

## Assessment Principles and Evidence Policy and Procedures

### 1. Purpose

This policy establishes a structured framework to ensure that all assessments conducted by the Insight Academy are conducted fairly and consistently and result in valid assessment judgements. It ensures that assessments align with the Principles of Assessment and comply with the Rules of Evidence.

### 2. Scope

This policy applies to all training products listed on the Insight Academy's scope of registration and covers all assessments, including Recognition of Prior Learning (RPL), conducted by Trainers and Assessors (Coaches) (Coaches), including those engaged under third-party arrangements.

### 3. Policy Statement

Insight Academy is committed to conducting assessments that uphold the principles of assessment and comply with the rules of evidence. It is ensured that every competency decision is based on sufficient quality evidence aligned with training product requirements.

Assessments:

- Accommodate the needs of students (fairness)
- Suit the context, students and training product (flexibility)
- Accurately measure skills and knowledge (validity)
- Deliver consistent results regardless of the assessor (reliability)

Assessment evidence is:

- Aligned with the unit requirements (valid)
- Sufficient in quality and quantity to support the judgement (sufficient)
- Verified as the student's own work (authentic)

- Reflective of the student's current competency (current)

## 4. Procedure

### 4.1 Assessment Preparation

- Insight Academy understands that assessment activities must be appropriate to the learning as well as the unit of competency requirements and must allow students to demonstrate practical application of knowledge and skills. Thus, Insight Academy Compliance Consultant along with the Lead Assessors (Coaches) conduct the Assessment tool quality review prior to these tools being implemented. These are documented in **Assessment Systems Quality Review Reports**. (Refer Assessment System Quality Assurance and Validation Policy and Procedures)
- The Insight Academy students are provided with information about the unit of competency, assessment strategy and the evidence requirements to establish the context and purpose of the assessment.
- Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed such as a simulated training kitchen or a manufacturing workshop and access to workplace policy and procedures. To this effect, Insight Academy uses the following strategies:
  - Incorporation of the common workplace policies and procedures into the assessment scenario or activity.
  - Integration of relevant industry codes of practice and other industry information into the assessment activity.
  - Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
  - Incorporation of regulatory information relating to licensing which applies to the unit of competency.
  - Creating assessment activities that require the student to conduct specific research relating to industry situations and occurrences where applicable.
  - Provide a realistic simulated workplace within the Insight Academy facilities.

## 4.2 Conducting Assessment and Gathering Evidence

- Assessment tasks are conducted in line with the ***Training and Assessment Strategy (TAS)*** and the unit assessment requirements as well as conditions. Insight Academy team ensures that:
  - students are informed of assessment expectations, criteria, and reassessment as well as appeals processes.
  - assessment tasks are presented and explained in ways that allow for fairness and flexibility.
  - reasonable adjustments are implemented when required. (*Refer Training Support and Reasonable Adjustment Policy and Procedures*)
  - students are provided with opportunities to resubmit the assessment answers where initial evidence is insufficient or not satisfactory.
  - students are provided with clear and accessible feedback when they are expected to resubmit their assessment answers.
- The students complete and submit or resubmit assessment task answers according to the assessment instructions and guidelines provided within the **Assessment Tools** and by the Assessors (Coaches).
- The **Assessment Tools** also provide instructions regarding resubmissions, reassessments and appeals process.
- To ensure currency of evidence, Insight Academy requires students to submit completed assessment task answers and evidence within one week of the unit of competency or block (in case of clustered delivery) end date advised on their respective timetables.
- The students are required to complete the **Assessment Cover Sheets** with signed and dated declarations for each individual task with the **Assessment Tool**.
- Students are required to ensure and declare that they are submitting their own work with no plagiarism that constitutes Academic Misconduct and may have consequences. (*Refer Academic Integrity Policy and Procedures*)

- To ensure validity and sufficiency of evidence, evidence in various forms (e.g., written responses, practical demonstrations, observation checklists, project reports) is collected during the assessment process.
- The Assessors (Coaches) ensure the evidence is authentic by conducting class activities where students' knowledge and skills are reviewed via oral questioning, assessment reflections and practical observations.

#### 4.3 Assessment Judgement and Feedback

- All assessment judgments are based on the Principles of Assessment. The benchmark answers in the **Assessor Guides** for the units of competency are used to make judgements.
- Prior to finalising the assessment judgement, the Insight Academy Assessors (Coaches) provide feedback for individual tasks in the **Assessment Cover Sheets**.
- At least two (2) resubmission attempts per unit are given without incurring additional fee to students who may have:
  - Made incomplete submission of assessment evidence.
  - Scope to improve or correct their assessment answers.
- The Insight Academy Assessors (Coaches) provide assessment judgement (Competent – 'C' or Not Yet Competent – 'NYC') and feedback to the students within two (2) weeks of the unit of competency or block (in case of clustered delivery) end date advised on the respective timetables.
- This judgement is recorded in the **Unit Results Sheet** and includes:
  - clear and constructive feedback on the assessment decision.
  - information on ways of overcoming identified gaps in competency revealed by the assessment process.
- The Insight Academy student support team records the results in the SMS for Academic Progress Monitoring and Intervention (*Refer VET Academic Progress and Intervention Policy and Procedures*)

#### 4.4 Reassessment and Appeal

- Students are offered reassessment opportunity if:
  - Assessment answers and/ or the evidence provided is insufficient

- Assessment answers and/ or the evidence provided is incorrect or unsatisfactory
- An error in judgement or procedure is identified
- Reasonable adjustment is not correctly applied
- All reassessments are documented and conducted in line with the Reassessment Procedure. This procedure outlines the steps to be followed when a student is deemed *Not Yet Competent (NYC)* in a unit assessment and requests or is eligible for reassessment. It ensures that reassessment is offered in a fair, transparent, and consistent manner.
- Reassessment requests may be student initiated via **Reassessment Form** or initiated post academic intervention.
- If a student has been advised of Reassessment requirements and the process is initiated, the Insight Academy Student support officer:
  - completes the **Academic Intervention Plan** and provides a copy to the student
  - records the same in the SMS
  - notifies the concerned assessor.
- The assessor discusses the reassessment requirements with the student, including:
  - The nature of the reassessment (e.g., practical, written)
  - Timeframe for reassessment
  - Support resources available
- The reassessment event is scheduled, or an alternative method is planned if reasonable adjustment is required.
- The reassessment is recorded and documented as per assessment requirements.
- The Insight Academy Assessors (Coaches) records the reassessment judgement on the **Unit Result Sheet** and submits to the Insight Academy Student Support team within two (2) weeks of the reassessment event date.
- If the student is Competent, results are updated on the SMS, and the unit is completed.
- If the student is again marked as 'Not Yet Competent', they are referred to the Training Coordinator to intervene and discuss the re-enrolment options.

- All reassessment outcomes, attempts, and feedback are recorded in the SMS and kept in the student file.

#### 4.5 Appeals Process

- Students who disagree with the assessment or reassessment outcomes may access the Assessment Appeals Procedure (*Refer Feedback, Complaints and Appeals Policy and Procedure*).
- Appeals are to be lodged in writing within 10 working days of receiving the assessment or reassessment results.

#### 4.6 Monitoring and Continuous Improvement

- Insight Academy Trainers and Assessors (Coaches) (Coaches) provide feedback on the used Assessment Tools post each term via the ***Trainer and Assessor Feedback Survey***.
- At the end of each term, Insight Academy Training Coordinator, Compliance Consultant and Senior Assessors (Coaches) review samples of assessment judgements for consistency.
- Recommendations based on these reviews and the assessor feedback are the recorded in the ***Continuous Improvement Register***.
- The Training Coordinator and Compliance Consultant finalise the possible updates to be made to the Assessment Tools and complete the same with version control. The updated tools are made available for the next training and assessment period.

### Standard Operating Procedure: Assessment Practices

Step	Procedure Description	Responsible Person(s)	Supporting Documents
1	Provide students with unit details and information on assessment strategy, context, evidence requirements, submission deadlines and reassessments.	Assessors (Coaches)	Student Assessment Tools, TAS, Simulated Workplace Resources and other supporting documents with assessment tools.

3	Conduct assessments in accordance with unit and TAS requirements, ensuring fairness and flexibility.	Assessors (Coaches)	TAS, Assessment Tools, Assessor Guides, Assessment Instructions, Assessment Cover Sheets
5	Implement reasonable adjustments where needed.	Assessors (Coaches)	<b><i>Training Support and Reasonable Adjustment Policy and Procedure</i></b>
6	Allow and guide student resubmissions where evidence is initially insufficient, providing clear and accessible feedback.	Assessors (Coaches)	Assessment Cover Sheet
7	Ensure evidence collected is valid, sufficient, authentic, and current.	Assessors (Coaches)	Written Answers, Observation Checklists, Verbal Question Records, Project Reports within the Student Assessment Tools
8	Make assessment judgement using the benchmark answers in the Assessor guides. Provide two (2) opportunities for resubmission before final judgement.	Assessors (Coaches)	Assessor Guide, Assessment Cover Sheets.
9	Record final results (C/NYC) and provide feedback on identified gaps and suggestions for improvement.	Assessors (Coaches)	Unit Result Sheet

10	Submit completed Unit Result Sheet to Student Support for entry into SMS and Academic progress monitoring system.	Assessors (Coaches), Student Support Officer	Unit Result Sheet, SMS
11	Review NYC results and determine reassessment eligibility and intervention requirements and create records on SMS.	Training Coordinator and Student Support Officer	Reassessment Procedure, Reassessment Log in SMS
12	Conduct reassessment and make a final judgement. Update the Unit Result Sheet for Reassessments.	Assessors (Coaches)	Reassessment Evidence, Assessment Cover Sheet, Unit Result Sheet
13	Update SMS with reassessment outcomes. If student remains NYC, refer them to Training Coordinator for intervention and re-enrolment.	Student Support Officer, Training Coordinator	SMS Records and Academic Intervention Plan
14	Direct students who wish to appeal an assessment judgement to the Assessment Appeals Procedure.	Assessors (Coaches), Student Support Officer	<b><i>Feedback, Complaints and Appeals Policy and Procedure</i></b>
15	Record all assessment and reassessment attempts, outcomes, and feedback in SMS and store securely in student files.	Student Support Officer	Student Files, SMS



## 5. Supporting Documents

- Training and Assessment Strategy (TAS)
- Assessment Systems Quality Review Report
- Student Assessment Tools
- Assessor Guides
- Assessment Cover Sheet
- Unit Result Sheet
- Academic Intervention Plan
- Trainer and Assessor Feedback Survey
- Continuous Improvement Register

## 6. Related Policies

- Training and Assessment Strategies Policy and Procedures
- Facilities, Resources and Equipment Management Policy and Procedures
- Assessment Systems Quality Assurance and Validation Policy and Procedures
- Feedback, Complaints and Appeals Policy and Procedures
- Academic Integrity Policy and Procedures
- VET Academic Progress and Intervention Policy and Procedures
- VET Attendance Policy and Procedures

## 7. Responsibilities

**CEO:** Ensure overall compliance with Outcome Standards 2025 and provide resources and oversight for continuous improvement in assessment systems.

**Training Coordinator:** Oversee development and implementation of assessment practices and conduct post-term reviews of assessment judgements and tools. Conduct academic intervention and re-enrolment processes.

**Compliance Consultant:** Ensure assessment tools and practices meet current compliance standards and collaborate on validation and continuous improvement activities.

**RTO/Operations Manager:** Ensure Assessors (Coaches) are trained, and assessment procedures are implemented. Liaise with compliance and training teams on tool updates and version control.

**Trainers and Assessors (Coaches) (Coaches):** Conduct assessments in accordance with principles of assessment and rules of evidence as well as provide feedback, manage reassessment, and maintain accurate assessment records.

**Student Support Officer:** Record results and reassessment outcomes in SMS and facilitate reassessment or intervention processes.

## 8. Legislative Background

This policy is guided by the following legislative and regulatory frameworks:

- Standard 1.4 of the Outcome Standards for NVR Registered Training Organisations 2025 under the National Vocational Education and Training Regulator Act 2011 (Cth).
- Standards 8.1 – 8.5 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code).

## 9. Monitoring and Improvement

This policy is reviewed annually or earlier in response to changes in regulatory requirements or audit outcomes. Review activities including TAS quality review reports, audit findings, and student, Trainers & Assessors (Coaches) as well as industry feedback.