Assessment Policy and Procedures

1. Purpose

This policy ensures that all assessments conducted by **Worldwide Skills Development Pty Ltd t/a The Future Culinary Academy (herein referred to as "FCA")** meet the compliance requirements under the *National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025, the Credential Policy, and the ASQA Practice Guides.*

2. Scope

This document applies to all qualifications, accredited courses, units of competency, and assessable learning activities delivered by Future Culinary Academy, including Recognition of Prior Learning (RPL).

3. Responsibility

The CEO/Academic Coordinator are responsible for the implementation, compliance, and periodic review of the policy. Assessors are responsible for delivering assessments, ensuring the quality of evidence, and participating in validation activities and the Validation Panel is responsible for reviewing assessment tools and judgements in accordance with the validation schedule.

4. Definition

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET-accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the principles of assessment and the Rules of evidence.

Assessment tools are the instruments and procedures that are used to gather and interpret evidence of competence for the chosen assessment method.

Competency: The consistent application of knowledge and skill to the standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- Performance of technical and managerial/business skills at an acceptable level
- Ability to transfer and apply skills and knowledge to new situations and environments.
- Organising one's tasks.
- Responding and reacting appropriately when things go wrong.

Validation: Validation is a quality review process that confirms the RTO's assessment system can consistently produce valid assessment judgements.

5. Policy

All assessment tools must be reviewed and approved before they are first used to ensure alignment with the following:

- **Training Package Rules**:
  - Confirm that the unit of competency code and title match the current version of the training package.
  - Verify all required elements, performance criteria, foundation skills, and assessment conditions are included.
- **Assessment Conditions**:
  - Check that resources, equipment, and environments required by the training package are specified and provided.
  - Ensure the use of simulated environments complies with training package conditions where relevant.

Assessments will support student's engagement in learning and the creation of supportive learning communities. Future Culinary Academy assessment system will ensure that assessments (including RPL) will comply with the assessment requirements of the training product and meet the principles of assessment and rules of evidence. All assessments will:

- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses.
- Include cover sheets that contain student declaration with respect to the student's name, Student ID and assessor's name, date, and signature.
- Lead to the issuing of a Statement of Attainment or Award under the Australian Qualification Framework (AQF) when a person is assessed as competent against the nationally endorsed unit(s) of competency in the applicable Training Packages.
- Respect, recognise and develop student's current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning.
- be equitable for all learners, considering cultural and linguistic needs.
- Have provision for reassessment on appeal.

All assessments, including knowledge tests and questions, at Future Culinary Academy must be submitted electronically in a soft copy. All the assessments must be typed by the Learner. However, flexible arrangements can be made if students are unable to submit their assessments electronically due to compassionate or compelling circumstances.

At Future Culinary Academy, assessments are conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

i. Fairness:

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied by the Future Culinary Academy to consider the individual learner's needs, ensuring equity without compromising the integrity of the outcome. Future Culinary Academy will inform the learners about the assessment process and provide the learners with the opportunity to challenge the result of the assessment and be reassessed if necessary.

ii. Flexibility:

Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner, no matter how and where they have been acquired, and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

iii. Validity:

Any assessment decision of Future Culinary Academy is justified, based on the evidence of performance of the individual learner.

Validity requires:

- Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance.
- Assessment of knowledge and skills is integrated with their practical application.
- Assessment is based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations.
- Judgement of competence is based on evidence of learner performance that is aligned to the unit(s) of competency and associated assessment requirements.
- Provides sufficient, authentic, current, and relevant evidence upon which a valid judgement of competence can be based.

iv. Reliability:

To ensure consistency across assessors, clear benchmarks, marking guides, and standardised instructions must be established so that evidence is interpreted consistently and assessment outcomes remain comparable, regardless of who conducts the assessment.

Rules of Evidence

v. Validity

The assessor is assured that the learner has the skills, knowledge, and attributes as described in the unit of competency and associated assessment requirements.

vi. Sufficiency

The assessor is assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

vii. Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work.

viii. Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past, especially in RPL and reassessment contexts.

Forms of evidence

A range of assessment methods will be used to accommodate diversity in students' learning styles and preferences. These assessment methods include:

- Case studies
- Projects
- Reports
- Presentations
- Role plays
- Knowledge Test
- Practical demonstrations

Assessors

The assessor's role is to objectively assess and judge a student's evidence against a set of standards. The assessor will have current knowledge and skills in the relevant industry area and at least to the level being taught.

All assessments will be conducted by qualified assessors who have assessor competencies.

- *TAE40122 Certificate IV in Training and Assessment* or its successor,
- *TAE40116 Certificate IV in Training and Assessment*,
- *TAE40110 Certificate IV in Training and Assessment*,
- *TAESS00019 Assessor Skill Set* or its successor,
- *TAESS00011 Assessor Skill Set,*
- *TAESS00001 Assessor Skill Set*,

- A diploma or higher-level qualification in adult education or vocational education and training.

- A secondary teaching qualification and one of the following credentials:
  - *TAESS00011 Assessor Skill Set, or*
  - *TAESS00019 Assessor Skill Set* or its successor, or
  - *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor.

In addition to these requirements specified above, Future Culinary Academy training and assessment will be delivered only by persons 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.
- Current knowledge and skills in vocational training and learning that inform their training and assessment.

The assessor will and must comply with the minimum assessment guidelines and the requirements of this policy and procedures.

To deliver training and conduct assessments under direction, a person must hold one of the following credentials:

- *TAESS00021 Facilitation Skill Set* or its successor,
- *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor,
- *TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set* or its successor,
- *TAESS00029 Volunteer Trainer Delivery Skill Set* or its successor,
- *TAESS00020 Workplace Trainer Skill Set* or its successor,
- *TAESS00028 Work Skill Instructor Skill Set* or its successor,
- *TAESS00022 Young Learner Delivery Skill Set* or its successor,
- *TAESS00015 Enterprise Trainer and Assessor Skill Set*
- *TAESS00003 Enterprise Trainer and Assessor Skill Set,*
- *TAESS00008 Enterprise Trainer – Mentoring Skill Set,*
- *TAESS00013 Enterprise Trainer – Mentoring Skill Set*,
- *TAESS00007 Enterprise Trainer – Presenting Skill Set,*
- *TAESS00014 Enterprise Trainer – Presenting Skill Set,*
- A secondary teaching qualification.

Staff assisting in training and assessment under direction may include technical experts or industry professionals who support the delivery of training and the collection of assessment evidence. These individuals must be supervised at all times by a fully qualified trainer and assessor and are not permitted to make independent assessment decisions or competency judgments. Their specific role, along with supervision arrangements, must be clearly documented in training delivery plans and recorded in the relevant student files.

6. Benchmark for Competency

All students enrolled at the Institute must successfully achieve competencies in all units included in every stage of their course to obtain their appropriate certification.

7. Penalties for Plagiarism, collusion, and cheating

Acts of plagiarism, collusion and cheating are not permitted in any work completed for assessment and will result in a written warning and repeating the VET unit of competency, as well as incurring any associated charges. If a student is found cheating or reported for plagiarism or collusion on any form of assessment, their assessment will be deemed Not Yet Competent. If a student engages in such an act for a second time, they may be suspended or expelled from the course. All work submitted must be an accurate reflection of the student's level of competence.

Information on Plagiarism, cheating and collusion is defined in Future Culinary Academy's student handbook or refer to detailed information on Plagiarism and cheating Policy available on Future Culinary Academy's website www.thefca.edu.au.

All plagiarism is unacceptable, and each case of plagiarism should be treated on its own merits. Educational procedures will be in place to assist students to avoid submitting assessment work that does not meet the required standards of evidence-based writing.

Inappropriate practices in the use of referencing, citations, quotations, or attributions for formative assessment may be dealt with and by the assessor, who may refer students to appropriate resources to improve their academic skills.

Evidence of plagiarism and cheating is treated on a case-by-case basis, and the consequences for students engaging in such practices may include failure of the assessment or unit or exclusion from the course.
Suspected incidents of plagiarism involving summative assessments will be dealt with seriously:

- The student's assessment will be deemed Not Yet Competent (NYC). The student will be given a warning and will be required to redo the assessment. Additional charges may apply for reassessments.
- If students are engaged in such an act for a second time, they may be suspended or expelled from the course.
- All work submitted must be an accurate reflection of the student's level of competence. The evidence used to decide at Future Culinary Academy about competence will be valid, sufficient, authentic, and current.
- For the conditions not mentioned here, refer to the Plagiarism and Cheating Policy and Procedures.

Note: Future Culinary Academy will use plagiarism software to check the authenticity of student's work.

8. Reassessment

Learners unsuccessful at achieving competency at the first attempt will be given two further opportunities for re-assessment at a mutually agreed time and date (total 3 attempts, including original). If a learner fails the re-assessment after three attempts, they will be advised to re-enroll in the unit.

Students will be given a total of 3 attempts, including 1 original plus 2 reassessments.
Cost of reassessment will be as follows:

- 1st Original submission: Free of cost
- 2nd Reassessment fee: Free of cost
- 3rd Reassessment fee: $300

If a student fails in the 3rd reassessment, then students will have to repeat the unit. Repeat unit fee - $300.

Not attending for an assessment will be counted as one assessment attempt for each occurrence unless:

- the student can provide a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or

- the student can provide independent evidence of exceptional compassionate circumstances beyond the student's control, such as serious illness or death of a close family member to explain the non-attendance at the assessment.

9. Procedures

This section defines the procedures used for conducting assessments. The procedure applies to all assessments conducted for the purposes of national recognition. Equally, it applies to assessment-only pathways, training and assessment pathways or Recognition of Prior Learning (RPL) as Future Culinary Academy offers RPL to learners.

Recognition of Prior Learning (RPL) assessment tools and associated assessment judgements must uphold the same level of standards and quality as those applied in standard training and assessment pathways. All RPL processes must align with the Principles of Assessment and the Rules of Evidence, ensuring fairness, validity, reliability, and sufficiency in determining competency. In addition, RPL tools and outcomes are to be included in the college's scheduled validation and quality assurance processes to ensure consistency, accuracy, and integrity across all assessment practices.

Step 1. Review and Validate Tool Prior to First Use

- All assessment tools must be internally reviewed against training package requirements, the principles of assessment, and rules of evidence.
- Tools are checked for alignment to the unit of competency, clarity, sufficiency, and assessment conditions.
- Validation includes a pre-delivery review conducted by a qualified assessor, with outcomes documented using the Future Culinary Academy Assessment Tool Validation Record.
- The outcomes of pre-assessment reviews will be noted in form of action plan and necessary changes to the assessment tools will be made.

Step 2. Establish the assessment context.

The Assessor will establish the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualifications framework.

Step 3. Prepare the learners.

The Assessor will discuss and explain to the learners about:

- the context and purpose of the assessment process
- the competency standards to be assessed and the evidence to be collected.
- assessing the needs of the learners and, where applicable, negotiating reasonable adjustments for assessing people with disabilities without compromising the integrity of the competencies.
- seeking feedback regarding the learner's understanding of the competency standards, evidence requirements and assessment process

- determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment.

Step 4: Plan and Prepare with Industry-Consulted Tools

- Assessment tools must be developed or reviewed in consultation with relevant industry representatives.
- Evidence for consultation (e.g., meeting notes, feedback forms) must be retained.
- Assessment plans must detail the method, conditions, environment, equipment, and contextualisation for the learner cohort.
- Supporting resources (e.g., checklists, rubrics, model responses) must reflect industry terminology and performance standards.
- Industry input should guide the selection of scenarios, simulations, and problem-solving exercises.
- Assessment plans must be reviewed and approved by qualified staff before delivery.

Step 5: Plan and prepare the evidence gathering process.

The Assessor will:

- Use Future Culinary Academy's assessment tools to gather sufficient and valid evidence about the learner's performance to make the assessment decision regarding principles of assessment and rules of evidence.
- Organise equipment or resources required to support the evidence gathering process.
- Coordinate and brief other personnel involved in the evidence-gathering process.

Step 6: Collect the evidence and make the assessment decision.

The assessor will:

- Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness, and flexibility.
- Collect appropriate evidence and assess this against the Elements, Performance Criteria and Evidence Guide in the relevant Units of Competency.
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills.
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies.
- evaluate the evidence in terms of validity, sufficiency, authenticity, currency, consistency, and equity.
- record details of evidence collected.
- make a judgement about the learner's competency based on the evidence and the relevant Unit[s] of Competency.

Step 7: Review the assessment for each unit of competency.

As requested by the Institute, the trainer/assessor must:

• participate in a review of the assessment process, including participating in validation and moderation meetings.

Step 8: Double-check the assessment decision

Assessment that has been evaluated by the trainer/assessors will be double-checked and quality assured. Assessments will be randomly picked and reviewed by:

- Cross-trainer/ assessor who has not assessed those assessments or
- Academic Coordinator

To ensure effective monitoring of assessments from submitting assessments to the completion of the qualification by students. Assessment will be reviewed as per the Assessment Monitoring Strategy*using the Assessment Quality Checklist (Appendix 1). Monitoring strategy has been compiled to ensure that assessments are conducted effectively in accordance with the principles of assessment and Rules of evidence.

Assessment Monitoring Strategy*

"Assessment Monitoring Strategy" outlines the provision of checks on the quality of the assessment at every stage of the assessment journey, from assessment tools to the issuance of certification, including:

- Pre-assessment validation and moderation of assessment tools against training package requirements.
- Monitoring assessment methods, procedure, context, and assessment resources when assessment is being conducted to ensure assessment is conducted in line with the principle of assessment and evidence is being collected in line with the rules of evidence.
- Monitoring assessment as handed by students to the trainer if completed student assessment work meets rules of evidence.
- Using an "Assessment Quality Checklist (Appendix 1)" to ensure student work meets the principle of assessment.
- Validating samples of completed student work before finalising results.
- Final check of completed assessment before issuing any statement of attainment or certification using certificate issuance checklist.

Quality Assurance and Continuous Improvement

Future Culinary Academy assessment system is reviewed annually through self-assurance processes to ensure quality and compliance. This includes internal audits of assessment tools, practices, and outcomes; collection of feedback from students, trainers, and industry; and the implementation of action plans. All improvements are documented in the Continuous Improvement Register to support ongoing refinement of assessment practices.

Step 9: Provide feedback on the assessment.

Trainer/assessor will and must provide advice to the learner about the outcomes of the assessment process. This includes providing the learners with:

- Clear and constructive feedback on the assessment decision
- Information on ways of overcoming any identified gaps in competency revealed by the assessment, the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.
- An opportunity for reassessment.

Step 10: Record and report the result.

The trainer/assessor will provide signed and dated assessment outcomes to the Student Administration. Student administration will retain all assessment-related documentation for a minimum period of two years to ensure transparency, compliance, and support for ongoing quality assurance and regulatory audits. This includes:

- Record the assessment outcomes for each unit.
- Maintain records of the assessment procedures, evidence collected and the outcome.
- Maintain the confidentiality of the assessment outcome.
- Assessment validation records, including meeting notes, schedules, participant details, feedback, and updated tools.
- Industry consultation evidence used in the development, review, or validation of tools to reflect current practices.
- Improvement actions resulting from validation, including updates to tools, assessor practices, or delivery methods.

Record Keeping in the light of new standards:

Under the Compliance Requirements identified in *National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025,* Institute will retain records of all assessments submitted by a VET student for 2 years after the student has completed the training product.

This 2-year rule applies to any student that completes a training product, including qualification, a skill set, a unit of competency, accredited short course or module on or after 1 July 2025 with the institute.

Institute will retain records of all assessments submitted by a student.

The assessment evidence will be retained for 2 years, and longer if there are additional requirements and longer retention periods attached to the training product directed by ASQA or relevant licensing bodies.

Where a student completed all or part of their course prior to 1 July 2025 and already disposed of some of the student's assessment evidence in accordance with the '6-month rule' under the Standards for RTOs 2025, Institute will make a file note of what was disposed of prior to the rule change.

Record Keeping Examples Scenarios:

For example, a short course – if a student completed a unit of competency, e.g., SITXFIN009 Manage finances within a budget on 10 July 2025, the Institute will need to retain all assessment evidence until 10 July 2027.

For example, for a longer course – if a student started their SIT50422 Diploma of Hospitality Management on 10 July 2025, Institute will keep all assessment evidence from commencement until 2 years after the completion date of the full qualification. So, if the student completes their qualification on 13 August 2028, Institute will keep all evidence collected between 10 July 2025 to 13 August 2028 until 13 August 2030.

C**ourses that commenced before 1 July 2025** – For example, if a student started their course in October 2024 Institute will make a file note of any assessment records already securely destroyed under the 6-month rule in the 2015 Standards.

Also, the institute will retain all assessment records submitted between January and June 2025 (assessment evidence gathered in the last 6 months of the 2015 Standards), and also all units completed after 1 July 2025.

Step 11: Participate in the reassessment and appeals process.

The trainer/assessor will:

- Provide feedback and counselling to the learner, if required, regarding the assessment outcome or process, including guidance on further options.
- Provide the learners with information on the reassessment and appeals process.
- Report any assessment decision that is disputed by the learner to the Academic Coordinator and/or Student Support Officer.

Participate in the reassessment or complaints and appeal according to the policies and procedures of Future Culinary Academy. The process and policy for complaints and appeals and reassessment are available on Future Culinary Academy's website www.thefca.edu.au.

10. Validation

Future Culinary Academy will validate each training product at least once every five years, and more frequently consider the relative risks of all the training products on Future Culinary Academy's scope of registration.

Additional validation activities may be initiated in response to changes in training products, industry feedback or feedback received from VET students, trainers, assessors, and industry or concerns arising from assessment complaints or trends identified in outcomes data. All validation outcomes must be documented, appropriately actioned, and integrated into the organisation's continuous improvement processes.

Future Culinary Academy will actively engage with relevant industry stakeholders to ensure that assessment practices align with current workplace standards and expectations. Evidence of this consultation must be documented in the development and review of assessment tools, validation records, and system review or continuous improvement documentation. Systematic Validation of Future Culinary Academy's assessment practices and judgements validation is undertaken by one or more people who collectively have:

- Industry experience, skills and knowledge relevant to the product being validated
- The practical understanding of the skills and industry practices that are current and are relevant to the training product
- The training and assessment qualification or assessor skill set.

The team of validators will collectively finalise the outcomes, decide if there are any critical issues undermining the validity of completed assessments, and suggest where additional Validation is needed to further investigate. Validation outcomes are documented on the Validation Register and acted upon to bring about improvements to Future Culinary Academy's training and assessment systems and practices.

Please refer to the Validation Policy and Procedure for more information available from Future Culinary Academy's reception.

Associated Policies:

- Credit transfer & RPL Policy and Procedures
- Validation Policy and Procedures
- Transition Policy and Procedures
- Training and assessment Policy and Procedures

APPENDIX 1

Assessment Quality Review Checklist

The following document is to be used to review the candidate assessment tool assessed by the assessor in accordance with the Principles of Assessment and Rules of Evidence (Standards for RTOs 2025).

Please complete all areas.

ASSESSMENT QUALITY REVIEW CHECKLIST	
Qualification	
Trainer name	
Unit code and name	
Assessment Tools (e.g., Questions, Case Study, Observation, etc.)	
Student name	
Student ID	

ASSESSMENT QUALITY REVIEW CHECKLIST

List all the evidence that are to be reviewed as part of this process.

- ☐ Candidate assessment tool
- ☐ Evidence provided by the student (student work)
- ☐ Observation/Demonstration Checklist
- ☐ RPL Tools (if applicable)
- ☐ Assessor/Marking Guide
- ☐ Mapping Document
- ☐ Unit Descriptor from training.gov.au
- ☐ Assessment Requirements (Knowledge/Performance Evidence)
- ☐ Practical Placement Logbook (if applicable)

Review Criteria	Y/N/NA	Comments and suggestions
Validity		
- Completed mapping tool supports alignment to unit requirements		
• - All performance criteria, knowledge evidence, and performance evidence are assessed		
• - Assessment reflects realistic workplace contexts and includes a practical component that enables learners to demonstrate knowledge and skills in a practical setting.		
• - Volume of assessment is appropriate		
Reliability		
• - Marking guide is provided and ensures consistent interpretation by all the assessors irrespective of which assessor is conducting the assessment		
• - Clear instructions to assessor and student		
Flexibility		
• - Tools consider learner context and support individual needs		
• - Recognition of Prior Learning (RPL) options available		

ASSESSMENT QUALITY REVIEW CHECKLIST		
• - Multiple assessment methods used		
Fairness		
• - Clear student instructions and expectations and accommodates needs of student		
• - Constructive feedback provided		
• - Reasonable adjustments allowed		
• - Reassessment and appeals process available		
Student Evidence Review		
Review Criteria	**Y/N/NA**	**Comments and suggestions**
• Student name and ID recorded on submitted evidence		
• No plagiarism, copying or collusion evident		
• Student responses meet length and accuracy expectations		
• All required questions/tasks completed		
• Evidence aligns with marking guide/model answers		
• Performance and knowledge evidence requirements met		
• Practical assessment/observation checklists signed and dated by assessor and student (if applicable)		
• Context and conditions of assessment clearly defined and met		
• Student name and ID recorded on submitted evidence		
• No plagiarism, copying or collusion evident		
• **Evidence meets rule of evidence**		
• validity – assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the		

ASSESSMENT QUALITY REVIEW CHECKLIST		
skills and knowledge described in the training product;		
• sufficiency – the quality, quantity and relevance of the assessment evidence enable the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product;		
• authenticity – the assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student; and		
• currency – the assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.		

Reviewer signature:			
Reviewer name:		Date:	

IMPROVEMENTS/ACTIONS TO BE TAKEN Complete this section detailing any improvements or actions required		
Action	**Responsibility**	**Due Date**