

Training and Assessment Policy

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Purpose

The purpose of this Policy is to direct the delivery of training and assessment at GOTAFE to:

- ensure consistent, quality training and assessment that embeds principles of quality assurance, continuous improvement and the *Skills First* Quality Charter.
- ensure all vocational training and assessment complies with the *Standards for Registered Training Organisations (RTOs) 2015* (the Standards), including the Australian Qualifications Framework (AQF) and the Principles of Assessment and Rules of Evidence; and where relevant, Practical Placement Guidelines.
- ensure training and assessment of VCAL and VCE programs complies with the *Guidelines for non-school senior secondary education providers*.
- ensure all assessment complies with the applicable nationally endorsed Training Package and/or State accredited curriculum requirements.

Policy Statement

It is the policy of GOTAFE that:

1. Through the delivery of quality training and assessment, our students are well equipped for employment or further study; and
2. The qualifications we issue are credible and well regarded by industry and employers.

Training and assessment, including Recognition of Prior Learning (RPL), of training products on GOTAFE's Scopes of Registration will be:

3. Conducted by trainers and assessors who have the necessary credentials required by the Standards, or where applicable, train under supervision of a qualified trainer;
4. Conducted by trainers and assessors who have the current knowledge and skills in vocational training and learning, as well as relevant vocational competencies and industry currency that is informed by industry engagement;
5. Defined by a Training and Assessment Strategy (TAS) that is an accurate reflection of operational practice (and that includes the unique requirements of online delivery and assessment, where applicable). The TAS will be systemically reviewed and improved by the evaluation of trainer, student and employer feedback and validation activity, in addition to being informed by industry engagement;

6. Conducted in accordance with the Principles of Assessment and Rules of Evidence, as described by the Standards, and that meets the requirements specified in the relevant training package or VET accredited course;
7. Encompassing of the Practical Placement Guidelines issued by the Department of Education and Training (DET), where applicable;
8. Inclusive and support equity and accessibility principles;
9. Responsive and encompassing of the Australian Core Skills Framework (ACSF);
10. Systematically validated, as prescribed by the Standards; and
11. Transitioned to superseding training products, where applicable and in accordance with the Standards.

GOTAFE will offer Skills Recognition, including RPL and credit, for units of competency and/or modules verified as previously completed under the AQF, unless prohibited by licensing or regulatory requirements.

Roles and Responsibilities

This Policy applies to all GOTAFE staff that provide training and assessment services related to nationally endorsed training package qualifications, skill sets and single units of competency (UOC) and accredited VET courses or components of courses that are listed on GOTAFE's Scope of Registration.

Documentation and regulation

This Policy is to be made available on the GOTAFE intranet.

Documentation and regulation that support this policy include but are not limited to:

- *Standards for Registered Training Organisations (RTOs) 2015*
- *Guidelines for non-school senior secondary providers (VRQA)*
- Australian Qualifications Framework (AQF)
- *Skills First* Quality Charter (DET)
- Practical Placement Guidelines (DET)
- Education Self-Assurance Framework (EDSAFW)
- Training and Assessment Systems Procedure (E2-P1a-d)
- Training and Assessment Strategy Procedure
- Validation Policy (E3)
- Validation Procedure (E2-P1e)
- Industry Engagement Procedure
- Continuous Improvement Procedure (Q1-P70)
- Recognition Policy
- Australian Core Skills Framework (ACSF)

A glossary of VET terms is also included (see [Appendix 1](#)).

Appendix 1 - Glossary

Accredited course	Qualifications that are structured outside of Training Packages and accredited by state authorities or are privately owned and copyrighted and accredited with VRQA or ASQA.
Amount of Training	The amount of training comprises the formal learning activities provided to a student. These formal learning activities can include classes, lectures, tutorials, online or self-paced study as well as workplace learning. (ASQA Fact Sheet, Determining the amount of training).
Articulation	An arrangement whereby learners can progress from one course to another, or from one education sector to another e.g., from a TAFE course to a University course
Assessment	Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
Assessment system	Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the <i>Principles of Assessment</i> and the <i>Rules of Evidence</i> .
Australian Core Skills Framework (ACSF)	<p>A framework that describes levels of performance in the five (5) core skills of:</p> <ul style="list-style-type: none"> • Learning • Reading • Writing • Oral Communication • Numeracy. <p>These skills are considered essential for people to participate in our society.</p>
Australian Qualification Framework (AQF)	The policy framework that defines all qualifications recognised nationally in post- compulsory education and training within Australia. The AQF comprises titles and guidelines that define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment.
Australian Skills Quality Authority (ASQA)	<p>The national VET regulator of the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania and for some RTOs in Victoria and Western Australia. ASQA was established under legislation enacted in 2011 to establish one national VET regulator. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.</p> <p>NOTE: ASQA is GOTAFE's national regulator.</p>
Blended learning	<p>A mix of various learning methods and media.</p> <p>The GOTAFE Blended learning model has five key focuses – Skills Recognition, Workplace Delivery, Campus Delivery, Online Delivery and/or Distance Learning.</p>
Client	A learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Competency	Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Competency based training (CBT)	An approach to vocational education, training and assessment that is based on what a person can do to a defined standard (competency).
Continuous improvement	The term is used in an educational setting to describe improvement occurring in incremental steps through continuous cycles of plan, deliver, assess and review.
Contractors	Qualified individuals who are engaged under contract by an RTO, to deliver training and assessment.
Credit or Credit transfer	Credit may be granted for an equivalent unit/module completed at an RTO or at any other authorised issuing organisation, recognising the student has already obtain competency. If non-equivalent, an analysis should be performed to determine equivalence before granting credit. NOTE: Students must not be required to repeat any unit or module in which they have already been assessed as competent unless a regulatory requirement or licence condition (including an industry licensing scheme) requires this.
Current Competence (CC)	The requirements for a unit of competency or module that need to be maintained as current e.g., licensing, First Aid.
Department of Education and Training	The Department regulates, manages and implements Victorian Government policy within adult training programs.
Dimensions of competency	Part of the broad concept of competency, which includes all aspects of work performance e.g., task skills, task management skills, contingency management skills and job/ role environment skills.
Diagnostic assessment	Assessment to identify a gap in skills and/or knowledge i.e., a training need.
Education	The formal learning that takes place within a structured learning setting, such as TAFE and higher education.
E-learning	Facilitated online learning that uses a range of electronic media. It enables learners to connect, learn and collaborate with trainers, experts and other learners in an online environment.
Flexible learning	Flexible learning covers a range of delivery modes, including eLearning, distance education, mixed-mode, online learning, self-paced and self-directed learning. It gives learners the freedom to study what, when, where and how they want.
Feedback	Feedback from the trainer to the learner is provided throughout training and assessment to assist the learner to become competent. Feedback from the learner to trainer is requested at the end of training for the purposes of course review and continuous improvement.

Formative assessment	Assessment that takes place throughout a training program to provide learners with feedback as they learn rather than at the end of the program i.e., summative assessment. It can be used to help learners or to improve the delivery of the program during delivery.
Graded assessment	The practice of assessing and reporting levels of performance in competency-based vocational education and training. It is used to recognise merit.
Higher Education & Skills Group (HESG)	The HESG is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria.
Holistic assessment	The assessment of a range of skills and knowledge together. The methods and tools may assess a number of elements of competence or more than one Unit of Competency at a time. It enables learners to show that they can do more than perform separate tasks.
Individual learning plans	An individual learning plan is a working document for the planning, provision and evaluation of a learner's education .
Industry	<p>The bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:</p> <ul style="list-style-type: none"> • enterprise/industry clients, e.g., employers. • group training organisations • industry organisations • industry regulators • industry skills councils or similar bodies • industry training advisory bodies • unions.
Industry engagement	<p>Industry engagement may include, but is not limited to, strategies such as:</p> <ul style="list-style-type: none"> • partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs • involving employer nominees in industry advisory committees and/or reference groups • embedding staff within enterprises • networking in an ongoing way with industry networks, peak bodies and/or employers • developing networks of relevant employers and industry representatives to participate in assessment validation • exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

Skills Service Organisations (SSOs)	SSOs are organisations that support Industry Reference Committees (IRCs) to develop training packages that industry needs. SSO will undertake activities that include: <ul style="list-style-type: none"> • facilitate engagement across industry and the training sector. • facilitate the development of training packages for consideration by their relevant IRCs. • provide project management, information management, operation and secretariat support to the IRCs assigned to them. • provide technical writing skills to support their IRCs in preparing technical specifications for training packages and other products; and • manage the training packages through the endorsement process on behalf of IRCs.
Language, Literacy & Numeracy (LLN)	Language, literacy and numeracy skills are considered necessary to secure sustainable employment or pursue further education and training. RTOs are required to provide adequate LLN support to enable students to participate in training and employment.
Moderation	Moderation is considered best practice when Graded Assessment is being used. When grading assessments moderation is generally conducted before the finalisation of student results as it ensures the same decisions are applied to all assessment results within the same unit of competency.
Modes of delivery	The environment or way in which learning has occurred e.g., online, distance, workplace and on-campus.
National recognition	Recognition across each state and territory: <ul style="list-style-type: none"> • by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs • of the training organisations registered by any other state or territory's registering body and its registration decisions • of the courses accredited by course-accrediting body and of its accreditation decisions.
National Register / TGA	The, often referred to as TGA (located at www.training.gov.au) lists nationally recognised training and includes accredited courses, endorsed training package qualifications, training package skill sets and associated subjects. Training.gov.au
National VET Regulator (NVR)	The NVR is the national regulator for the vocational education and training (VET) sector. It is an independent Commonwealth statutory authority. Note: GOTAFE is regulated by the NVR, ASQA, underpinned by the Standards for Registered Training Organisations 2015 for all accredited VET training.
Education Partners	Providers that provide training services under contract on GOTAFE's behalf e.g., schools, adult and community education providers, industry enterprises and private RTO's.

Principles of assessment	Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
	Flexibility	Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> • reflecting the learner's needs. • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
	Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance. • assessment of knowledge and skills is integrated with their practical application. • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
	Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Reasonable adjustment	An action to assist a student with a disability to participate in education and training on the same basis as other students e.g., providing resources and assessment instruments in large print for visually impaired students.	
Recognition of Current Competency (RCC)	Required updates and/or reassessment to ensure that previously attained competence in a Unit of Competency or module is still current e.g., license certificates that might be issued with an expiry date.	
Recognition of Prior Learning (RPL)	An assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses. Note: See Skills Recognition	

Registered Training Organisation (RTO)	<p>A training organisation registered by a state or territory registering body.</p> <p>Note: A training organisation must be registered in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.</p>	
Rules of evidence	Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
	Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency .
	Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work .
	Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.
School Based Apprenticeship (SBA)	<p>Australian School-based Apprenticeships allow young Australians to get credits towards a vocational qualification and earn a wage while completing their senior secondary certificate.</p>	
Scope of Registration	<p>The training products for which an RTO is registered to issue AQF certification documentation.</p> <p>It allows the RTO to:</p> <ul style="list-style-type: none"> a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or b) provide assessment resulting in the issuance of AQF certification documentation by the RTO. 	
Skills Recognition / Advanced Standing	<p>An assessment only process of gaining formal recognition for skills and knowledge that have been obtained through work, previous study and life experience. Skills Recognition may occur through one or more of the following processes:</p> <ul style="list-style-type: none"> • Credit Transfer • Recognition of Prior Learning (RPL). <p>Note: also called Advanced Standing</p>	
Skill Sets	<p>Short courses listed on the National Register, Training.gov.au (TGA). They contain a single set of competencies or a combination of units of competency from a training package or VET Accredited Course which link to a licencing or regulatory requirement, or a defined industry need, but are not necessarily linked to a qualification. Also include 'Courses in'.</p>	
Static curriculum	<p>The document that defines the core and elective Units of Competency selected from a Training Package for a qualification that will be delivered by an RTO.</p>	

Statistically valid	A random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.
Student identifier	A unique student identifier as defined in the Student Identifiers Act 2014.
Summative assessment	Assessment conducted at predetermined points in the training process or at the end of a period of training and/or work experience to determine the achievement of competency requirements.
TGA / National Register	The National Register, often referred to as TGA (located at www.training.gov.au) lists nationally recognised training and includes accredited courses, endorsed training package qualifications, training package skill sets and associated subjects. Training.gov.au
Training	The process used by an RTO to facilitate learning. It refers to the acquisition of knowledge, skills and competencies as a result of the teaching.
Training and assessment resources	Support materials developed to support the delivery and assessment of training from Training Packages. They can be printed materials, CDs, videos, web-based resources or libraries of resources.
Training and assessment strategy (TAS)	A framework that guides the learning requirements and the training and assessment arrangements for a Vocational Education and Training (VET) qualification. It is the document that outlines the macro-level requirements or the learning and assessment process, usually at the qualification level.
Training Package (TP)	A set of qualifications and units of competency developed to meet the training needs of an industry, or a group of industries, and endorsed at the national level.
Training plan	A documented program of training and assessment for an apprentice or trainee developed by an RTO in consultation with the key stakeholders to the training contract.
Training program	A program (also known as a learning program), developed by an RTO, that meets the training and assessment requirements of a qualification from a Training package, one or more designated units of competency, or an accredited course. It might specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources' required. It might form part of a training and assessment strategy.
Training Support Network (TSN) website	The Training Support Network (TSN) website provides access to Victorian state accredited curricula which have been developed to provide the skills and knowledge not covered by national training packages.
Unit of Competency (UOC)	A document that specifies industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Validation of assessment	Validation is the quality review of the assessment process. Validation involves checking that assessment tools produce valid, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of completed assessments (e.g., for each cohort a high, medium and low sample) and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.
VET Quality Framework	The VET Quality Framework comprises: <ul style="list-style-type: none"> • the Standards for Registered Training Organisations • the Australian Qualifications Framework • the Fit and Proper Person Requirements • the Financial Viability Risk Assessment Requirements • the Data Provision Requirements
Victorian Curriculum and Assessment Authority (VCAA)	A statutory authority of the Government of Victoria responsible for the VCE and VCAL assessments, exams and the conduct of statewide testing e.g., School-based Apprenticeships and Traineeships.
Victorian Registration and Qualifications Authority (VRQA)	The role of the Victorian Registration and Qualifications Authority (VRQA) is to provide regulation that ensures quality education and training is delivered by the providers it registers in Victoria. Note: GOTAFE is regulated by the NVR and complies with the ASQA Standards, except in the case of VCAL and school-based programs, which are regulated by the VRQA.
Vocational competency	A particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.
Vocational Education & Training (VET)	In Australia Vocational Education and Training is mostly post-secondary and provided through the vocational education and training (VET) system by Registered Training Organisations (RTOs). This system encompasses both public, TAFE, and private providers in a national training framework consisting of the Australian Qualifications Framework and Industry Training Packages which define the assessment standards for the different vocational qualifications.
VET in Schools (VETiS)	Vocational Education and Training in Schools (VETiS) are VET programs undertaken by school students as part of the senior secondary VCE or VCAL certificate. The programs are generally completed over 1 or 2 years and provide a qualification or partial completion of a Certificate I, II or III and often include on-the-job learning and use of simulated environments. The training that students receive reflects specific industry competency standards and is delivered by a Registered Training Organisation, or a school in partnership with a Registered Training Organisation.

Victorian Registration and Qualifications (VRQA)	VOL includes all teaching, learning and assessment activities including self-directed study/revision or practice that a typical student must undertake to achieve the learning outcomes.
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