POLICY 9
Training and Assessment

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Contents

Bass Coast Adult Learning
Learn More.

Policy Number: 9

Policy Name: Training and Assessment

Purpose:
This policy outlines the guidelines for procedures regarding training and assessment at the Centre.
Scope:
The policy applies to all training Staff and Admin.

Relationship with AQTF Standards and Conditions & Current Funding Contract:

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Relevant Records/Documents

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Procedures

9.1 Accredited VET delivery

- BCAL is an RTO and can therefore deliver nationally accredited training. To become or remain an RTO the Centre must remain fully compliant with the Conditions & Standards set out by AQTF.
- All Trainers and Assessors involved in VET courses MUST hold a Certificate IV in Training & Assessment qualification, (must be TAE and include unit TAELLN401 or 411A), or be supervised by someone who does. This is mandatory.
- An RTO holds a 'Scope of Registration' which is a list of accredited VET courses that the RTO has been evaluated by the VRQA as being able to deliver. In order to achieve this, the RTO must fulfil the following requirements:
  - Hold copies of the latest versions of all relevant (to the scope of registration) curriculum and training packages onsite, and have these available to all Staff members.
  - Have a delivery and assessment Training Plan for each qualification or qualification area being delivered (see Appendix E for training plans). These need to contain:
    - ✓ Name and contact details of this Centre
    - ✓ Title and name of qualification being delivered
    - ✓ Title and name of units of competency that are to be obtained to achieve the qualification
    - ✓ Scheduled hours for each competency
    - ✓ Timeframe and timetable for delivery
    - ✓ Delivery mode to be used
    - ✓ Assessment details and arrangements
    - ✓ Aims and pathways or qualification
    - ✓ Target group of Students
    - ✓ Trainers/Assessors
    - ✓ Moderation & validation strategy for Trainers
    - ✓ Possible industry legislation/licensing requirements
    - ✓ Student entry requirements/pre-requisites
    - ✓ Credit transfer arrangements
- Training packages are only registered for a given period, and require updating throughout that time period. It is the Managers responsibility to ensure the Centre has the latest version of the curriculum or training package onsite, and that all relevant Staff hold the latest version. Versions should be checked regularly at training.gov.au, and updating of training packages and curriculum is completed through the VRQA.
- Each Student has two files created for them at commencement. The first file commences at Student induction and is filed with Administration. The second file is created by the Trainers and all assessment tasks are filed in this file under relevant unit. Trainers use these as evidence of assessment for each Student.
- Trainers are responsible for the delivery of all accredited training. This includes:
  - Preplanning for the training period ahead
  - Preparing lesson plans
  - Resourcing lessons
  - Exploring appropriate delivery methods for individuals, taking into account their LLN levels
  - Documenting all preplanning, lesson plans, assessment plans and assessment.
- Trainers are asked, during each delivery period, to have input into all pre/level assessment requirements, assist with level assessments, attend moderation/validation sessions and relevant PD, track Student performance during delivery period, interact with Admin for each individual Student to ensure they are 'on track', and all other requirements as they arise during the period.
- Each unit being delivered requires training & assessment resources, mapped to the curriculum. These are sourced or created by classroom Trainers using the relevant curriculum as a guide and are available in the Trainer's office. Mapping of these resources should show:
  - What unit/s are being delivered or assessed for this resource
  - How this resource is to be delivered

- o How this resource will be used to assess the unit – what aspects of the unit
- o The assessment method for this resource – written, observation etc.
- o Assessment grading, feedback given etc.

Induction/enrolment Interview & Skills assessment test

- All Students enrolling in accredited training participate in an induction/enrolment interview and undertake a skills assessment test prior to course commencement. This process commences their Student file, and informs all Staff of their previous education and experience, their needs and goals, their current skill level judged against ACSF levels, and is used to determine the how best to cater to the Students' needs so they get the best outcome from their training.
- Part of this process includes granting of credit transfer and consideration of any referrals under the Victorian Training Guarantee, where relevant. Credit transfer includes any training undertaken in previous years at this Centre as well as other providers.
- Training Staff use information gained during this induction process to commence planning learning and assessment strategies most suited for the individual. Copies of information from the process are given to training Staff where relevant.

9.2 Adult Multicultural Education Program (AMEP)

- This Centre is registered to deliver, through Adult Multicultural Education Services, migrant literacy and numeracy classes through the AMEP program.
- Registration in this program is through AMES. Trainers/Assessors must hold the relevant qualifications, such as TESOL and Cert IV TAE. AMES support the program through managing funding and providing resources and support.
- To access the program, clients need to be newly arrived, within the last 3 months, and hold an eligible visa subclass number. The list of eligible subclasses is available from AMES website.
- Eligible clients receive 510 hours of free tuition once enrolled in the program. Once enrolled they will receive a AMEP number for identification in the program.
- At this Centre, eligible clients attend class with all other ESL/Migrant English Students.
- Admin procedures are required for the AMEP program, including sending attendance stats to the central recording service through ARMS software on the Administrators computer. This is done weekly by the Centre Manager, and requires password information.
- Clients are usually referred by the Federal Immigration government department upon arrival.
- Eligible clients have access to Individual Pathway Guidance/counselling through the dedicated Centre AMEP counsellor. This is pathway/career guidance ONLY; all other counselling must be referred to the correct Authorities. This type of counselling also forms part of classroom training and at this Centre is mostly attended to in this manner.
- Eligible clients requiring childcare to attend classes are able to access subsidised childcare through the AMEP scheme. They need to access their chosen childcare, then inform the Centre Staff who will apply for the subsidy for them, with the agreement of the childcare provider.
- Eligible clients also have access to a document translation service, in which they may get one eligible document translated into English free of charge. Eligible documents include Certificates, Diplomas, licenses gained in their country of origin.

9.3 Assessment/Pre-assessment/Resources and Materials
(see also Addendum D VET Assessment Guide)

- At the Centre assessments are conducted by fully qualified and experienced training/assessment Staff for each learning area on the scope of registration. Minimum qualification is Certificate IV in Training and Assessment (TAE). They should also have relevant and current industry experience in their areas.
- Assessments are created and conducted to meet the requirements of training package/accredited course requirements to allow Students to show competency in required skills and knowledge.
- RPL forms part of the assessment process (see policy).

- To ensure assessments are fair and valid to all, the following principles by which assessments should be created and carried out should be applied:
  - *Validity* – taking a variety of evidence, over a period of time ensures validity of evidence.
  - *Reliability* - comparison from different Students & Tutors, as well as collection over a period of time allows for reliability of assessment.
  - *Flexibility* - all assessment should proceed by a variety of methods, and be flexible to encompass all learning styles and make allowance for all learning barriers.
  - *Fairness* - each Student is to have a clear understanding of the assessment methods to be used and why the assessment is being done.
- Also evidence should be:
  - *Valid* to the competency being assessed.
  - *Sufficient* to show competency.
  - *Authentic* and able to be verified as being from the Student.
  - *Current* and therefore relevant to the competency.
- Assessors create assessment tasks that align with:
  - Training package/accredited course and all requirements, units, critical aspects of assessment.
  - Requirements of all regulatory bodies.
  - The VET assessment guide documents available at the Centre (see Addendum D).
- Students being assesses are to be briefed on the assessment prior to commencing the set task. This information should include the reasons for the assessment and the assessment process.
- Students must show competence by completing all set assessment tasks in all units they are undertaking. Assessment tasks must cover all elements, skills and knowledge required.
- Assessment tasks are filed in the Student assessment file kept by the Staff, with each completed task files under the relevant unit. Assessors to sign or initial each assessment and record assessment process, feedback and decisions.
- Once assessments are completed, qualifications are awarded, recorded and reported as promptly as possible. Recording is by both hard copy (Certificate register) and electronically (VETTRAK). Electronic copies are then used as the reporting tool for relevant agencies and to inform quality indicators.
- Assessors are to retain the following resources as evidence documents:
  - Completed assessment tasks – for 2 years
  - Paper copies of assessment results – 5 years
  - Electronic copies of assessments – 30 years
  - Students may access this information whenever they require it (Student records policy).
- Assessors are to undertake validation, moderation and professional development whenever and wherever possible, at least once a year. This is to ensure relevance of assessment and currency to industry standards.
- Assessment processes will undergo an internal Audit annually to maintain compliance and best practice. External Audits are undertaken as required. All Staff are to cooperate in all Audit processes to the best of their ability.
- Assessors must:
  - Assess and judge a client's skills and knowledge of competence against the standards in the training package.
  - Ensure safety of all stakeholders during an assessment, including assessments occurring on-the-job.
  - Interpret and understand the performance criteria and evidence guides.
  - Select appropriate assessment methods.
  - Select and develop appropriate assessment materials.
  - Ensure that evidence meets the standards.
  - Ensure that the evidence is valid, reliable, authentic, consistent, current and sufficient.
  - Make fair and objective judgements.
  - Have accredited assessment and vocational competencies (NSSC) for the assessment/level they are taking.
  - Be able to demonstrate current industry skills as relevant.

- o Undertake regular professional development of their knowledge and skills to maintain industry currency and competence.

Assessment Resources & Materials

- Every accredited Certificate, course and unit that is presented to Students must be supported by a number of training and assessment resources, master copies of which are to be kept for 1 year beyond the completion of the unit. Training and assessment resources include:
  - o Training timetables and assessment schedules
  - o All assessment tasks for each unit, including tests, role plays, projects etc. mapped to skills, knowledge, critical aspects and employability skills and other requirements of unit
  - o AQTF Standards, Victorian guidelines and other regulatory guidelines
  - o Model answers for each assessment task
  - o Comprehensive delivery, training and assessment plan, including unit details, nominal hours, Staffing, resources, industry involvement, target groups etc. for each unit
  - o List of all resources, materials, equipment, facilities – including teaching areas, Admin areas, etc. required and available for each unit
  - o Identification of *workplace* units, including materials, kits, diaries etc. kept and required for 'on-the-job' placements
  - o Identification of units being presented *online* or *self-paced*, the resources for these units, and the means of *authenticating* assessment of these units
  - o Details of Staff members that will be delivering training and assessment for the units, including qualifications and experience
  - o Sufficient training tasks and assessments to ensure competency has been demonstrating, and assurance & verification that training meets NQC requirements
  - o Copies of assessed (C or NYC) tasks, and a copy of the overall assessment results record for all units undertaken by the Student – signed by Assessor and Student
- All clients enrolling in nationally registered VET qualifications at this Centre will undergo a foundation skills assessment in five areas aligned to ACSF; reading, writing, learning, oral communication and numeracy.
- The ACSF can be used to identify and describe an individual's level of skills and knowledge in any of the core skills at any point of time. The framework makes it possible to identify a person's strengths and needs with precision, and therefore assess the persons' particular needs to be met in order for them to complete their designated qualification.
- The outcome of this assessment, together with the information gained at the induction interview, help to determine the most suitable training for the individual to address their requirements and from which they will gain the most benefit. Assessments and training should be in context to the individual's requirements, either for the training they require or the work they may be engaged in.
- Staff who are fully qualified both in adult education (TAE Cert 4 – must include unit TAELLN401a or 411a – *address adult language, literacy and numeracy skills*) and in educational practice (Victorian registered teachers) are employed at this Centre to conduct all training and assessments.
- Performance of the client is judged against the ACSF variables grid, taking into account the ACSF performance indicators and using tasks created from the text types in each of the 3 domains of communication. Where clients show ability in a range of levels, Assessors will need to use their professional judgement on the correct level, taking into account the individual's information given during the enrolment interview at the start of their assessing period – their goals, previous experience, their needs etc. Where a wider base of assessment is required, Students may also need further assessments during the first few weeks of class to best determine the most suitable enrolment level. Enrolments will be adjusted if required.
- The initial enrolment induction interview will allow some idea of the level of the Student, and will guide the chosen tasks and level for the pre-assessment test. This test will be booked at the enrolment interview, and should take about an hour. The test will be overseen and graded by one of our LLN qualified and experienced Trainer/Assessors.
- The test is based on the WELL ACSF Foundation Skills Check (copyright Federal Government), with tasks included from the Precision Consulting task bank, depending on relevance to the individual's level and

interests. (2015 will see a new Foundation Skills testing system created by ACER – we look forward to applying this to our pre-assessment system).

- Assessment of this skills check will produce a profile picture for the individual. This may be what is called a 'spiky profile'. This means the Student may well be high level in some things, average in others and low in others. Once this is determined, a strategy for allowing the Student the best options for their training will be arranged. This may include extra training for the lower skills, catch up training for moderate skills, a deeper consideration regarding the level of curriculum in which to enrol the Student, or even dual enrolments. Other considerations are adopted during this process, such as the individual goals and requirements of the Student.
- The curriculum includes:
  - o Elective
  - o Projects to be completed over time
  - o Research units to be completed over time

  These will not be part of a pre-assessment, but will be considered during the course of the training period, and adjusted to the appropriate level for each individual.
- Digital literacy skills will undergo preliminary assessment during the induction interview, and through some computer based responses required during testing. The Student will be asked their perceived level of skills and knowledge, their goals in this area and their previous experience. Based on these responses, Students will be placed in one of a range of available digital/computing classes available, and as with all other assessments, this may be adjusted during the first weeks of training.

Procedure for foundation skills testing

- Pre-test refers to enrolment/induction interview:
  - o Client fills out own enrolment form – reading and writing skills are used.
  - o Client participates in interview – oral communication (speaking and listening) and learning skills form part of this process.
  - o At this stage, the client may have expressed their reasons for enrolling and possibly have nominated a level they require to achieve their training goals.
- Foundation skills test:
  - o Trainer to guide test will have suitable LLN experience to best assist client.
  - o Each test will include instructions to the Trainer, and the Trainer may offer assistance to the clients. The amount of assistance required helps determine level. The Trainer should consider the assistance given so it does not interfere with the test itself. Trainers will record all assistance given.
  - o Using benchmark answers to all tasks, the Trainer will grade the completed test. The grading will be across the five test areas and will determine level for each area, and will include the pre-test information given previously. Using this information, a client profile will be determined, showing the best level for the client and also outlining spikes or troughs in levels over the 5 areas. This will be recorded as part of the Student file.
  - o The Trainer may then wish to discuss the results of the test and profile with the Student, once enrolment level has been established.
- Requirements for training completion:
  - o A Student plan created for the client will show the recommended level of enrolment, the qualification they are enrolled in based on that level, the gaps in their foundation skills that may prove a hindrance to achievement of that qualification, and the strategies available to the Student to assist them to achieve their training outcomes.
  - o The Student plan is then discussed with the client until agreement on all details is reached.
  - o The Student plan forms part of the file documents for the Student once enrolled.
- Review of Student plan and training:
  - o The training the Student is enrolled in will undergo review during and at the completion of that training. In particular, review will be conducted during the first weeks of training to confirm the Student plan and that the Student is enrolled in the training most suited to their needs. At this stage some adjustments may still need to be made to the enrolment.

- o Training review will use both the original training plan profile, and a completion document to ensure that strategies outlined have been successful and the qualification has been fully attained, or if further strategies may be required by the Student to fully complete the qualification. This information will be added to the Students training plan.
  - o Depending on the outcome of this review, the Student may progress into further training at a higher level or may be required to repeat the training in the next training period.
- All decisions will be fully discussed with the Student and are open to Student appeal.

9.4 Certificates and Statements of Attainment (SOAs)

Pre & non accredited

- Completion/attendance Certificates may be awarded to Students enrolled on some pre-accredited courses, where appropriate. These are Centre based Certificates and given as a reward, but are not reported in any form outside the Centre. No cost above enrolment fees are required for issuing of Certificates or Statements of Attainment provided fees have been paid in full.
- The process for awarding these Certificates is:
  - o The Tutor will be required to present a list of names/attendance roll for Students to receive a Certificate. Certificates will be granted to Students after assessments are received and processed by Admin.
  - o Certificate details are kept on both Admin computers. These are altered per Student as follows:
    - ✓ Student name
    - ✓ Date
    - ✓ Certificate number
  - o Certificates are printed on textured paper in the Admin area. They should be printed on the colour laser printer for best copy.
  - o Once printed, the class, date, Student name and Tutor initials should be placed next to the correct Certificate number in the Certificate Register kept in the Admin area. These records must be kept for 30 years.
  - o Grants should also be entered on appropriate Student management system software.
  - o Copies of Certificate and SOA's should be place with the Student information file.
  - o Accredited Certificates
- Students completing all criteria for a qualification and been assessed as being competent will receive an accredited Certificate (only for qualifications contained in the Centre's scope of registration)
- This Centre prints these Certificates on pre-printed Centre Certificate card, kept in the Manager's office.
- Once granted, the class, date, Student name and Tutor initials should be placed next to the correct Certificate number in the Certificate Register kept in the Admin area as well as recorded on VETTRAK electronically. These electronic records form part of the AQTF quality indicators.
- No cost is attached to the granting of Certificates above enrolment fees. *Reprints* of Certificates will incur a fee.
- All Student information pertaining to these records is kept as per Student Records policy.
- Certificates must comply with requirements of the Australian Qualifications Framework, as set out in the AQF Implementation Handbook, other applicable guidelines, regulation or legislation and endorsed training packages, available in the Manager's office. Accredited Certificates must contain the following information:
  - o This Centre's logo and RTO number
  - o Student name, correctly spelt
  - o Course/Certificate code and full name
  - o Correct and official logos for VRQA and National Recognised Training (used as required)
  - o The word 'Certificate'
  - o The wording 'The qualification certified within is recognized within the Australian Qualifications Framework. Issued under the authority of the Victorian Qualifications Authority. A summary of employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au'

- o Dated & signed by Centre Manager, and Centre Certificate number.
- o Transcript: These Certificates should also include a transcript/statement of results, which is all the units passed by the Student that made up their Certificate grant. This could also include dates completed and mark. This transcript should be printed on the back of the relevant Certificate.

Statements of Attainment (SOAs)

- Should the Student only partially complete an accredited Certificate course, they are to be granted a 'Statement of Attainment' for the unit/s completed. This follows much the same rules as above. HOWEVER:
  - o It must NOT contain the word Certificate - except in reference to the partial completion of.
  - o It must contain a description below the words Statement of Attainment: A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s)
  - o Codes and full names of each unit completed & assessed as competent, in partial completion of the full Certificate.
- No cost is attached to the granting of statements of attainment, above enrolment fees, for each unit that has been paid for in full. However, *reprinting* of Certificates will incur a cost set by the Centre.

9.5 Course cancellations and low class numbers

- BCAL reserves the right to cancel or postpone any advertised class. This could be because of insufficient numbers, Tutor withdrawal, material / venue unavailability or any other valid reason.
- Cancellation prior to the course commencement will mean BCAL will fully refund full fee paying Students.
- Cancellation part way through the course means a refund is subject to negotiation.
- If the cancellation is by parties other than BCAL for example a company contracting BCAL to run a course on its behalf, BCAL does not accept any responsibility of that cancellation, or for any fees, Certificates, incomplete lessons etc. owed to any Student as part of that course. However, the Centre will do all it can to see that Students disadvantaged by such a cancellation will be able to seek satisfaction.
- BCAL may cancel any Student's enrolments due to the misconduct of that Student. Should this be the case no refund will be offered.
- Generally, BCAL does not run classes at a loss.
- The exception may be some government funded courses, or on the basis that the program is too valuable. This decision is at the discretion of Administration and or Committee. Even so efforts should be made to reduce costs for example, re-negotiated Tutor or rental fee component, reduce the time frame or reschedule to allow numbers to increase. The other option is to subsidise the course.
- Decisions to cancel should be made at least 5 days prior to commencement of the course.
- Administration must make every effort to inform clients, preferably by telephone, of the cancellation.

9.6 Foundation Skills training and assessment (see also 9.3 Pre-assessments)

- Foundation skills are defined as core, essential skills that provide the basis for which Students can build into further training or employment and engage successfully and effectively in our society.
- Foundations skills include the core skills from the Australian Core Skills Framework (ACSF) of reading, writing, oral communication, numeracy and learning as well as employability skills as set out in the Core Skills for Work framework (CSfW) which includes managing work life, interacting with others, planning, decision making, solving problems, creativity and innovation and digital literacy. The Australian Core Skills Framework defines the level of an individual's foundation skills throughout all educational institutions.
- The ACSF can be used to identify and describe an individual's performance in any of the core skills at any point of time. The framework makes it possible to identify a person's strengths and needs with precision, and therefore training can be targeted to areas of need and monitored over time.
- Foundation Skills training is also known as Language, Literacy and Numeracy (LLN) training. The curricula used to present this training has, in development, been mapped to the ACSF. At this Centre this curriculum is:

Certificates in General Education for Adults (CGEA):

- o 22234VIC Course in Initial General Education for Adults

- 22235VIC Certificate I in General Education for Adults (Introductory)
- 22236VIC Certificate I in General Education for Adults
- 22237VIC Certificate II in General Education for Adults
- 22238VIC Certificate III in General Education for Adults

Certificates in Spoken and Written English for Adults (CSWE) (for ESL/AEL Students):
- 10361NAT Course in Preliminary Spoken and Written English
- 10362NAT Certificate I in Spoken and Written English
- 10363NAT Certificate II in Spoken and Written English
- 10364NAT Certificate III in Spoken and Written English

- Each area of training is supported by a planning document, the Training Plan (see Appendix E). Trainers are responsible for the planning the delivery and assessment for the training period for each level.
- The process for enrolling and delivering training for Foundation Skills Students, whilst relevant to all policies and procedures herein, does require considerations beyond the general scope:
  - Students enrolling in these courses are often quite vulnerable. People with low literacy skills, new arrivals to Australia, people who have lower understanding of processes, require a greater degree of care and a more detailed information process.
  - To ensure success for these Students in gaining required/desired skills, from enrolment to completion of required level, Students must be kept informed of processes and progress, and all Staff must be involved and aware of Students needs and goals as they develop and evolve.

Process for enrolment of foundation skills Students (please see 9.3 Pre-Assessment)
- Students undertaking foundation skills training will undergo an induction process including enrolment, an induction interview and pre enrolment Foundation Skills assessment. The induction interview is set at a time that suits all parties. Students are encouraged to bring along a support person to the interview. EAL Students for CSWE Certificates may require an interpreter and this can be provided at all stages of the induction process.
- The induction interview includes giving the Students all information required for their training, and ensuring they understand the information given. This includes a Student booklet for general Centre information, a Training Plan giving information for the current year's training including qualification and units, timetable, delivery and assessment details, Trainers, etc.
- During the induction interview, Students are advised that they need only answer questions they feel comfortable with. Staff may also not ask certain questions if they feel they are beyond the Student's scope.
- Students will be asked to fill their enrolment forms and answer questions in an interview. This preliminary interaction gives the interviewer the beginning of an outline of current level for the Student, as these processes are designed to cover writing, reading, oral communication, learning and to a small degree numeracy. From the responses given to the forms, and the responses given by the client as to why they want to enrol, it is possible at this stage to determine the level of foundation skills test tasks that would best suit the client's needs.
- Students will then undertake the pre-assessment skills test at a date arranged at the induction interview. This will firm up the determination of the best level for their training, and how best to cater to their requirements.

Blended Enrolment
- This Centre, due to the lower numbers of enrolments in individual class levels and rural location, caters to all levels in each classroom. Whilst this is demanding for the Trainers – and it is important that any new Trainer in the Centre is made very aware of this arrangement – it makes the classroom a stimulating and encouraging environment, and also easily allows for a blended delivery of units across the curriculum.
- Trainers prepare lessons for Students across the curriculum levels for each class and are therefore ablest to cater to all Students within the class. Where a Student has shown to have a spiky profile during level assessing, catering to the individual difference in levels is made easier during blended delivery.
- This type of class also allows for a further assessment of Students' abilities during the first weeks of training to ensure they are being fully catered to, receiving the correct level of training across their abilities and being given the best opportunity to achieve success in their foundation skills training.

Training Delivery

- Once the Student has commenced at their determined level, Trainers incorporate Student pathway planning, goals and requirements into their training by use of such devices as learning plans and portfolios updated regularly, Student diaries, assessments etc.

9.7 Legislation

- Legislation relevant to training delivery at this Centre includes:
    - o Charter of Human Rights and Responsibilities Act 2006
    - o Disability Act 2006
    - o Education and Training Reform Act 2006
    - o Equal Opportunity Act 2010
    - o Freedom of Information Act 1982
    - o Information Privacy Act 2000 / Privacy Act 1988 including the 2014 Australian Privacy Principles
    - o Occupational Health and Safety Act 2004
    - o Public Records Act 1973
    - o Further Education and Training Act 2013/2014
    - o Victorian Qualifications Authority Act 2000
    - o Working with Children Act 2005

9.8 Language, Literacy and Numeracy (LLN)

- The Centre will ensure that Students have every opportunity to achieve excellent results from training undertaken with us. To ensure this we offer assistance with language literacy and numeracy when and where required to remove barriers where low levels places Students at a disadvantage.
- It is advisable that Students undergo an LLN assessment prior to or during study to best assess and meet their foundation skills needs.
- The Centre conducts many language, literacy and numeracy (foundation skills) classes – for CALD and General Education Students – and as such is well placed to offer LLN assistance to all Students.
- Assistance may be in the form of help in the classroom or extra resources/training/blended enrolments.
- Consideration of LLN study groups and assistance for other providers will be undertaken on a needs basis.

9.9 Pre-accredited delivery/program offerings

- Pre-accredited training should be developed, delivered and assessed using the A-Frame guidelines as recommended by ACFE – Learn Local. These guidelines, and A-Frames developed for BCAL programs such as computers for beginners can be found in the A-Frame book in the Admin 'Curriculum' bookcase.
- All Staff should be familiar with the A-Frame processes
- A-Frame should provide means of advising Students on study and employment future pathways and training options
- BCAL aims to maximise potential and encourage success. We are committed to providing quality education regardless of gender, age, culture disability or disadvantage. All Centre participants are treated fairly. We aim to create opportunities for individual participants to achieve their goals.
- Programs offered are based on users' needs and wants, requirements of funding bodies and the resources available to BCAL.
- The program coordinator is responsible for the ideas, content and delivery of programs. Suggestions are welcome from the general public, community groups and employers.
- Program offerings are published in the BCAL quarterly brochure.
- Programs offer a range of different types of delivery, including ***personal interest courses*** for self-development, ***pre-accredited*** training for developing basic employability and social skills and ***accredited – or VET training*** where the outcome is competence in the specific VET area e.g. hospitality and the achievement of a nationally accredited Certificate and/or Statement of Attainment
- **All** enrolments must be recorded on the Centre enrolment system **VETTRAK**. All VET and pre accredited courses will be required to be sent via **AVETMISS** to relevant government department.

9.10 Recognition of Prior Learning (RPL)/Credit Transfer (CT)/Recognition of Current Competencies (RCC)

Recognition of Prior Learning (RPL)

- RPL is the determination of an individual's skills and knowledge obtained through previous training, work experience or life experience. This determination then may be used to award a client some or all aspects of their chosen training.
- RPL must be applied for prior to undertaking relevant training. Students are to be given RPL information upon enrolling so that they have the information required to make informed choices regarding the possibility of RPL within their study choices.
- Fees apply to any RPL application
- The process for RPL is for the Student to gather evidence to support an application matched to the learning outcomes of each unit for which they apply. The evidence will need to prove that they do have the skills and abilities to match the qualification.
- RPL is assessed using the same principles as training assessment.
- The assessment process will:
    - Cover the full range of skills and knowledge required to show competency
    - Use practical demonstrations of skills and knowledge where relevant
    - Use judgement to determine competency, and show equality of judgements through monitoring and review
    - Cover on and off the job components
    - Provide for RCC and CT as part of the process
    - Give clear direction to all clients seeking assessment
    - Be participatory – the process should be jointly developed and agreed between Assessor and candidate
    - Perform referee checks to determine authenticity of evidence
    - All clients to challenge and appeal assessment decisions
- Evidence to support RPL may include Certificates, work, study or personal references, evidence of enrolment at other institutions or telephone numbers of persons to contact, logbooks, awards, third party reports, questions at interview. The gathering of evidence must be completed by the Student's, but the RPL Assessor will be available to assist throughout the process.
- Candidates may need to undergo a formal assessment at the end of the RPL process to fully determine competency.
- If subcontracting RPL process, the Centre must ensure that the contractor is on the approved RPL Provider list, available on SVTS.

Credit Transfer (CT)

- Credit transfer is the process of transferring training gained at other institutes to the records of the candidate at this Centre.
- Training needs to be current, or equivalent to currently available training.
- Evidence must be presented by the Student prior to credit transfer being presented
- Certificates and SOAs presented for credit transfer must be from a currently registered training organisation.
- Qualifications completed must be from the current and nationally recognised training packages or accredited courses, and contain the current codes and names.
- Credit transfer may be recorded under the RPL code on AVETMISS software (VETTRAK).
- Where Students wish to transfer to another provider, the Centre must assist with this, assisting the Student with information if required, and assisting the provider with the Student's current qualification or partial qualification records. This includes ensuring each Student has up-to-date assessment records.

Recognition of Current Competencies (RCC)

- RCC applies if a learner has previously successfully completed the requirements of a unit of competency or module and is now required to be reassessed to ensure that the competence is being maintained.
- Evidence of current competency should have been achieved within the last 4 years

- Evidence can include:
  - Copies of Certificates and qualifications
  - Details of course content
- Competencies may be one of more aspects of a full qualification
- A good example of this is a client providing current competence in CPR for a first aid qualification

9.11 Resources

- The Centre strives to provide training and assessment resources that are current and relevant.
- Trainers are encouraged to request resources at all times, relevant to their subject areas.
- Resources are a budgeted item, reviewed quarterly.
- Teachers are to validate their resources and attend professional development so they may ensure their resources are relevant, current and accurate to the training provided.
- Resources may take the form of:
  - Written – texts, forms
  - Pictorial/practical – posters, games, tactile
  - Online – including equipment – iPads, computers
- Teachers may also create their own resources.
- Resources must be in line with curriculum/ training package requirements.

9.12 Subcontracting

- *(also see Victorian Education Department fact sheet on subcontracting on SVTS)*
- Should we require to present courses that are outside our scope of registration, we may employ the services of a subcontractor RTO.
- If the subcontractor is delivering training leading to an accredited Certificate, the Manager must ensure that the courses being delivered are current and on the other providers' scope of registration, and that the provider has and is complying with their current service agreement/funding contract.
- There must be a comprehensive and effective MOU between parties with any subcontracting arrangement. This should be signed and dated by all relevant parties and contain a clear outline of the obligations of each party. The department's fact sheet could be used to assist with drawing up the MOU.
- The subcontractor should be made aware that they will also be party to any Audit undertaken upon this Centre. This should form part of the MOU.
- Awards given under the arrangement must be relevant to the RTO's scope of registration.
- Subcontractors used by the Centre must have appropriate qualifications and experience to deliver the training expected.
- Students booking into training provided by a subcontractor must be informed of the roles of the subcontractor and this Centre with regard their training.
- the subcontractor must sign an MOU or a contract, with terms negotiated and agreed to by both parties. It is recommended that the subcontracting fact sheet from the dept. to be used in creation of the MOU.
- negotiations must include considerations such as:
  - costs to each organisation
  - income for each organisation
  - who does what – enrolments
  - who does what – resources etc…
  - arrangements for training
- If the subcontractor is supplying training outside the Centre's scope of registration the Centre is not able to and must not report any Student contact hours or grant any Certificates for subcontracted services.
- where it may be applicable the subcontractor may be required to assist in any external Audit that includes courses run by them for the Centre.
- Where the subcontractor is supplying Staff as part of their role, this Centre should be able to view/record the Staff member's resume including qualifications and experience to ensure they are qualified for the training involved.

- subcontracting for fee for service training may proceed without formal agreements, but it is recommended that each sign an MOU.
- When advertising subcontracted services, the coordinator must include – on website and in brochure etc – details such as:
  - The identity of the subcontractor
  - Roles they play – e.g. training and/or assessment and/or granting Certificates.
- Equally where we provide some of the service, Students must be informed of our role/s as well. This includes who they are actually enrolled with.
- If subcontracting RPL process, the Centre must ensure that the contractor is on the approved RPL Provider list, available on SVTS.
- If subcontracting for LLN, the Centre must ensure the contractor in the on the approved Foundation Skills Provider list available on SVTS.
- This Centre does not broker services.

9.13 Scope of registration/Training package transition
- The Centre holds a Scope of Registration. This is the list of *accredited* training packages and courses that the Centre is registered to deliver. The current scope of registration information is available at *training.edu.au* (formerly NTIS).
- The Centre must maintain RTO status in order to deliver items in its scope of registration. This means that all regulatory requirements, including AQTF standards and conditions must be maintained by the Centre. The Centre must maintain at least one nationally recognised qualification on its scope of registration to remain eligible for funding.
- The current versions of training package or curriculum for all items on the scope of registration must be available at the Centre at all times. This includes the Victorian purchasing guides for each.
- Staff teaching for the registered items must hold sufficient qualifications e.g. cert 4 in TAA.
- All curriculum and training packages have renewal dates. All items on the scope of registration must be renewed by the renewal date stated on each. Current copies must be available and taught. This information is also available from training.edu.au
- The Centre may only deliver, assess and grant Certificates for nationally accredited training that is on its scope of registration. The Centre must not offer or apply for funding for courses that do not appear on its scope of registration.
- When entering into a training partnership with another provider, the Centre must ensure any training delivered is on either our own or the other providers scope.
- Training packages are the nationally accredited curriculum and training and assessment guides for all training delivered in the VET environment.
- All registered Training Organisations wishing to deliver training in the national and Victorian training environment must be registered, and be delivering at least one training package or accredited course
- All RTOs hold a scope of registration. This is the list of training packages they are registered to delivery. This information is available at training.gov.au (TGA).
- RTOs must apply for any change, increase or decrease. to their scope of registration through the VRQA in Victoria or the ASQA in other states (except WA).
- The RTO must hold all current versions of the training package documents. This can be in both paper and CD form, or downloaded from TGA.
- TGA and the documents give dates for registration periods. RTOs must ensure they update to each new version of the document as their registration period ends, to be prepared for the new registration.
- Once a registration period ends, no new Students are to be enrolled under the old curriculum. Student already enrolled, however, may complete their training periods prior to change-over.

9.14 Training and Assessment Strategies (also see addendum)

- Each qualification group on Centre scope of registration should have a Delivery, Assessment and Training plan. This gives an overall planning of the qualification being delivered and is used by Staff and Students so they may have some details of their chosen training area.
- Each plan includes:
  - Contact details for this Centre
  - Training period dates & calendar
  - Timetable for current year
  - Lists of units for each Certificate level, including delivered hours for each
  - Information on fees
  - A brief training and assessment procedure outline
  - Outcomes/pathways
  - Target group
  - Trainers/Staff details
  - Prerequisites
  - Credit transfer
  - Industry requirements
  - Customisation
  - Delivery / assessment methods
  - Awarding of Certificates
  - Resources available
  - Validation/moderation strategy
- Plans are updated at least annually to maintain currency of information. Where a qualification is updated or a new version released, this must be reflected in the training plans.

Assessment Strategies

- This Centre will identify, negotiate, plan and implement appropriate training and assessment strategies for each client, for each training package/accredited course enrolled.
- When designing/developing appropriate training for each area, the following applies:
  - Client training needs – conducting an initial assessment (training needs analysis) is necessary
  - Consultation with relevant industry area
  - Identifying of relevant competency standards and curriculum requirements, and matching these to training and assessment delivery
  - Creating a training and assessment plan (strategy)
  - Deliver and then review the training and assessment plan
- Clients are advised of the training they will be undertaking. This includes an outline – unit's/learning outcomes, pre-requisites if any.
- Teachers are responsible for developing, delivering and storing training session plans for all their classes. These must be relevant to and linked to the units of competency being taught. Sessions will be run according to plans. Reviews of plans are undertaken after each session, and amended where necessary.
- Review of training will be conducted after training sessions are complete. Teachers are expected to conduct these reviews, and information from Student surveys may form part of this review.
- Assessments are conducted in appropriate manner, as outlined in the curriculum. Methods may include written, on-line, simulations, group work or role plays, projects, pictorial and many others. Assessments should not only be matched to the curriculum but also the client undertaking that assessment so they may have a variety of assessment types.
- Assessment tasks – should contain:
  - Student's name – or identification number
  - The module or unit being assessed
  - Date of assessment
- Training and assessment resources and materials are compliant with assessment guidelines outlined in curriculum. If these are customised, they must be done so under the curriculum guidelines.

- Training and assessment Staff will undergo validation/moderation sessions at least annually to ensure the relevance and currency of their training, and impartiality and fairness of their assessments. These sessions should be conducted with other Staff outside the Centre, and may be guided by an independent person. Where suitable sessions are not available, and independent validator may be engaged, and/or sessions conducted online.

- LLN levels of Students should be considered in training delivery and assessment. Assessments should be geared toward individuals LLN levels, as assessed prior to, and updated during, enrolment.

- When developing a training strategy, the planning is Centred on what the client requires at the conclusion of their training in skills and knowledge. Therefore, the training will need to be the most effective means to produce this outcome for each individual client, given the resources, Staff, environment etc. available to them. Training may also need to be sequenced, which may require more consideration around timetabling and length of training.

- The Centre must provide the most qualified of Staff (see Staff qualifications policy) with sound understanding of the curriculum they are teaching, and have the most effective resources. The training provided needs to be flexible to allow each individual the greatest opportunity to learn.