. To ensure alignment with all components of a unit of competency, unit mapping must be undertaken during the design and development of assessment. Unit mapping must also be undertaken when carrying out assessment validation.
- 5.4. Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This must be conducted at a micro level of detail to allow the mapping to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

## **6. Assessment Methods**

6.1. SCSB assessments are conducted using a combination of the following:

i) Written Knowledge Assessments;

The student is required to provide a written response to a range of questions relating to the knowledge evidence of the units of competency. These would generally be short answer response activities and may include other questioning methods including multiple-choice.

ii) Research Tasks;

The student is required to undertake research and provide a written response to each question. These assessment activities usually require short to medium answer responses.

iii) Role Plays;

Role play is a form of experiential learning. The key purpose of this assessment method is to see what competencies students display and how their behaviors match those of the required roles.

iv) Presentations;

Presentation skills are considered vital for business students. Keeping this in mind, SCSB's assessments are designed so that they provide students with maximum opportunities to improve and enhance this vital skill.

v) Case Studies.

The student is required to provide a written response to a situation presented in a case study scenario. This will usually require the student to consider carefully the situation presented, undertake some research to inform their response and then to propose their recommended actions.

## 7. Principles of assessment

To design the assessment strategies, SCSB applies the following principles:

### 7.1. Validity

SCSB assessments are conducted against broad range of skills and knowledge identified within each unit of competency which is integrated with the performance of workplace tasks. It is ensured that each assessment is transferable to different context and situations and all components of the unit of competency are being assessed. In addition, SCSB meets this requirement of assessment validity by ensuring all assessments are regularly validated as per its Validation Schedule.

### 7.2. Reliability

SCSB is committed to gather and interpret evidence in a consistent manner that provides for reliable assessment for the student and for assessors. Assessment reliability is achieved by using assessors who have the required competencies in assessment and the relevant vocational competencies. The SCSB's assessment resources provide for standardised outcomes supported by model answers to guide assessors in their judgements. Additionally, the reliability in the assessments is supported by the moderation of assessment judgements across assessors.

### 7.3. Flexibility

SCSB strives to provide assessment opportunities that reflect student's needs. The chosen assessment strategies provide for recognition of a student's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the student themselves.

### 7.4. Fairness

SCSB's assessment approach encourages fairness in assessment through consideration of the student's needs and characteristics through making reasonable adjustments when required. Assessors achieve this through clear communication with students to ensure that the student is fully informed about, understands and can participate in, the assessment process, and agrees that the assessment process is appropriate.

## **8. Rules of Assessment Evidence**

In collecting evidence, SCSB applies the rules of evidence to inform the assessment strategy. The SCSB's assessment strategies have been designed to ensure:

### *8.1. Sufficiency*

SCSB ensures the collection of valid assessment evidence in such quantity to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.

### *8.2. Validity*

SCSB collects assessment evidence that directly aligns with the components documented within each unit of competency. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace. SCSB meets this requirement by ensuring all assessments are regularly validated as per the it's Validation Schedule.

### *8.3. Authenticity*

SCSB seeks assessment evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the student's own work. SCSB values the authenticity of assessment evidence and have embedded this into Student Code of Conduct which deems plagiarism as a serious misconduct.

### *8.4. Currency*

SCSB must be satisfied that the student currently holds the skills and knowledge relating to a unit of competency. Assessment evidence must be based on the student's performance either at the time of the assessment decision or in the very recent past. SCSB meets this requirement by requiring students to pay late payment fees for overdue assessment, thereby encouraging the timely submission of assessments.

## **9. Re-assessment**

- 9.1. Students who are assessed as not competent will be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. Those students will be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.
- 9.2. It is the policy of SCSB to provide two opportunities for additional training and re-assessment at no additional cost to the student. Students who require additional training and re-assessment after they have exhausted their two opportunities will be required to pay a fee for additional training and re-assessment. Re-assessment fees are listed in SCSB's Schedule of Fees.
- 9.3. Student's requiring additional learning support are to be brought to the attention of the Academic Manager to monitor their learning progress. Additional support may be applied well before it becomes necessary to impose an additional fee for re-assessment.
- 9.4. Students who have not submitted any assessment until the end of term would be charged \$250.00 per assessment and given an extension of two weeks to submit the assessment if they wish to get a certificate.

## Document and Version Control

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<b>Policy Owner</b>	Southern Cross School of Business
<b>Policy contact</b>	Principal
<b>Related Standard</b>	ASQA Standard 1
<b>Related Documents</b>	ESOS Framework