# TR - T08 Assessment Policy

**TR-T08 Assessment Policy**

**Version Number:** 1.0
**Person Responsible for Implementation:** Training Manager
**Effective Date:** 1 July 2025
**Review Date:** 1 July 2026

**Relevant Standards:**

- Outcome Standards for RTOs 2025: Standard 1.3, 1.4, 1.5, 1.8, 2.3, 4.3, 4.4
- Credential Policy Standards for RTOs 2025: Section 1
- National Code 2018: Standards 2 and 6
- ESOS Act 2000

## Purpose

This policy outlines Tr4inRight's approach to developing, implementing, and maintaining a compliant and high-quality assessment system. It ensures that all assessment tools and practices meet the requirements of training packages and accredited courses and that assessments are conducted fairly and consistently.

## Scope

This policy applies to all training products on Tr4inRight's scope of registration and all modes of delivery, including CRICOS-registered courses. It covers all assessment activities conducted for competency-based training and applies to students, trainers/assessors, academic staff, and compliance personnel.

## Definitions

**Assessment:** The process of collecting evidence and making judgements on whether competency has been achieved in accordance with the rules of the relevant training product.

**Assessment System:** The complete set of documented policies, procedures, tools, and processes that support the development, delivery, and validation of assessment.

**LMS:** Learning Management System

**SMS:** Student Management System

**Principles of Assessment:** The four criteria that must be applied to all assessments to ensure quality and compliance:

- **Fairness:** The assessment process considers individual learner needs and provides support, including reasonable adjustments where required and where it does not affect an effective judgement of students' knowledge and competency, providing sufficient information about the assessment process and requirements with adequate

instructions, consideration on further training when deemed required, in addition to the right to appeal outcomes.

- **Flexibility:** Assessment methods can be adjusted to accommodate the learner's context and needs in addition to use of a variety of assessment methods

- **Validity:** The assessment must assess what it claims to and be directly linked to the relevant unit of competency.

- **Reliability:** Assessment outcomes must be consistent and repeatable across different assessors and contexts.

**Rules of Evidence:** These rules ensure that evidence collected in assessment is adequate and appropriate:

- **Validity:** The evidence relates clearly and directly to the competency being assessed.

- **Sufficiency:** There must be enough evidence to support a judgement of competence.

- **Authenticity:** The evidence must be verifiably the learner's own work.

- **Currency:** The evidence must demonstrate current skills and knowledge relevant to the workplace.

**Reassessment:** A formal process where students have another opportunity to demonstrate competency in areas previously marked Not Yet Competent.

**Reasonable Adjustment:** Adjustments made to assessments to meet individual student needs without compromising the competency standard.

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## Policy Statements

Tr4inRight is committed to maintaining an assessment system that is consistent with the training product and is designed and implemented to enable effective collection of valid evidence of student competency. Whether developed internally through Tr4inRight's team, or purchased from third party providers, all assessments are reviewed and validated before use.

All students at Tr4inRight access their assessments through a cloud-based Learning Management System (LMS). This platform provides students with instant and ongoing access to all assessment tasks, and relevant learning materials throughout their course. The LMS ensures transparency and consistency in the delivery of assessments and supports flexible, student-centred learning.

Assessment tools are ensured to:

- Meet the specific requirements of each unit, including performance criteria, knowledge evidence, and assessment conditions.

- be appropriate to the AQF level and context of the qualification, in addition to cohort of students.

- Reflect current industry practices and expectations. This is ensured by fully qualified assessors' review of assessments and assessment content. The assessors of Tr4inRight always maintain industry currency and are fully familiar with the most current trends and practices. Should there be a need for amendment, the issue is raised with QA team, included in the Continuous Improvement Register, and an amended version of the assessment is released through LMS.

- Determine what competence look like for each task that is mapped to elements, performance criteria, and other unit of competency requirements, through competency checklists and observation checklists and thorough marking guides for assessors

For any learning and assessment resources put in use post 1 July 2025, assessments and learning resources are only released for delivery once they have been reviewed by the QA team and mapped against the unit of competency. Any existing resources being amended after this date will also be subject of thorough review.

If there are assessment tools in place and use at the time of release of this policy that have been identified as not having been reviewed prior to use, TR4INRIGHT will endeavour to review them as part of its continuous improvement action plan to ensure compliance with the outcome standards 2025.

Assessment tools are reviewed also for sufficiency of instructions:

- Assessors are provided with task-specific marking guides, clear evidence requirements, and context for assessment conditions to support consistency in decision making. The assessment system supports both formative and summative assessment strategies and includes model answers, observation and competency checklists and information for assessors.
- Students are also provided with comprehensive instructions in the assessment tool and also by the assessor, in relation to what is to be assessed, how and when the assessment will occur, what are the requirements and conditions of each assessment task, and the appropriate location, required tolls and resources, and timeframes if applicable.

The conduct of assessment at Tr4inRight is governed by the Principles of Assessment and Rules of Evidence. Assessments are:

- Fair: Students are informed of task requirements in advance and may request reasonable adjustments or resubmissions.

- Flexible: Assessment methods are adapted to suit individual needs and delivery contexts. Tr4inRight will recognise that students may demonstrate competency in a variety of ways or may have already demonstrated some aspects of the unit of competency through other means.

- Valid: Evidence collected directly relates to the unit outcomes and workplace expectations and in adequate scale to demonstrate student is competency in performing the skills and knowledge required by the unit of competency in similar contexts and real-world workplace.

- Reliable: Assessment decisions are supported by clear criteria and are consistent across assessors through provision of comprehensive marking guides and competency checklists.

All assessments must comply with the Rules of Evidence:

- Validity: Tasks must directly assess what they claim to assess.

- Sufficiency: Enough evidence is collected to support the assessor's judgement.

- Authenticity: The evidence must be the student's own work.

- Currency: The evidence must reflect current skills and knowledge.

Students are entitled to two resubmission attempts per assessment task. If competency is not demonstrated after two attempts, the student is required to submit a reenrolment application and pay the applicable fee.

Plagiarism, collusion, and other forms of academic misconduct are monitored and addressed in accordance with TR4INRIGHT's academic integrity policy. Trainers are required to use plagiarism detection tools and verify assessment authenticity. To facilitate this and ensure assessment authenticity, Tr4inRight employs various plagiarism detection tools attached to its LMS systems that identify potential authenticity problems.

Group assessments must include individual competency checks.

Reasonable adjustments are available where required, based on a documented assessment of needs. Adjustments may include extended time, alternate formats, oral responses, or the use of assistive technology. Adjustments must not compromise the integrity of the competency standard.

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**Procedures**

**Assessment Development and Pre-Use Review**

Any assessment tools acquired or developed post 1 July 2025, are reviewed by QA team, trainers, or a combination of these and in consultation with industry professionals and aligned with the specific requirements of the training package.

Training and assessment tools may be developed internally by Tr4inRight or purchased from third party providers. Each tool is subject to a detailed review by the QA team prior to being approved for use.

This pre-use validation ensures that each assessment tool:

- Is accurately mapped to the unit of competency, including performance criteria, performance and knowledge evidence, and assessment conditions

- Is appropriate to the AQF level of the qualification

- Reflects real-world industry conditions and contexts, as informed by industry consultation through engagement of industry current assessors

- Includes clear instructions for students and assessors, and is supported by detailed marking guides and decision-making rules

- Is accompanied by an assessment mapping document that links all assessment tasks to the unit requirements

If amendments are required on the tools, these are identified in the Pre-use Validation Checklist, added to the Continuous Improvement Register, and then actioned by QA team and/or delegate before an updated version is released to staff and students through LMS.

Assessment tools may not be released for student use until they have passed this validation process. If there are assessment tools in place and use at the time of release of this policy that have been identified as not having been reviewed prior to use, then TR4INRIGHT's QA team will endeavour to review them as part of its continuous improvement action plan to ensure compliance with the outcome standards 2025.

**Assessment Delivery and Conduct**

**Assessment Delivery**

At the start of each unit, the trainer/assessor introduces the assessment tasks to students. This includes outlining the assessment purpose, task requirements, due dates, submission methods (via LMS), and the criteria used for marking as well as resources required.

Throughout the delivery of the unit, trainers must:

- Ensure students are aware of their rights and responsibilities regarding assessment and academic integrity

- Provide an opportunity for questions and clarification

- Allow students to request reasonable adjustments where applicable (e.g., alternative formats, extended time, oral responses)

- Use the most current version of the approved assessment tool

- Ensure students are aware of integrity, plagiarism and use of AI policies of Tr4inRight

**Assessment Submission**

All submissions must be completed in the required format and uploaded through the LMS. Students must complete a declaration of authenticity.

Trainers assess all submissions using the provided marking guide, and plagiarism detection tools are used to verify authenticity. For practical or verbal assessments, observation checklists and verbal assessment templates are used.

Assessment submissions are due within one week after the end date of each timetabled unit of competency. The end date for delivery of each unit of competency is defined as the date of the last scheduled class for it as per the timetable.

Marking of the assessments and feedback is provided to students within 2 weeks from the assessment submission date and must clearly explain the outcome: Satisfactory (S) or Not Yet Satisfactory (NYS), with reasons and improvement advice. Feedback may be provided in a variety of ways including:

- Written and/or verbal comments on formative assessment tasks
- Class or group discussion on critical aspects of assessment
- Individual, face-to-face discussion with the assessor and identification of opportunities for improvement
- Email communication

Students have instant access to assessment results once the grading is completed by the assessor.

Students wishing to discuss the outcome of the summative assessments in detail may contact their assessor for a post-assessment meeting.

Once marking for a unit is completed, respective Academic officers will review the results, update Course Progress and Student Follow up spreadsheets, and Student Management System.

**Assessment Grading**

TR4INRIGHT will ensure to employ fully qualified assessors in compliance with Credential Policy Section 1.

Once assessment is submitted through LMS – assessors will:

- Make the decision based on the evidence;
- Use an appropriate method for providing feedback, including through LMS, or verbal or through emails

Students who are absent or do not submit the assessment when and where required by the timetable and unit, without prior notification or a valid reason (e.g. medical certificate) will be marked Not Yet Competent.

Students may resubmit these assessments, however, if the assessment task was due to take place in a simulated training environment such as training kitchen, additional fee for catch up class will be charged.

Student who has submitted plagiarised assessments or where assessor has proof the assessment is not authentic, or if act of cheating is identified, the assessment will be marked Not Yet Competent, student will be sent a Student Breach of Code of Conduct Warning, and a fine may be issued. If the offence repeats, it may result in exclusion from the course. In such cases, TR4INRIGHT will report the student through PRISMS portal and terminate their enrolment.

In identifying plagiarism or lack of authenticity, such as extensive use of AI, assessors may employ various methods to ensure integrity of assessment, such as request for further verbal QA assessment of the student, or additional evidence such as history of prompts and communication with AI to verify authenticity of responses and student's competency. If a student refuses to partake in such requirements the assessment will be marked NYC (Not Yet Competent).

In marking of the assessments, assessors should ensure the following are adhered to:

- **Accuracy:** Assessors must leave comments in the LMS portal if a correct student response differs from model answers, providing feedback to students.

- **Sufficiency:** Students must meet minimum response requirements. For minor insufficiencies, assessors may choose to verbally question students and document this in the LMS portal with notes on the assessment explaining student has been verbally assessed further to ensure question requirements are met.

- **Authenticity**: Students must avoid copying from learner guides but may paraphrase with proper referencing. Responses based on personal knowledge should begin with phrases like "Based on my understanding of the topic…" or "According to my academic knowledge and work experience…" to indicate No external sources were used.

- **Relevance:** Answers to follow-up tasks based on irrelevant scenarios (e.g., new information instead of the original task's scenario/business) must be marked incorrect, even if factually correct.

- **Mandatory Referencing:** Require referencing from all students for all assessments across every level of qualification, ensuring proper citation of sources.

- **Assessor-Led Education on Academic Integrity and Referencing:** Assessors must actively educate students on appropriate referencing methods, including how to cite traditional sources, websites, and AI-generated content (e.g. ChatGPT). Students must understand that plagiarism and collusion are unacceptable, and that proper attribution is required in all assessments.

- **Limiting Excessive Guidance to Maintain Assessment Integrity** All assessors must avoid providing excessive coaching or prompting that compromises the independence of student responses. Where model answers or trainer notes are used during training delivery, assessors must ensure that these are not replicated verbatim in assessments.

- **Use of Marking Guides and assessment documents**: All assessments must be marked using the official marking guide from LMS. This ensures consistency across. No deviation or creation of new templates or assessment documents is allowed. This includes templates for units like costing or change or alterations to recipes.

- **Feedback for NYC Results** When marking an assessment as NYC, the feedback must:
  - Be detailed and written on the assessment document
  - Cover all parts of the task in each review/ marking

o Explain clearly what must be corrected. Comments like "come see me" or partial feedback are insufficient, and non-compliant also non-productive from student perspective.

**Resubmissions and Reassessment**

Students who receive an NYC result on an assessment task may resubmit the same task up to two times at no additional cost. If the student still does not meet the requirements after two resubmissions:

- If student has participated in learning and classroom activities for the unit, they will be required to pay a reassessment fee and be assessed during the following term break. The practical assessments that take place in simulated training kitchen or workshop also incur reassessment fees in addition to material fee for the assessment (e.g ingredients) if applicable.
- If student has not participated in learning and classroom activities, or if both the options of resubmission and reassessment have been exhausted, they must repeat the entire unit of competency. This opportunity will be applicable to the students who have met the Academic progress requirement of >50% in a term and are not in any breach of the student visa. If a course is extended by an academic term, a pro-rata term fee based on total course fee will apply as per the course fees specified in the International Student Agreement.

**Appeals**

Students have access to complaints and appeal process of Tr4inRight should they not agree with the achieved result any given time during the assessment or re assessment process. The policy and forms are always available and accessible to students through the RTO website, and a submission of appeal can be made to the academic Officer or administration Manager.

**Monitoring Mechanism Summary Table**

| What is Monitored | How | Frequency | Responsible |
|---|---|---|---|
| Assessment tool compliance | Mapping review, QA approval process | Pre-delivery | Compliance Manager, QA Team, assessors |
| Assessment submission | Through LMS | Within 1 week following a unit end date based on the timetable | Students |
| Assessment resubmissions | Through LMS | Within 1 week following marking and feedback released by the assessor | Students |

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|---|---|---|---|
| Marking and feedback turnaround | SMS logs, student feedback | Per assessment – within 2 weeks of submission | Assessors |
| Plagiarism and authenticity | Detection tools, trainer reports | Ongoing | Assessors, Training Manager, Academic Officers, QA team |
| Reassessment procedures | Reassessment forms and appeals tracking | Per assessment | Training Manager, Academic Officers |
| Re enrolment | Re enrolment form request | Following 3 submissions of assessments that result is NYC | Students<br><br>Academic Officers<br><br>Training Manager<br><br>Admissions |

## Responsibilities

- **Training Manager:** Oversight and implementation of all aspects of this policy

- **Trainers/Assessors:** Deliver assessment tasks, apply marking guides, ensure fairness and feedback and assessment quality and integrity and authenticity. Ensure compliance with rules of evidence.

- **Academic Officers:** Manage timetables, resubmissions, issue reassessment forms, record keeping, support students. Coordinates submission, marking, update of systems, course progress reviews, appeals process, and assessor support.

- **Compliance Manager:** Audits and QA of assessment system compliance.

- **QA Team:** Validates assessment tools, maintains mapping and version control.

## Relevant Documents and Records

- Assessment Tools and Marking Guides
- Unit Mapping Documents
- Academic Integrity Policy
- Student Feedback Forms
- Complaints and Appeals policy
- Appeal form
- Assessment tool Pre use Validation Checklist
- Continuous Improvement Register
- Assessor Staff file – Evidence of Industry Currency

## Self-Assurance Questions

**1. Are the assessments designed to meet the requirements of the training package or accredited course?**
Yes. All assessments are mapped to the relevant unit and reviewed before use by the QA team. Tools are reviewed for clarity, level, and unit alignment and compliance with Principles of Assessment.

**2. How does TR4INRIGHT ensure assessments meet the principles of assessment and rules of evidence?**
Assessors follow task-specific guides and use consistency checklists.

Assessments are reviewed post-delivery through validation. All assessments are checked for authenticity and validated against unit benchmarks.

**3. How are students supported to understand assessments and demonstrate competence?**
Trainers explain all assessments during the first class of each unit. Students can request extensions or adjustments. Feedback is timely, detailed, and tied to marking criteria. Extra support is available via tutorial days.

**4. How does TR4INRIGHT handle reassessment?**
Students are allowed two resubmissions. If still NYC, reassessment is scheduled with a different but equivalent task. A reassessment form and fee are required. Reassessment is conducted under controlled conditions.

**5. How does TR4INRIGHT support consistent and fair assessor decisions?**
Marking guides, moderation, and mapping ensure assessor consistency. Trainers participate in moderation sessions. Inconsistencies are reviewed, and assessor training is provided when required.