
Assessment Policy and Procedure

Assessment Arrangements

Candidates are required to complete all assessment tasks successfully to achieve competent results.

George Brown College implements an assessment system which ensures that assessment complies with the assessment requirements of the training package and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The assessment system consists of a coordinated set of documented policies and procedures (including assessment tools and other materials needed to perform the task).

Learners are required to complete the summative assessments for all units in this qualification to achieve competency. Competency is achieved on the evidence collected and judgements made by the assessor which confirms that an individual can perform to the standard required in the workplace, as specified in the training package.

Assessment Resources

GBC has assessment materials purpose designed for it and which are validated by GBC.

Assessment Methods

Assessment for this qualification will consist of a combination of methods including as appropriate:

- Questioning and/or knowledge tests
- Practical tasks and simulations e.g., role plays, interviews, discussions, meetings
- Project and/or written reports
- Presentation
- Portfolio, Other Written Tasks and / or Activities
- Case study

Where possible, assessments will involve simulations and industry-realistic workplace scenarios.

Explanation of assessment methods:

Questioning, Tests and / or Knowledge	Students are assessed through questioning and testing in some units. These are used to identify the student's underpinning knowledge in the context of practical tasks. These questions are also used to authenticate assessment tasks submitted by the student. These are open book where student can seek help from their learning sources
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Practical tasks involving simulated industry environment.	Students are assessed through assessment activity in some units. In practical tasks involving simulated industry environments, participants adopt and act out the role of characters, or parts that may have personalities, motivations, and backgrounds different from their own. This may include coaching sessions, training sessions, appraisal processes, consultation, meeting participation and management etc. (detail specified in actual unit assessments).
Written Report and / or Project	Students are assessed through written reports in some units. The goal is to ensure the students possess the technical skills in writing and drafting professional workplace reports.
Presentation	Students are assessed on presentations. The presentations will be developed by the student and presented to their peer group and, where possible, people from the industry. The presentations are conducted in a similar manner to a workplace presentation.
Portfolio, Other Written Tasks and / or Activities	These written tasks may include the development of policies and procedures, a range of business documents, financial documents, plans, evidence of networking and consultation activities etc.
Case Study	Based on real or fictitious companies, these industry relevant scenarios require the student to analyse and interpret the case study and answer written questions about the case study.

Assessment Outcomes

Students are required to complete the assessments for all units in this qualification to achieve competency. A student must receive a 'Satisfactory' result for each assessment task completed.

To be deemed competent in a unit and to receive a result of Competent (C), students must receive a 100% Satisfactory outcome in all assessment tasks.

Students who do not receive 100% Satisfactory outcome in all assessment tasks, will not be deemed competent in the unit. The unit will be resulted as Not Yet Competent (NYC).

All students will receive feedback and will have the right to appeal and challenge the result of an assessment.

If a student is found to be Not Yet Competent (NYC) they will:

- Receive one-to-one training (feedback) from the Trainer/Assessor indicating areas of concern.
- Be offered the opportunity to resubmit their assessments as soon as is practical, provided they have a satisfactory attendance record.

Students must complete any additional assessment tasks satisfactorily prior to receiving a final outcome of Competent (C).

Reasonable adjustment:

GBC allows for reasonable adjustments in both teaching and assessment, when required. When making reasonable adjustments to assessments or assessment processes, Trainers/Assessors focus on flexibility and fairness whilst still maintaining validity. Reasonable adjustment will be recorded in the student file and adjustments may be made for students with:

- English as a second language
- Language, literacy or numeracy needs
- Sensory diminished capacity
- Physical or intellectual disabilities

Reasonable adjustment may mean modifying/adjusting:

- Learning materials and methods to suit the student.
- Physical environment and equipment
- Procedures for conducting assessment.
- Evidence gathering techniques.
- Number of opportunities to submit assessments.
- Timing of assessment

GBC will record in the Intervention register for students who require reasonable adjustment in conjunction with the student and any support services.

Validation of Assessments:

Validation is conducted according to the GBC Validation Schedule which ensures the systematic validation of all qualifications on GBC's scope within five (5) years. Validation reports are prepared and signed off by respective participants. Delivery and assessment tools are initially validated by external consultants after development or purchase to ensure they meet course, compliance and industry requirements. They are then added to the annual schedule where Trainers/Assessors, key RTO staff and industry representatives participate in regular sessions to validate training and assessment tools, moderate Trainer/Assessor findings and formulate benchmark answers. Validation results and outcomes are recorded as part of the GBC continuous improvement system.

Trainers/Assessors

In accordance with clauses 1.13 – 1.16 of the Standards for Registered Training Organisations (RTOs) 2015, training and assessment is delivered by Trainers & Assessors who have:

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

AND

whom have the following training and assessment credentials:

- TAE40116 Certificate IV in Training and Assessment OR
- A diploma or higher-level qualification in adult education OR
- TAE40110 Certificate IV in Training and Assessment AND

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- I. TAELLN411 Address adult language, literacy and numeracy skills or its successor or
 - II. TAELLN401A Address adult language, literacy and numeracy skills AND one of the following:
 - III. TAEASS502 Design and develop assessment tools or its successor or
 - IV. TAEASS502A Design and develop assessment tools or
 - V. TAEASS502B Design and develop assessment tools

AND

Must undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment.

The above requirements are standard for employment, the underlying importance is industry experience in the units being taught and assessed. Potential Trainers/Assessors will be assessed by:

- Pre-employment screening and verification of resume, qualifications, and references
- Targeted interview questions
- Verification through Trainer/Assessor Matrix, Experience and Qualification Matrix
- Ongoing professional development

For details of trainers/assessors, refer to Trainer Master Matrix in SharePoint

Intervention Strategy:

GBC has a structured Intervention Strategy. GBC identifies students who:

- have failed 50% of their course.
- have an NYC from the previous term.
- did not attend the previous week's classes.

These students are required to meet with the SSO, Compliance Officer and Student Services Team Leader, who will provide counselling and develop a plan for further support.

Educational and Support Services:

In accordance with the Standards for RTOs 2015 and the National Code 2018, GBC has a range of student support services in place, from application through to completion and employment support.

These services include both academic and non-academic matters and ensure that the student's learning experience and well-being is positive whilst studying at GBC. These include:

- Language, literacy and numeracy support
- Free Business English support
- Advice and guidance for understanding competency-based training.

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- **Learning and Assessment materials in GBC eLearning**
 - Personal support services including counselling services, provided by GM directly as required. Whenever necessary, the student will be referred to an expert externally depending on a case-by-case basis.
 - Educational / vocational counselling services
 - Recreational Events

GBC will record in the Intervention register for students who have difficulty with assessments and training requirements. This will ensure that the students are receiving adequate student support and assistance. Assistance from the trainer may include one-to-one training and assistance in a self-paced manner to maximise an effective approach to guiding, mentoring, and coaching the students through the course material. GBC will endeavour to ensure that students who have a learning plan are successful in gaining the accreditation of the unit of competence to achieve the course they are enrolled in.

Infrastructure Resources provided by the college:

- Computers with free wireless internet access in each classroom
- Scanning, photocopying services
- Printing services
- Projectors
- TV monitors
- Whiteboards
- Reference books
- Kitchen and eating area equipped with microwave ovens, tea making facilities, large refrigerators.
- Vending machines
- All learning and assessment resources which will be used for this qualification (Innovation and Business Industry skills Council Ltd)

Credit Transfer

In accordance with Standards for RTO 2015, George Brown College does recognise qualification issued by other RTOs. George Brown College will accept and mutually recognise the qualifications and Statements of Attainment awarded by any other registered training organisation unless precluded by licensing requirements.

The Assessment can only be carried out through candidates providing evidence of the relevant competencies that they believe they hold. This is achieved through completing the application form and forwarding this along with the required fees.

Student Visa Holders:

The decision to assess prior learning will preserve the integrity of the qualification and comply with all the training package requirements, Principles of Assessment and Rules of Evidence.

All Credit Transfers will meet ESOS Act requirements when applied to student visa holders. Therefore, when accepting a credit transfer assessment from an International student, and, when one of these processes reduces the student's course length, then GBC will inform the international student of the reduced course duration following granting of course credit and will only issue the confirmation of enrolment (CoE) for the reduced duration of the course. GBC will report any changes to the course duration in PRISMS, as required.

Transition Arrangement:

GBC complies with clauses 1.26 and 1.27 of the Standards for RTOs 2015. When there is a change to the Training Package which impacts on this TAS, GBC will notify all staff affected as soon as possible.

The college will review the changes and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. The progress of the transition will be monitored by the General Manager and the management team.

Transition arrangements will be completed within 12 months of changes being published on training.gov.au for superseded qualifications.

The General Manager is responsible for ensuring the transition of enrolled student into the revised version of this course. This may include:

- Consultation with appropriate industry personnel to ensure relevance of learning and assessment material.
- Revising and upgrading of existing assessment tools to the requirements of the revised qualification.
- Creation of newly identified assessment tools.
- Revising and upgrading of existing learning material to the required level of the qualification.
- Purchasing of new learning material.
- Rewriting of this training and assessment strategy to match the new qualification.
- Training and up skilling of existing Trainers/Assessors into the requirements of the new qualification.
- Updating of the Trainer/Assessor Matrix, mapping tables and other relevant documents against the new qualification.