

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4
Responsibility	Trainers, General Manager

1. Purpose

The purpose of this policy and procedure is to support the integrity and compliance of our assessment system and to ensure learners' skills and knowledge are assessed in accordance with:

- the requirements of the training product,
- the rules of evidence,
- the principles of assessment.

2. Definitions

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

Assessment tools are the media (electronic or hard copy) used to gather evidence about a learner's competence. The following are examples of assessment forms and documents which may be incorporated into an assessment tool in support of each unit of competency:

- assessment instruction for the assessor and the learner
- assessment recording tools
- assessment outcome reports
- assessor marking guide
- assessment mapping
- third party reports or work placement records

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Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describes how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

3. Policy statement

3.1 Assessing the Unit of Competency

Forkpro Australia uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. Supporting these are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

To identify the precise assessment criteria, we apply a methodology of unpacking a unit of competency to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package and are valid. To ensure alignment with all components of a unit of competency, unit mapping must be undertaken during the design and development of assessment. Unit mapping must also be undertaken when carrying out pre-assessment validation. (Refer to: *PP1.5 - Pre-assessment Validation*)

Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This must be conducted at a micro level of detail to allow the mapping to be useful later as a reference to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

3.2 Assessment context

Forkpro Australia recognises the importance of establishing the right context for learners during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workshop. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

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PP1.6 Assessment



It is our responsibility to ensure that learners are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the learner's own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the learner's workplace performing real workplace tasks where possible.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for learners 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.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require the learner to conduct specific research relating to industry situations and occurrences where applicable.
- Provide a realistic simulated workplace within Forkpro Australia facilities.

While applying these strategies Forkpro Australia ensures that in establishing the context for assessment, we do not affect the transferability of the unit of competency. When the learner is assessed as competent, this also means that the learner can transfer the applicable skills and knowledge between different workplaces and context. This means that the competency is transferable and is a fundamental element of competency-based training and assessment.

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3.3 Principles of assessment

In the delivery of assessment services, Forkpro Australia applies the principles of assessment. Assessment strategies have been designed to ensure:

- **Fairness.** Our assessment approach encourages fairness in assessment through consideration of the learner's needs and characteristics and through making reasonable adjustments when it is appropriate and enabling reassessment if necessary. Assessors achieve this through clear communication with a learner to ensure that the learner is fully informed about, can participate in the assessment process, and agrees that the process is appropriate.
- **Flexibility.** Assessment is flexible to the context, training product and learner, and assesses skills and knowledge held by the learner irrespective of how or where they have been acquired. Our assessment strategies provide for recognition of a learner's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the learner themselves.
- **Validity.** Assessment of skills and knowledge is integrated with practical application and enable the learner to demonstrate these skills and knowledge in similar situations consistently. We conduct assessment against the broad range of skills and knowledge identified within each unit of competency and are integrated with the performance of workplace tasks. We ensure that the assessment is transferable to different context and situations and all components of the unit of competency are being assessed.
- **Reliability.** Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of the assessor conducting the assessment. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors achieved through our validation activities.

3.4 Collecting evidence that counts – the rules of evidence

In collecting evidence, Forkpro Australia applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

- **Validity.** We collect evidence that directly aligns with the components documented within each unit of competency to assure the assessor that the VET learner has the skills and knowledge described in the training product. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an

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actual workplace. This may include the observation of the learner performing the tasks relevant to the unit of competency. Evidence of the learner's ability to perform a task must include observation of the learner performing the task or evidence of their work. Evidence of the learner's knowledge about the task may contribute to additional knowledge evidence but is not a substitute for the learner demonstrating the actual task.

- **Sufficiency.** We ensure the collection of relevant assessment evidence in a quality and quantity that ensures that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances. Particular regard is paid to the requirements of the performance evidence statement within each unit of competency in regard to the number of occasions that tasks must be demonstrated on and the range of performance requirements that need to be satisfied.
- **Authenticity.** We seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the learner's own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge. In all instances, where work is submitted external to Forkpro Australia (i.e.; electronically, distance assignments, online) this is to include a signed authenticity statement by the learner that they certify the work as their own. We also apply rigorous arrangements to prevent plagiarism and are mindful of the use of AI and its potential to impact the integrity of the assessment process (Refer to: PP1.9 - Plagiarism and AI).
- **Currency.** We ensure the assessment evidence demonstrates the current skills and knowledge of the learner relating to a particular unit of competency. Assessment evidence is to be based on the learner's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications where a learner has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. In all situations, assessors must validate the currency of a learner's knowledge and skills.

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3.5 Engagement with industry

Forkpro Australia is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competency will be incorporated to ensure our learners are well prepared for their workplace duties. Further information on industry engagement can be found in *PP1.2 - Industry Engagement*.

3.6 Competence of assessors

In accordance with the Outcome Standards for RTOs, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed. Forkpro Australia has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Outcome Standards for RTOs. Further information can be found in *PP3.2 - Trainer Credential Requirements* and *PP3.4 - Training and Assessment Under Supervision*.

3.7 Assessment validation

Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. Forkpro Australia will facilitate pre-assessment validation to verify the alignment of assessment with the requirements of the respective training product, the rules of evidence and the principles of assessment (ref to *PP1.5-Pre-Assessment Validation*). We will also validate assessment after its implementation to verify that the assessment has been executed in accordance with this policy (ref *PP1.10 Post-Assessment Validation*).

3.8 Assessment tools

We have developed tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages. These are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group. Staff must be satisfied that tools developed for assessment, fit with the requirements of the target industry and enterprise requirements. Some units of competency are associated with licensing requirements and whilst this is not always stipulated in the unit of competency, we will need to be informed of the additional requirements this imposes during assessment. Completed assessment tools are to be retained within the learner record in accordance with *PP1.14 - Learner Record Retention and Management*.

3.9 Assessment information

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Our assessment activities are supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a learner will be directly affected by the quality of the information provided at the commencement of the activity.

Examples of assessment information include:

- Instructions to set the framework for the activity such as who, what, where, when and how. The expected outcomes of the assessment should be included in these instructions, and it is critical that they are straight forward and in line with the learner's preparation during learning or through other competency development pathways.
- Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every learner, they may also be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

3.10 Re-assessment

Learners who require additional training and re-assessment, a pay fee will be required to be paid. Please refer to the current fee schedule to identify the re-assessment fee.

Learner's requiring additional support are to be brought to the attention of the General Manager so the progress of the learner can be monitored closely and additional support services can be applied. Where learners repeatedly do not demonstrate competence following significant learning and assessment support, a learner's enrolment can be determined through mutual agreement.

4. Considerations

Credit transfer

As Forkpro only provides single unit of competencies, we do not offer credit transfer. This is because it is not an efficient use of the learner or RTO's time and money. This stance is made clear in the Learner Handbook.

This is not to be confused with the recognition of prior learning which is a method of assessment. Please refer to *PP1.12 Credit Transfer* for further guidance.

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5. Procedure

Steps		Person/s responsible
Assessment		
i.	<p>Conduct pre-assessment validation. Conduct a pre-assessment validation on all assessment tools, for all units of competency, before they are used to conduct assessment.</p> <p>Refer to: <i>PP1.5 - Pre-assessment Validation.</i></p>	General Manager
ii.	<p>Prepare for assessment. The assessor is to:</p> <ul style="list-style-type: none"> Establish the context and purpose of the evidence to be collected; Identify and analyse the units of competency, Training Package and Forkpro Australia assessment strategy to identify the evidence requirements; and Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence. 	Trainer
iii.	<p>Prepare the learner. The assessor meets with the learner to:</p> <ul style="list-style-type: none"> Explain the context and purpose of the assessment and the assessment process; Explain the units of competency to be assessed and the evidence to be collected; Outline the assessment procedure and the preparation the learner should undertake, and answer any questions; Assess the needs of the learner and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes; 	Trainer

	<ul style="list-style-type: none"> ▪ Seek feedback regarding the learner's understanding of the units of competency, evidence requirements and assessment process; and ▪ Determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment. 	
iv.	<p>Plan and prepare the evidence-gathering process. The assessor must:</p> <ul style="list-style-type: none"> ▪ Source or develop assessment materials to assist the evidence-gathering process; ▪ Organise equipment or resources required to support the evidence-gathering process; and ▪ Coordinate and brief other personnel involved in the evidence-gathering process. 	Trainer
v.	<p>Collect the evidence and make the assessment decision. The assessor must:</p> <ul style="list-style-type: none"> ▪ Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility; ▪ Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency; ▪ Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies; ▪ Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency; ▪ Consult and work with other staff or technical experts involved in the assessment process; ▪ Record details of evidence collected in the assessment tools; and 	Trainer

	<ul style="list-style-type: none"> Make a judgement about the learner's competence based on the evidence and the relevant unit(s) of competency. 	
vi.	<p>Provide feedback on the assessment. The assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the learner with:</p> <ul style="list-style-type: none"> 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; and Information on reassessment and the appeals process if applicable. 	Trainer
vii.	<p>Record and report the result. The assessor must:</p> <ul style="list-style-type: none"> Record the assessment outcome in the learner management system; Maintain records of the assessment procedure, evidence collected and the outcome. Refer to: <i>PP1.14 - Learner Record Retention and Management</i>; Maintain the confidentiality of the assessment outcome; and Organise the issuance of statements of attainment. Refer to: <i>PP1.13 - Learner Completion and Issuing Certificates</i>. 	Administration
viii.	<p>Participate in the reassessment and appeals process. The assessor must:</p> <ul style="list-style-type: none"> Provide learners who are assessed as not yet competent with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These learners are to be provided with additional training and learning support 	Trainer

	<p>to target their specific gaps in knowledge and/or skills and prepare them for reassessment.</p> <ul style="list-style-type: none"> ▪ Provide feedback and counselling to the learner, if required, regarding the assessment outcome or process, including guidance on further options; ▪ Provide the learner with information on the reassessment and appeals process; ▪ Report any assessment decision that is disputed by the learner to appropriate personnel; and ▪ Participate in the reassessment or appeal. Refer to: <i>PP2.10 - Appeals Handling</i>. 	
ix.	<p>Record and report the result of reassessment and appeals. The assessor must:</p> <ul style="list-style-type: none"> ▪ Record the reassessment outcome in the learner management system; ▪ Maintain records of the reassessment, evidence collected and the outcome. 	Administration
x.	<p>Review the assessment process. On completion of the assessment process:</p> <ul style="list-style-type: none"> ▪ Review the assessment process; ▪ Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and ▪ If necessary, suggest methods of improving the assessment procedures through raising a <i>Continuous Improvement Report</i> or by providing input to the next scheduled assessment validation. Refer to: <i>PP4.7 - Continuous Improvement Procedure</i> and <i>PP1.10 Post-Assessment Validation</i>. 	General Manager

6. Other documents to consider with this policy

Policies

- PP4.7 Continuous Improvement
- PP1.5 Pre-assessment Validation
- PP1.10 Post-Assessment Validation
- PP1.12 Credit Transfer
- PP1.2 Industry Engagement
- PP1.13 Learner Completion and Issuing Certificates
- PP2.10 Appeals Handling
- PP1.14 Learner Record Retention and Management
- PP3.2 Trainer Credential Requirements
- PP3.4 Training and Assessment Under Supervision

Forms

- Template - Assessment Mapping Record
- Continuous Improvement Report
- Request for an Appeal of a Decision Form
- Complaints and Appeals Register
- Appeals Response Letter

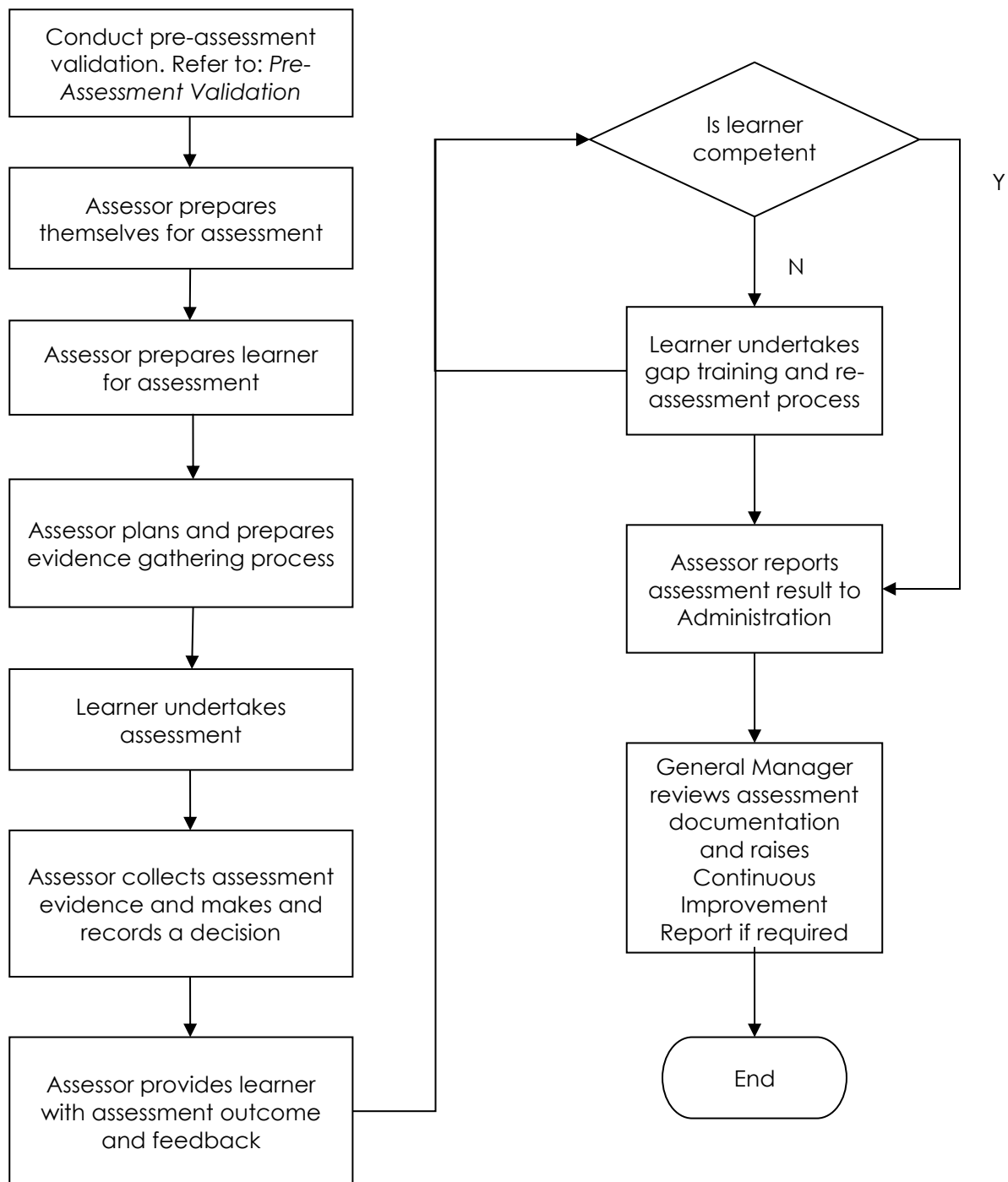
Handbooks, manuals or other documents

None.

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7. Flow chart

Assessment Process



8. Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET learner competency.

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