General Assessment Instructions & Guidelines

1. Introduction

Welcome to the Student Assessment Tasks. These tasks have been designed to help you demonstrate the skills and knowledge that you have learnt during your course.

Assessment Instructions to Students

The following instructions are meant to be read, understood and followed by the students of Abbey College Australia prior to commencing the assessments:

Your assessor will explain each assessment task and the terms and conditions relating to the submission of your assessment task. Please consult your trainer and assessor if you are unsure of any questions or if you have any special requirements, which you think should be considered to help and support you with the assessments.

It is essential that you understand and adhere to the terms and conditions and address each assessment task fully. If any assessment task is not adequately addressed, then your assessment task will be returned to you for re-submission. Your assessor will remain available to support you throughout the assessment process and to support any special requirements identified by you or by the assessor.

Assessment tasks are used to measure your skills and knowledge of the overall unit of competency. When undertaking any written assessment tasks, please ensure that you address the following criteria:

• address each question including any sub-questions

• demonstrate that you have researched the topic thoroughly

• cover the subject in a logical, structured manner

• your assessment tasks are well presented, well referenced and word-processed

You are to complete all tasks by the due date and assessments must have a coversheet attached. If you think you do not have enough time to complete the tasks by the due date, discuss with the trainer/assessor the reasons of why you cannot submit on time.

Supporting documents

A number of documents have been provided to support you to complete training and assessment including:

• Student Guide: The Student Guide provides you with learning content, activities and links to videos, further reading and additional material to help you to develop your knowledge and skills.

• Student Assessment Tasks: The Student Assessment Tasks include the tasks themselves as well as guidance about how to complete each assessment. Submission information and relevant forms are also included.

• Supporting resources: Supporting resources include templates, forms and portfolios which you can use to provide evidence of your competence. Your assessor will provide you

with the relevant supporting resources when you are ready to complete the assessment for each unit. You will find a list of the student resources relevant to each task in the Student Assessment Tasks.

Key information

Safety

Regardless of the training or assessment setting, you must always work safely and comply with legislative requirements. Listen to and follow the direction of your trainer/assessor at all times.

Policies and procedures

The information in this document is general in nature and should always be read in conjunction with Jabin Hopkins Institute of Technology's policies and procedures.

Icons

	This information indicates that you will need to read information about a task and that you may need to seek further clarification or advice before beginning an assessment.
	This icon shows that you will need to meet with your assessor (and possibly other students) to complete a meeting or role play.
	This icon shows that you will need to communicate via email or send documents via email.
	This icon indicates that you will need to submit an item of evidence.
	This icon indicates that you will need to complete a practical element during a task which may include research, developing documents, brainstorming ideas and so on.
i	This icon indicates that information is provided about completing or submitting your assessment.
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2. Preparing for assessment

Preparing for assessment

Much of the quality of your assessment relies on the planning and preparation that you do. Take the time to:

- Carefully read through the whole of the assessment task and each of the supporting documents.

- Ensure that you are clear about what it is that you are expected to do. Ask your assessor for clarification if you have any questions at all.

- Be clear on the time limits and due dates for each task.

- Ensure that you have completed a Student Assessment Agreement for every unit of competency.

Understand expectations

You will find specific advice at the start of each assessment which will guide you in how to complete each assessment task. Make sure that you take the time to read this advice and to clarify any legislative and organisational requirements before proceeding with assessment.

Always ensure that you are clear about what is expected of you. If you need support, advice or assistance, speak to your trainer, your assessor or your workplace supervisor.

Time limits and due dates ats

Your assessor will provide you with a due date for each assessment task. In some cases, you will also be required to complete an assessment within a set time limit (particularly in the case of written Knowledge Question tasks).

Approved File Formats

Your assessment must be submitted in the file format specified by the task.

- **Written Assessments:** All text-based tasks (e.g., reports, essays, case studies) must be submitted as a **Microsoft Word** document or **PDF**. **File extension** should be:

    o Unit or Cluster Code_Task number_Your student ID_Attempt [number].docs/pdf

    o Examples:

        ▪ BSBCRT611_Task 1_1XXXX_Attempt 1.docx

        ▪ 5CNT_Task 2_1XXXX_Attempt 1.pdf

        ▪ SITXWHS005_Task 2_1XXXX_Attempt 1.docx

- **Presentation Assessments:** All presentation tasks must be submitted as a **Microsoft PowerPoint** document (file extension .pptx).

- **Re-**submission File extension: If you need to resubmit your task, you should change the Attempt number of your file extension.

    o Examples:

- BSBCRT611_Task 1_1XXXX_Attempt 2.docx

- 5CNT_Task 21XXXX_Attempt 2.pdf

- SITXWHS005_Task 21XXXX_Attempt 2.docx

Please note that other file types (such as Google Docs, or Apple Pages files) will not be accepted and may be considered a non-submission.

Document Formatting

To ensure your submission is clear and readable, all documents must adhere to the following formatting standards.

- **Font Style:** Use a clear, professional font. Approved fonts are **Arial**, **Times New Roman**, or **Verdana**. Fancy or decorative fonts are permitted only in the presentation.

- **Font Size:** The main body text of your document must be set to either **10 to 12 point** size. Headings may be larger (e.g., 14-point or 16-point) and bolded to structure your work.

- **Line Spacing:** For Microsoft Word documents, please use not more than 1.5 line spacing.

Reasonable adjustment

You are encouraged to consult with your assessor prior to attempting an assessment task if you have a learning need or issue that you require additional support with or which may hinder your ability to successfully complete the assessment.

3. Undertaking assessment

Types of assessment

The Student Assessment Tasks incorporate a range of assessment styles including:

- knowledge questions

- research tasks

- assessor observations

- portfolios

- projects, which may include case studies

- role plays

Knowledge questions

Knowledge questions are designed to help you to demonstrate the knowledge which you have acquired during the unit. Knowledge questions can be completed in a variety of ways including:

- in a traditional, closed-book exam style setting in the classroom

- in an open-book setting in the classroom. This means that you can draw on your learning materials and other resources to answer questions

- in an open-book setting in your own time

- via Abbey College Australia's learning management system (LMS)

- as verbal questions if required for the purposes of reasonable adjustment.

You should also refer to the section on Completing Written Assessment Tasks below for additional information.

Research tasks

Research tasks are provided to help you to demonstrate your ability to conduct and analyse research or to gather information. They also help you demonstrate your knowledge about a particular topic. When completing research tasks, consider the following tips.

- Ensure that you accurately quote your sources (including on-line sources).

- Use information from reliable, relevant sources.

- Use information sources that are current (while there are exceptions, a good guide is not more than six years old).

You should also refer to the section on Completing Written Assessment Tasks below for additional information.

Projects

Projects are provided to help you demonstrate a range of knowledge and skills that you have developed during your course. They may be completed in your own workplace, in a simulated workplace, in the classroom or in your own time. Supporting templates and resources are usually provided to help you. They often have a range of tasks within them which will include observations and portfolio completion.

You should also refer to the section on Completing Written Assessment Tasks below for additional information.

Assessor observations

Assessor observations are used where the unit of competency requires that you must be observed by an assessor demonstrating the skills and knowledge that you have learnt

during your course. Before being observed, make sure that you read through the task information so that you understand what it is that you must demonstrate. Your assessor will advise you of when you will be observed for the purposes of assessment.

Observations may be in person, via video conferring software as and when necessary/relevant (e.g. pandemic conditions or distance-based learners) or you may like to video record evidence for your assessor to watch later. When submitting video evidence ensure the quality is suitable enough for the assessor to clearly observe what you are doing and that the audio quality is sufficient. Otherwise, you may be asked to resubmit.

Round table discussions

Round table discussions are a fantastic way for you to discuss your own real experiences and apply them in the context of the case study. Even though you may be participating in a project based on a case study business, you have a wealth of knowledge, experience and skills that you have gathered over the course of your life that can be reflected on and applied in discussion with your peers and fellow students. These can then be discussed and applied to the project you are working on, making it more industry realistic.

Role plays

Role plays are used to assess your knowledge and skills where it would not be possible to provide evidence in another way. For example, many Human Resources (HR) units will require you to demonstrate competency in processes like recruitment or termination of employment.

When participating in role plays, ensure that you behave as you would in real workplace. You will find more information about simulated workplaces below.

Simulated workplace environments

Many of the student assessment tasks that you undertake throughout your course will take place in the simulated business environment which could include your home and/or classroom. Simulated workplace tasks are designed to:

- reflect real life work tasks

- are assessed using criteria that relate to the quality of work expected by industry

- use authentic workplace documentation

- require you to work as part of a team

- involve the use of standard, workplace equipment (hardware, software and consumables)

- require you to consider usual workplace constraints such as time and budgets.

You should therefore ensure that you treat simulated workplaces as real workplaces for the purposes of assessment by:

- communicating professionally, using industry standard language and terminology

- adhering to an appropriate level of dress and behaviour

- working in a way which is client or team focussed (as relevant to the unit)

- completing group work in a professional, team-oriented way

- behaving in a way which is consistent with current industry practice.

Assessment task cover sheets

You must submit a completed, signed Assessment Task Cover Sheet with each assessment. An Assessment Task Cover Sheet is provided on Moodle.

File naming conventions

It is important that you use a consistent file naming convention for each file that you submit. For all files that you submit throughout the assessment for this course, use the following convention:

competency code task number student name date

For example: BSBLDR501 AT1 Student Name 25-04-2023

Completing written assessment tasks

The following advice applies to completing all types of written assessment (for example, knowledge questions, research reports, project portfolios and so on).

- When answering questions, ensure that your answers are detailed enough to so the assessor can draw a conclusion that you have the knowledge and/or skills to demonstrate competency. Handwritten answers must be written in blue or black pen. When producing reports, ensure that your project has a title page, table of contents, page numbers, reference list, ensuring that your answers thoroughly match the questions asked. Answer all questions in your own words to avoid plagiarism. Plagiarism is copying someone else's work or ideas and saying that it your own work. Sources of work must be properly referenced, outlining the source of your ideas. Penalties may include having to resubmit the assessment task again, repeating the Unit of competency, or for repeat plagiarism, expulsion from Abbey College Australia.

- You should always apply the documentation principles that you have learned throughout your course when answering written questions, completing assessment tasks and presenting reports. In particular, you should:

  o use clear, non-discriminatory language

  o use business-like language

  o follow your workplace's policies and procedures

  o respect the confidentiality of the people who you are providing services and support to.

- Read each question carefully and focus on answering it in full. For example, if the question asks you to list five of something, ensure that you provide five examples.

Written answer question guidance

- The following written questions use a range of "instructional words" such as "identify" or "explain", which tell you how you should answer the question. Use the definitions below to assist you to provide the type of response expected.

- Note that the following guidance is the minimum level of response required.

Analyse: when a question asks you to analyse something, you should do so in detail, and identify important points and key features. Generally, you are expected to write a response one or two paragraphs long.

Compare: when a question asks you to compare something, you will need to show how two or more things are similar, ensuring that you also indicate the relevance of the consequences. Generally, you are expected to write a response one or two paragraphs long.

Contrast: when a question asks you to contrast something, you will need to show how two or more things are different, ensuring you indicate the relevance or the consequences. Generally, you are expected to write a response one or two paragraphs long.

Describe: when a question asks you to describe something, you should state the most noticeable qualities or features. Generally, you are expected to write a response two or three sentences long.

Discuss: when a question asks you to discuss something, you are required to point out important issues or features and express some form of critical judgement. Generally, you are expected to write a response one or two paragraphs long.

Evaluate: when a question asks you to evaluate something, you should put forward arguments for and against something. Generally, you are expected to write a response one or two paragraphs long.

Examine: when a question asks you to examine something, this is similar to "analyse", where you should provide a detailed response with key points and features and provide critical analysis. Generally, you are expected to write a response one or two paragraphs long.

Explain: when a question asks you to explain something, you should make clear how or why something happened or the way it is. Generally, you are expected to write a response two or three sentences long.

Identify: when a question asks you to identify something, this means that you are asked to briefly describe the required information. Generally, you are expected to write a response two or three sentences long.

List: when a question asks you to list something, this means that you are asked to briefly state information in a list format.

Outline: when a question asks you to outline something, this means giving only the main points, Generally, you are expected to write a response a few sentences long.

Summarise: when a question asks you to summarise something, this means (like "outline") only giving the main points. Generally, you are expected to write a response a few sentences long.

4. Following assessment

On submission of your assessment will be marked for a result of either Satisfactory (S) or Not Yet Satisfactory (NYS). The assessor will notify you the outcome. If you receive a NYS result, you will be asked to redo the tasks again. To achieve a competent result with this unit, all tasks need to be completed and marked as satisfactory. Your trainer/assessor will provide feedback to you on each task, outlining where you must improve to achieve a Satisfactory (S) result. When all tasks are marked as Satisfactory (S), you will receive a result of Competent (C) for this unit otherwise, you will be marked Not Yet Competent (NYC). Assessments submitted to the trainer/assessor after the due date may not be accepted, and you may have to a resubmission fee.

If your work has been assessed as being not satisfactory, your assessor will also discuss this verbally with you and provide advice on re-assessment opportunities as per Abbey College Australia's re-assessment policy.

Depending on the task, this may include

- resubmitting incorrect answers to questions (such as knowledge questions and case studies)
- resubmitting part or all of a project, depending on how the error impacts on the total outcome of the task
- redoing a role play after being provided with appropriate feedback about your performance
- being observed a second (or third time) undertaking any tasks/activities that were not satisfactorily completed the first time, after being provided with appropriate feedback.

Your assessor will provide you with an appropriate timeframe in which to resubmit your work, according to Abbey College Australia's reassessment policy and procedure.

What happens if your result is 'Not Yet Competent' for one or more assessment tasks?

The assessment process is designed to answer the question "has the participant satisfactorily demonstrated competence yet?" If the answer is "Not yet", then we work with you to see how we can get there.

In the case that one or more of your assessments has been marked 'NYC', your Trainer will provide you with the necessary feedback and guidance, for you to resubmit/redo your assessment task(s).

Right of appeal

You have the right to appeal the outcome of assessment decisions if you feel that you have been dealt with unfairly or have other appropriate grounds for an appeal.

You should refer to Abbey College Australia's assessment appeals process for more information.

What if I believe I am already competent before training?

If you believe you already have the knowledge and skills to be able to demonstrate competence in this unit, speak with your Trainer, as you may be able to apply for Recognition of Prior Learning (RPL).

Credit Transfer

Credit transfer is recognition for study you have already completed. To receive Credit Transfer, you must be enrolled in the relevant program. Credit Transfer can be granted if you provide Abbey College Australia with certified copies of your qualifications, a Statement of Attainment or a Statement of Results along with Credit Transfer Application Form. (For further information please refer Credit Transfer Policy).

Document Control

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