

## 1. Context

FCIA Training Academy Pty Ltd., (RTO ID 45668), as Registered Training Organisation must comply with the *NVR Standards for Registered Training Organisations 2025 Outcome Standards and Credential Policy*.

## 2. Scope

This policy is for use by all staff involved in training and assessment services within the scope of FCIA Training Academy Pty Ltd including any Distance Learning and On-line Delivery.

## 3. Overview

As a provider of vocational education and training programs, FCIA Training Academy Pty Ltd conducts competency-based training and assessment. This means that participants are assessed against industry determined competency standards that are set out in the related training package or accredited course.

Competency is assessed by comparing the prescribed units of competency with the student's performance and their ability to apply their skills and knowledge in a range of routine and at some levels, non-routine situations.

This policy aims to ensure that assessment processes are carried out by assessors in a manner that upholds the authenticity and validity of the unit of competency and ensures fairness and equity to the students.

## 4. Definitions

<b>ACP</b>	Apprenticeship Connect Provider
<b>Assessor</b>	Is a person who assesses a learner's competence in accordance with <i>NVR Standards for Registered Training Organisations 2025 Credential Policy</i>
<b>FCIATA</b>	FCIA Training Academy Pty Ltd
<b>NVR</b>	National VET Regulator
<b>RPL</b>	Means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning
<b>RTO</b>	Registered Training Organisation
<b>SRTO</b>	Standards for Registered Training Organisations 2025
<b>Trainer and Assessor</b>	<p>To deliver training <b>and</b> assessment, including making assessment judgements, the person must hold one of the following credentials:</p> <ul style="list-style-type: none"> <li>• <i>TAE40122 Certificate IV in Training and Assessment</i> or its successor,</li> <li>• <i>TAE40116 Certificate IV in Training and Assessment</i>,</li> <li>• <i>TAE40110 Certificate IV in Training and Assessment</i>,</li> <li>• A secondary teaching qualification <u>and</u> one of the following credentials: <ul style="list-style-type: none"> <li>○ <i>TAESS00011 Assessor Skill Set</i>, or</li> <li>○ <i>TAESS00019 Assessor Skill Set</i> or its successor, or</li> <li>○ <i>TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set</i> or its successor, or</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>A diploma or higher-level qualification in adult education or vocational education and training.</li> </ul> <p>The person must also hold:</p> <ul style="list-style-type: none"> <li>MSF30822 Certificate III in Flooring Technology qualification or equivalent</li> </ul>
<b>Trainer under supervision</b>	<p>To deliver training and conduct assessment under direction, a person must hold one of the following credentials:</p> <ul style="list-style-type: none"> <li>TAESS00021 <i>Facilitation Skill Set</i> or its successor,</li> <li>TAESS00024 <i>VET Delivered to School Students Teacher Enhancement Skill Set</i> or its successor,</li> <li>TAESS00030 <i>Volunteer Trainer Delivery and Assessment Contribution Skill Set</i> or its successor,</li> <li>TAESS00029 <i>Volunteer Trainer Delivery Skill Set</i> or its successor,</li> <li>TAESS00020 <i>Workplace Trainer Skill Set</i> or its successor,</li> <li>TAESS00028 <i>Work Skill Instructor Skill Set</i> or its successor,</li> <li>TAESS00022 <i>Young Learner Delivery Skill Set</i> or its successor,</li> <li>TAESS00015 <i>Enterprise Trainer and Assessor Skill Set</i></li> <li>TAESS00003 <i>Enterprise Trainer and Assessor Skill Set</i>,</li> <li>TAESS00008 <i>Enterprise Trainer – Mentoring Skill Set</i>,</li> <li>TAESS00013 <i>Enterprise Trainer – Mentoring Skill Set</i>,</li> <li>TAESS00007 <i>Enterprise Trainer – Presenting Skill Set</i>,</li> <li>TAESS00014 <i>Enterprise Trainer – Presenting Skill Set</i>, or</li> <li>A secondary teaching qualification.</li> </ul>
<b>Assessor only</b>	<p>To conduct assessment <b>only</b>, including making assessment judgements, the person must hold one of the following credentials:</p> <ul style="list-style-type: none"> <li>TAE40122 <i>Certificate IV in Training and Assessment</i> or its successor,</li> <li>TAE40116 <i>Certificate IV in Training and Assessment</i>,</li> <li>TAE40110 <i>Certificate IV in Training and Assessment</i>,</li> <li>TAESS00019 <i>Assessor Skill Set</i> or its successor,</li> <li>TAESS00011 <i>Assessor Skill Set</i>,</li> <li>TAESS00001 <i>Assessor Skill Set</i>,</li> <li>A secondary teaching qualification <u>and</u> one of the following credentials: <ul style="list-style-type: none"> <li>TAESS00011 <i>Assessor Skill Set</i>, or</li> <li>TAESS00019 <i>Assessor Skill Set</i> or its successor, or</li> <li>TAESS00024 <i>VET Delivered to School Students Teacher Enhancement Skill Set</i> or its successor, or</li> </ul> </li> <li>A diploma or higher-level qualification in adult education or vocational education and training.</li> </ul>
<b>UoC</b>	Unit of Competency means the specification of the standards of performance required in the workplace as defined in a training package
<b>Validation</b>	Is the quality review of the assessment process

## 5. Statement of policy

## 5.1 Ensuring competency

5.1.1 FCIATA ensures that only students who demonstrate the requisite skills and knowledge, as set out in the unit of competency, are assessed as competent. FCIATA does this by:

- a. ensuring that its assessment processes meet the requirements of the training package or accredited course
- b. ensuring its assessment processes adhere to the principles of assessment being that they are *valid, fair, flexible, and reliable*
- c. ensuring that the rules of evidence are satisfied in that assessment decisions are based on evidence that is *valid, sufficient, authentic and current*
- d. ensuring assessment processes are carried out in a way that is consistent with the Training and Assessment Strategy (TAS)
- e. providing comprehensive assessment tools and clear information to trainers and assessors
- f. ensuring its assessment processes effectively cover all aspects of a unit of competency as well as the required skills/knowledge and assessment conditions.
- g. continually reviewing and improving assessment processes, tools and records
- h. validating assessment materials in line with our Validation Schedule
- i. validating assessment processes and assessor decisions to ensure appropriately benchmarked assessment outcomes
- j. ensuring that assessors continue to update their training and assessor competency

## 5.2 Qualifications of trainers, assessors and trainers under supervision

5.2.1 FCIATA ensures that all trainers and assessors hold the required qualifications or equivalence, vocational experience and currency to deliver and assess the qualifications and units of competency with which they are involved.

5.2.2 FCIATA ensures that all trainers delivering training under supervision fulfills the following criteria:

To deliver training and conduct assessment 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, or
- A secondary teaching qualification.

- complies with FCIATA's Training and Assessment Policy
- Completes Training\_Supervision\_Log\_V1January2021 form

## 5.3 Role of trainers, assessors and co-assessors

5.3.1 The role of a trainer is to deliver training to a student against the prescribed set of standards contained within a unit of competency.

5.3.2 The role of an assessor is to objectively assess a student's evidence and performance against the prescribed set of standards contained within a unit of competency.

5.3.3 The assessor will:

- a. Ensure student work meets the requirements of the units of competency
- b. Ensure that evidence is *valid, sufficient, authentic and current*
- c. Use their expertise to make a fair and objective assessment decision
- d. Provide constructive feedback to the student
- e. Only use the assessment tools and methods of assessment as outlined in the Training and Assessment Strategy (TAS)
- f. Speak to the General Manager if reasonable adjustment of assessment tools and methods of assessment need to be made before conducting assessment
- g. Provide students who were deemed Not Yet Competent (NYC) the opportunity for re-assessment
- h. Return completed student assessments to FCIATA office within 5 days of marking completed assessments and attached to either of the following forms
  - Training Commencement Record
  - Assessment Record
- i. Follow the ***Complaints and Appeals Policy***.

## 6. Withdrawal from workplace duties to undertake training – funded students only

6.1 Students who are enrolled in a government funded apprenticeship must be allocated time to withdraw from normal workplace duties to complete their studies.

Where the student is not provided time to do this, it will be responsibility of the trainer/assessor to notify the National RTO Manager to rectify the issue.

Where the issue is not rectified it will be the National RTO Manager's decision whether to notify the relevant State funding Body as per the Funding Contract.

## 7. Validation

7.1.1 For all validation activity, FCIATA ensures that at least one of the people undertaking the validation must have one of the following training and assessment validation credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- TAE40110 Certificate IV in Training and Assessment,
- A secondary teaching qualification and TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- TAESS00019 Assessor Skill Set or its successor,
- TAESS00011 Assessor Skill Set,
- TAESS00001 Assessor Skill Set, or
- A diploma or higher-level qualification in adult education or vocational education and training.

7.2 FCIATA ensures its trainers and assessors participate in Validation meetings in line with the **Validation Policy**.

7.3 All assessment tools will be validated as per our Validation Schedule.

## 8. Assessment processes

8.1 The assessment processes used by FCIATA include the collection of a broad range of evidence for the assessor to base their decision on. In general terms, assessment tasks may require students to:

- a. Respond to oral questioning
- b. Provide written responses to questions, scenarios and case studies - students may be given a range of options about the method in which they wish to provide the responses
- c. Be observed using their skills, either in the workplace, in a simulated workplace environment or in the classroom where appropriate
- d. Gather a folio of evidence
- e. Prepare a presentation, essay, resource folder, research a topic and/or provide a report
- f. Collect, analyse and/or prepare workplace documents
- g. Complete an online test (where appropriate)
- h. Seek a third-party report, from the employer or workplace supervisor, to verify their skills and knowledge.

8.2 FCIATA ensures each trainer and assessor is provided with a marking guide.

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## 9 Training and Assessment Strategy

- 9.1 Prior to the delivery of any qualification, accredited course or unit of competency FCIATA **MUST** have a Training and Assessment Strategy (TAS) in place for all learner cohorts.
- 9.2 The strategy outlines the assessment approaches and schedule to be used in the delivery and assessment of the qualification, course or unit of competency.
- 9.3 Trainers **MUST** be provided with a Training and Assessment Strategy for each program.

## 10 Principles of assessment

- 10.1 Wherever possible, assessors will make reasonable adjustments to training and assessment processes to ensure that all people are treated equitably and that no person is disadvantaged due to a disability, impairment or other circumstances.
- 10.2 Assessment processes may be reasonably adjusted to accommodate the following, but not limited to those who:
  - a. Speak English as an additional language
  - b. Have literacy or numeracy difficulties
  - c. Are of Aboriginal and/or Torres Strait Islander descent
  - d. Have sensory impairments, physical or intellectual disabilities.
- 10.3 Reasonable adjustment may mean:
  - a. Making training resources and methods accessible
  - b. Adapting physical facilities, environment and/or equipment
  - c. Making changes to the assessment arrangements
  - d. Making changes to the way evidence for assessment is gathered
  - e. Incorporating the use of interpreters.
- 10.4 FCIATA will ensure the principles of assessment will be taken into consideration where adjustments are made to assessment tools or the assessment process and not compromise the integrity of the unit of competency or assessment outcome.

## 11 Fairness and equity

- 11.1 FCIATA will not disadvantage or discriminate against any person or organisation on any basis. FCIATA ensures that students are:
  - a. Provided with clearly set out instructions about the requirements of assessment
  - b. Provided with clearly defined assessment criteria
  - c. Are assessed in line with documented assessment benchmarking guides
  - d. Assessed using clear and easy to follow assessment recording tools
  - e. Provided with a defined format to be used when submitting their assessment tasks
  - f. Provided with information regarding their right to appeal assessment processes.

## 12 Information about assessment

- 12.1 To ensure students can prepare appropriately for all assessments, students will be informed of the assessment arrangements for each assessment task. Information about each unit's assessment requirements is provided in the student assessment book for each qualification. Students will be:
- Informed of the arrangements, context and purpose of all assessment tasks at the commencement of the unit
  - Informed of the criteria against which they are being assessed
  - Given notice of all assessment arrangements.

## 13 Assessment Results

- 13.1 Students will be provided with written assessment results advising whether they have been deemed Competent (C) or Not Yet Competent (NYC) once all assessment tasks for a unit of competency have been completed.
- 13.2 Students will be provided with feedback from their assessor on their performance, with opportunities for improvement identified where needed.
- 13.3 Where a student's assessment task/s is submitted by or on the due date and is assessed as Not Yet Competent, the student will have the option to resubmit their assessment task with improvements made based on assessor feedback.
- 13.4 Special Consideration
- 13.4.1 A student may apply for special consideration when they have been severely impacted by unforeseen circumstances that have resulted in them not being able to participate in an assessment, or their performance in an assessment was below their normal level.
- 13.4.2 Grounds for special consideration may be established for the following reasons:
- compassionate reasons
  - hardship
  - trauma
  - medical illness
  - other unforeseen events.
- 13.4.3 Special consideration will be assessed and granted on a case-by-case basis and may result in a student being afforded the opportunity to undertake a missed assessment or resubmit an assessment, with additional time and/or without financial or other penalty. (Providing this meets approval within any state funded contracts)

## 14 Assessment appeals

- 14.1 Students have the right to appeal an assessment decision if grounds for appeal meet one or more of the assessment appeals criteria. Refer to **Complaints and Appeals Policy**.

## 15 RPL and Credit Transfer

- 15.1** FCIATA is required to offer RPL and Credit Transfer for all courses and units within its scope of registration. All students will be provided with information on RPL and CT prior to enrolment and be offered the opportunity to take up this option during the enrolment process.
- 15.2** RPL can occur at any time during a course; however, it is best to commence the process at the start of a course to ensure appropriate arrangements are made for any training that may be required and correct fees are levied.
- 15.3** The RPL process used by FCIATA is designed to minimise the amount of paper-based evidence required and incorporate 'competency conversations' and verification from third parties to form the basis of the evidence used in the RPL process. This ensures the RPL process is an accessible option for candidates who are appropriately skilled and experienced.
- 15.4** The CT process can occur at any time during a course; however, it is best to commence the process at the start of a course to ensure appropriate arrangements are made for any training that may be required and correct fees are levied.

## 16 On-line Delivery

- 16.1** Students are provided with a login to access learning materials for the selected qualification and are allocated a trainer/assessor for duration of the program enrolled in.  
Refer to our **Online Service Standards**.

## 17 Suspending or deferring training and assessment

- 17.1** FCIATA may suspend or defer students' training and assessment if requested by the student or the employer. Student may defer due to medical or personal reasons.
- 17.2** FCIATA will notify the Apprenticeships Connect Provider (ACP) to put the students' training contract on hold.
- 17.3** FCIATA will notify the student's nominated Trainer and Assessor of the suspension.
- 17.4** FCIATA will update its SMS (Student Management System) to reflect students' suspension and to ensure correct data is being reported to the State Bodies.
- 17.5** FCIATA along with the student and employer will set a return date. FCIATA contacts the employer and student on the nominated return date to ensure the student is returning to studies.
- 17.6** FCIATA will notify the ACP of the students' return and the suspension on the training contract is lifted.



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**17.7** FCIATA will notify the student's nominated Trainer and Assessor about resumption of studies.

**17.8** FCIATA will update its SMS to report accurate data for the student.

## Document Information

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