

Training and Assessment System Procedure

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Purpose

This procedure describes the Training and Assessment System of cyclical events for developing, delivering training and assessment, and reviewing a course listed on the national Scope of Registration and GOTAFE's Register of Course Offerings.

Relevant Policy/Policies

Training and Assessment Policy (E2)
 Training and Assessment Strategy Procedure (E2-P1)
 Course Management Procedure (PRSA-166)

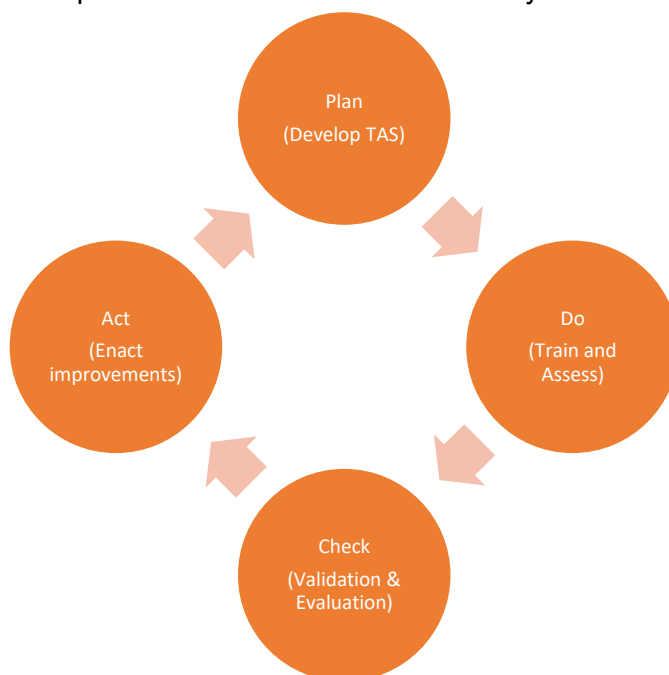
Roles and Responsibilities

This procedure covers the training and assessment of courses which may be qualifications, skill sets, units of competency, accredited VET courses and Secondary School qualifications (Victorian Certificate of Applied Learning, VCAL).

Directors of Education are responsible for enacting this procedure for all courses within their directorate.

Procedure

The training and assessment of each course is described in the course Training and Assessment Strategy (TAS). The course TAS will be evaluated and reviewed at least annually and is based upon the Plan – Do – Check – Act cycle of continuous improvement.



An overview of each stage of the cycle as applied to the Training and Assessment System is described below:

PLAN	The Plan phase considers all aspects of the Training and Assessment Strategy (TAS). The inputs into the TAS are source documents reviewed for currency; results from evaluations from previous iterations of the course; GOTAFE procedures for vocational competency of trainers, industry engagement, continuous improvement, course transition and practical placements. The planning phase will result in a course prepared in every detail, ready for marketing, enrolling, training and assessing students.
DO	The Do phase is the delivery and assessment of the course from the time students are inducted into the course and concludes when students leave the course with a Course Award or Statement of Attainment. This phase follows the Training and Assessment System.
CHECK	The Check phase reviews all feedback about the structure, delivery and assessment of the current course. A summary of this review is collated as recommended actions for future delivery, to inform the TAS review.
ACT	The Act phase includes the recommended changes from the Check phase as an input into the Plan phase for the next iteration of the course.

A. Plan

	Plan Phase Steps	Documentation
1	GOTAFE Planning Ensure that the course is on GOTAFE scope by checking training.gov.au Ensure that the course has been approved for delivery in the following year and that GOTAFE will take enrolments by checking GOTAFE's Register of Course Offerings.	Management of Scope and Courses Registration Procedure (PRSA-67) Course Management Procedure (PRSA-01)
2A	Course Documentation Obtain the current course prescriptions from the authoritative source. For example Training Packages and their Companion Volumes are available from TGA; VCAL can be sourced from VRQA (https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/Index.aspx); Vic accredited courses can be sourced from Victorian Department of Education and Training. For support with located accredited course documentation, contact Education Compliance.	https://training.gov.au/ https://www.vrqa.vic.gov.au/ https://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx
2B	Review the Purchasing Guide and /or prescriptions for delivery of curriculum documents for changes. Note any changes for incorporation into the TAS.	https://www.education.vic.gov.au/training/providers/rto/Pages/purchasingguides.aspx
2C	Course currency - Consider whether the course is in, or about to go into transition. If so, follow the procedure for transitioning courses and students	Course and Student Transition Procedure (PRSA-160)
3A	Industry Input Review National Skills Commission and State Skills reports for relevant information about the outcomes of this course, such as employment trends.	
3B	Review GOTAFE industry engagement information and identify relevancy for this course.	Industry Engagement Procedure (PRED-166)

	Plan Phase Steps	Documentation
	Seek additional industry consultation to inform the specific details of structure and assessment of this course, if this is not recorded in the industry consultation log.	
4	<p>Cohorts</p> <p>Identify distinct cohorts who will enroll into this course. For example 3 cohorts of a course could be – trainees in the workplace; school students enrolled in VET Delivered in Secondary Schools and or auspice; students attending campus-based learning and assessment.</p> <p>Cohorts may require different:</p> <ul style="list-style-type: none"> • Course structure e.g. selection of elective units and/or • Delivery plans, <p>Assessment tools for each unit of the course must be the same for all cohorts, with appropriate contextualization.</p> <p>If the delivery of the course will be by an approved Third Party, ensure that all arrangements for delivery, assessment and management of the partnership are in place, and the Third Party will be using GOTAFE approved Assessment tools.</p>	Third Party Arrangements Procedure (PRPP-154)
5	<p>Physical resources</p> <p>Using the curriculum documents at course and unit levels, identify whether the physical resources can be met, for example:</p> <ul style="list-style-type: none"> • specialist teaching spaces • equipment, including IT equipment • assessment conditions. <p>If additional resources are required, advise the Education Director and obtain estimates of funding to ensure these are included in the budget process.</p>	
6A	<p>Course Design</p> <p>The modes of delivery, methods of assessment, class times, locations must be chosen to best suit the needs of each student cohort.</p> <p>Mode of delivery can include one or a combination (blend) of:</p> <ul style="list-style-type: none"> • Internal (Classroom On-campus) e.g., classes, practical workshops, laboratory and simulator classes, tutorials • External (Online) - training occurs at the student's own location, using a digital network such as online webinars, videoconference classes (e.g., Zoom/ MS Teams), or training materials that are provided in an online Learning Management System (LMS) or by correspondence • Workplace based - structured training and/or assessment occurs at the workplace, overseen by a workplace supervisor/employer; assessment is conducted by GOTAFE Trainer/Assessor. Note, the workplace ABN must be recorded in SMS. 	

	Plan Phase Steps	Documentation
	<p>Assessment conditions requiring workplace or simulated workplace must be considered when choosing the course delivery methods.</p> <p>For information of how to design and structure VCE VET programs in meeting VCAA requirements, see the relevant study area: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx</p>	
6B	<p>Course Structure</p> <p>Through industry engagement, seek advice to select the elective units which will lead to best employment and/or further education opportunities for graduates.</p> <p>The list of core and elective units must meet packaging rules in terms of the number of units, the combination of electives, any pre-requisite or co-requisite units. (see Appendix 1 of this procedure for more information on packaging rules)</p> <p>Different elective combinations may be structured to suit different cohorts, and these must be described as distinct cohort unit lists in the TAS.</p> <p>If extra elective units are required by a cohort, these must be delivered as a separate accredited short course in addition to the qualification, to ensure the correct number of units is displayed on a qualification's testamur transcript.</p> <p>If there are significant changes to the course structure or delivery methods, ensure that existing students are able to complete the course they commenced or make arrangements for these students to complete their studies.</p> <p>No student should be disadvantaged by changes made to a GOTAFE course structure.</p> <p>For more information on Dual Qualification offerings, see Appendix 1 of this procedure.</p>	Course Development Project Plan (FLA-73)
6C	<p>Drafting the course delivery and assessment begins with completion of the Delivery and Assessment Sequence section of the Training and Assessment Strategy (TAS) document. This provides a skeletal plan for delivery to a cohort, showing:</p> <ul style="list-style-type: none"> • topics of learning • sequencing ensuring pre-requisites are delivered first • sequencing of complementary units • potential clustering of like units (see Appendix 1 of this procedure) • delivery methods • assessment methods and tasks 	TAS

	Plan Phase Steps	Documentation				
	<ul style="list-style-type: none">sequencing of assessment release time frames and due dates <p>This should remain a dynamic document during the planning phase.</p> <p>The Volume of Learning section of the TAS document describes how much time is allocated to the course delivery, including:</p> <ul style="list-style-type: none">Time allocated to each method of delivery, such as classes and virtual classes/webinars, self-paced learning, on-the-job training, placement, self-directed research and study, tutorials and consolidation of practical skillsTime allocated to completion of assessment tasks <p>This determines the course duration and expected study time commitment of the student.</p> <p>Course duration should be within the AQF guidelines, unless a reasonable rationale is providing within the TAS.</p> <p>See Appendix 2 for more information on Amount of Training.</p>					
7A	Assessment strategy Design of assessment tools. The Principles of Assessment (Fairness; Flexibility; Validity and Reliability) must underpin assessment design. The assessment design must ensure that the student can provide evidence from assessment tasks that meet the Rules of Evidence (Valid, Sufficient, Authentic, Current) Refer to the definitions to ensure these are understood and ready to be applied.					
7B	Commercially-available items of assessment may be purchased. If commercial products are used, the assessment tools must be mapped and validated by GOTAFE, before use. (If purchasing assessment tools, Skip to 9D)	Assessment Map (FLA-31)				
7C	<div><div>GOTAFE designed assessments. When designing assessments there are 4 main methods of assessment in VET. These are:</div><table><tr><td>Questions – written (including online) and oral questions and tasks set around questioning</td><td>e.g. knowledge questions, multiple choice (objective) questions, tests, exams, short and long written answers, assignments, case studies, presentations, role plays, interviews, scenarios, verbal/oral questions</td></tr><tr><td>Observations and Demonstrations</td><td>e.g. observations while completing tasks in the workplace or simulated workplace, practical tasks, simulation demonstration/role plays</td></tr></table></div>	Questions – written (including online) and oral questions and tasks set around questioning	e.g. knowledge questions, multiple choice (objective) questions, tests, exams, short and long written answers, assignments, case studies, presentations, role plays, interviews, scenarios, verbal/oral questions	Observations and Demonstrations	e.g. observations while completing tasks in the workplace or simulated workplace, practical tasks, simulation demonstration/role plays	https://www.asqa.gov.au/sites/default/files/2021-09/Guide%20to%20assessment%20tools%20v1.1.pdf
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	Plan Phase Steps	Documentation				
	<table><tr><td>Portfolio and Products</td><td>e.g. samples of work completed, use of documents, reflective journal, practical placement record, log books, videos, annotated photos, projects, reports, products (e.g. creation of a physical item such as baking a cake)</td></tr><tr><td>Third party feedback (supplementary / supporting evidence)</td><td>e.g. testimonials, supervisor reports, interviews with employer/host employer</td></tr></table>	Portfolio and Products	e.g. samples of work completed, use of documents, reflective journal, practical placement record, log books, videos, annotated photos, projects, reports, products (e.g. creation of a physical item such as baking a cake)	Third party feedback (supplementary / supporting evidence)	e.g. testimonials, supervisor reports, interviews with employer/host employer	
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Third party feedback (supplementary / supporting evidence)	e.g. testimonials, supervisor reports, interviews with employer/host employer					
	<p>Each Assessment Tool will usually be made up of different Assessment Tasks. The number of tasks chosen for assessing the unit will depend on which methods best matches the requirements of the unit.</p> <p>‘Third party feedback’ can only be used as supporting evidence and cannot be the sole method of assessment for the selected aspects of the unit. If you choose ‘Third party feedback’ as a method of assessment, there must be other assessment methods used to assess the selected aspects of the unit. See Apenndix 2 for more information.</p> <p>Develop an assessment tool for each unit. Industry guidance is mandatory. Refer to the documented Industry Engagement for this course for guidance. If the recorded information does not address the units, seek specific industry advice about the assessment plan for each unit. Using the industry advice construct assessment tasks which cover every aspect of the unit.</p> <p>Some tips on assessment design:</p> <ul style="list-style-type: none">• Include a variety of assessments throughout the course• Consider real life experiences• Consider employment outcomes• Make sure that the design of the assessment tools is sufficiently broad to cater for all cohorts. <p>To assist, GOTAFE has many professional resources about designing assessment available through the Organisational Capability Learning and Development Unit.</p> <p>Also see Appendix 2 for ASQA resources to support quality assessment design.</p>					
7D	<p>Assessment Mapping</p> <p>Map the components of the assessment tool against the unit of competency. Ensure that the spread of assessment items addresses all aspects of the unit, including:</p>	Assessment Map (FLA-31)				

	Plan Phase Steps	Documentation
	<ul style="list-style-type: none"> • Elements and performance criteria • Performance Evidence • Knowledge Evidence • Assessment Conditions – ensure that these have been built into the design of the assessment tasks or into the instructions given to the students • Foundation Skills – ensure the correct levels (e.g. numeracy, literacy) as described in the unit have been built into the design of the assessment tasks. 	
7E	<p>Arrange for pre-assessment validation of each new assessment tool prior to its use. The requirement for pre-assessment validation also applies to commercial assessment products.</p> <p>Pre-assessment validation will determine whether the assessment tools meet the Principles of Assessment and that the evidence to be gathered will abide by the Rules of Evidence.</p>	Validation Procedure (E2-P1e)
7F	<p>Develop the documents to support administration of assessment</p> <ul style="list-style-type: none"> • Assessment Task – Learner version (FLA-43L). This is the version that will be presented to the student. The instructions to the student must cover details of the task, timing and resources required. • Assessment Task – Assessor version (FLA-43A) this is the version that assessors will use to ensure assessment judgements are reliable. Designing assessment criteria, for simple questions include the answer as the marking guide. For more complex items such as a Case Study, include important aspects that must be covered by the students work. • Assessment Cover Sheet (FLA-24). This ensures that the student understands their role and responsibilities in assessment. Not all assessment tasks will use a cover sheet. An equivalent student acknowledgement is used within goLearn for online assessment submissions. • Assessment Task Feedback to Learner (FLA-65) • Unit Final Assessment Result (FLA-66) <p>Or use the various Assessment type templates which combine coversheet, the task, and the task feedback, designed for different task types such as observational checklists, reflective journals, practical placement records, case studies, etc. These are found at: https://gotafe.sharepoint.com/TeachingLearning/Pages/CoursewareComp.aspx</p> <p>Note: GOTAFE Courseware Compliance documents published to learners within goLearn are created using Word templates</p>	<p>Assessment Task – Learner version (FLA-43L)</p> <p>Assessment Task - Assessor version (FLA-43A)</p> <p>Assessment Cover Sheet (FLA-24)</p> <p>Assessment Task Feedback to Learner (FLA-65)</p> <p>Unit Final assessment Results (FLA-66)</p>

	Plan Phase Steps	Documentation
	designed to meet Web Content Accessibility Guidelines 2.0 (WCAG) standards	
8A	<p>Delivery/ training strategy</p> <p>All course delivery whether online, workplace, classroom or mixed (blended) mode must have a clear delivery plan for each unit. Starting with the Delivery and Assessment Sequence and the Volume of Learning sections of the TAS, prepare a detailed delivery plan for each unit and every session.</p> <p>The Unit Delivery Plan should be designed respecting adult learning styles and characteristics of each cohort. The delivery strategy may vary for different cohorts however the assessment tools will be the same.</p> <p>The purpose of the Unit Delivery Plan is to give trainers the overview of how to deliver each session of the unit, by identifying:</p> <ul style="list-style-type: none"> • Learning activities • Resources needed for the learning activity • Mapping of which part of the unit the learning activity addresses <p>At the conclusion of each session, trainers complete their feedback noting areas for improvement. It is important that these summaries are written straight after the session to capture fresh ideas.</p>	<p>TAS</p> <p>Unit Delivery Plan (FLA-38)</p>
8B	Identify where practical activities, excursions and guest speakers will be included in the Delivery Plan. This is the exciting part of planning courses and should allow trainers to build an interesting program which will engage students.	
8C	Complete the Unit Guide for each Unit or Cluster of Units, to show a summary for the Learners of the learning topics covered in each training session, an assessment schedule showing how many assessment tasks are required and when they are due, and any resources a student needs to access to complete the training and assessment for the unit/s.	Unit Guide (FLA-48)
8D	<p>Learning Resources</p> <p>Learning resources aligned to the Topics for each Training delivery session and for self-paced learning can be in the format of Learner Guides, Workbooks, Handouts, PowerPoints, Videos, online webinars, online content for self-pace learning within the goLearn LMS or can be commercially purchased resources.</p> <p>Learning resources must comply with copyright rules, accessibility standards and GOTAFE's online service standards, and must be correctly branded and be of professional quality.</p> <p>Commercially purchased online resources should wherever possible be integrated into goLearn (Moodle) LMS.</p> <p>Learning Resources should include a variety of Learning Activities to engage learners and provide opportunities for</p>	<p>Course Development</p>

	Plan Phase Steps	Documentation
	<p>knowledge and skill development prior to, and in preparation for, summative assessment.</p> <p>Before any resource is published to students within goLearn it undergoes review and rectification to meet minimum WCAG 2.0 standards. goLearn includes the Ally Accessibility plugin. This tool automatically checks all content for accessibility errors and generates an in-course and site-wide diagnostic report on any errors. Every goLearn unit is checked using this tool before it is published. The Digital Design team corrects errors within HTML control (e.g. Alt text and heading structures).</p> <p>Development of new learning and assessment resources should be part of the Course Development Project Plan.</p> <p>It is strongly advised that each unit meets minimum online presence requirements by having a goLearn shell for each unit. Each unit shell should include a 'Lets start learning' activity and approved unit assessments.</p>	Project Plan (FLA-73)
9	<p>Trainers and Assessors</p> <p>Identify trainers who have the correct credentials, including industry currency, to deliver and assess the unit.</p> <p>If trainers only hold a training skill set, discuss your delivery needs with their nominated supervisor and ensure they understands their responsibilities.</p> <p>Identify gaps where there are no appropriately qualified trainers and organise recruitment or professional development for existing staff.</p>	<p>Trainer and Assessor Qualifications Procedure (PRED-177)</p> <p>Trainer Supervision Plan (FLA-56)</p> <p>Recruitment and selection procedure (CS33-P93)</p> <p>Learning and development procedure (CS34-P38)</p>
10	<p>Practical Placements / Structured Workplace Learning</p> <p>Identify sufficient number of potential industry hosts for Practical Placements and plan for scheduling these. Consider any industrial actions that may need to be considered when planning placement hours.</p>	Practical Placement Agreement Procedure (E14-P34)
11	<p>Timetable</p> <p>The program timetable which notes start and end dates for each unit; location; study mode, dates, times, and Trainers describes the delivery of the course for each semester.</p> <p>Study Plan / Training Plan</p> <p>The unit start and end dates are translated from the Timetable to the Study Plan or Training Plan (for Apprentices/Trainees).</p>	<p>202X Course Delivery Template (ODHOC-10)</p> <p>Changes to Course Delivery</p>

	Plan Phase Steps	Documentation
	Availabilities are set up by Education Systems team into SMS. Any changes to the timetable for delivery of training must receive approval and be communicated appropriately.	and Timetables Procedure (PRSA-197)
12	Training and Assessment Strategy (TAS) The planned delivery and assessment in steps 1 – 11 are collated and detailed into the course TAS. Note: TAS and Availabilities information is the basis for Course information published on the GOTAFE public website.	Training and Assessment Strategy Procedure (E2-P1)

B. Do

	Do Phase	Documentation
13	Pre course commencement Students are guided through the admissions process, including a Pre-Training Review and evaluation of literacy and numeracy skills, and enrolled into their course by Student Attraction and Engagement staff. When enrolment has been completed, trainers will receive information about each student – a Study Plan/ Training Plan; Pre-Training Review Record, Enrolment summary and potential for RPL assessment. Trainers review this information and set up individual student files within SharePoint Course Directory, and set up Group or Individual Participation Rolls If the Student is enrolling in an Approved Foundation Skills listed course or VCAL, the Trainer will undertake an interview with the student to determine the most appropriate certificate level to enroll based on ACSF level for Core Skills	Pre-Training Review and Student Support Procedure (PRLS-162) Admissions Procedure (E10-P31) Student Records Management Procedure (PRSa-175)
14A	RPL RPL candidates will be referred to Coordinators by the Student Attraction and Engagement team, who will assign an RPL Assessor. The Assessor should contact the student, commence the RPL process and complete the assessment within 3 months.	Assessor Guide to RPL RPL Tool Kit Student Guide to RPL
14B	Credit Transfers Students may supply verified Academic Transcripts showing previous successful completion of Units and apply for Credit Transfers, meaning the student is not required to undertake further training or assessment in the Unit.	Recognition Procedure (E2-P1f)
15	Reasonable adjustment Consider and implement any reasonable adjustment identified during the Pre-Training Review for each student.	GOTAFE Reasonable

	Do Phase	Documentation
	<p>Review Language Literacy and Numeracy (LLN) results and consider if reasonable adjustment may be needed.</p> <p>For some students, reasonable adjustment will be a constant throughout their course.</p> <p>Trainers must be aware that reasonable adjustment may be required responding to a range of temporary or permanent conditions that may emerge for students during their studies.</p> <p>Document and ensure any plans and use of reasonable adjustment are communicated to staff.</p>	Adjustment Plan (ODSS-14)
16	<p>Contact students</p> <p>After receiving the student enrolment information, trainers must notify the student within one business day and provide:</p> <ul style="list-style-type: none"> • Timetable • Initial information about what to bring • Where to meet on the first day 	Admissions Procedure (E10-P31)
17	<p>Induction</p> <p>Induction of students</p> <p>All students at GOTAFE must be inducted into their course, following the Student Induction Guide CPG-08 or goLearn induction section of the goLearn Student Portal.</p> <p>Apprentices and Trainees must be inducted using the Apprentice-Trainee Induction Information ODSA-22</p> <p>Evidence of the student's induction is to be retained in the Student's file or within goLearn LMS.</p>	https://www.gotafe.vic.edu.au/gotafe-student-handbook Student Wellbeing Handbook (ODSS-11)
18A	<p>Changes to student's enrolment status.</p> <p>Students may change their enrolment status by:</p> <ul style="list-style-type: none"> • Requesting to withdraw from a course/unit or • Cease attending or participating in learning and assessment • Request to defer their studies <p>For any of these changes a timely response is required to ensure that GOTAFE records are accurate and that any refund of fees can be claimed by students.</p>	Enrolment, Withdrawal and Deferral Procedure (PRSA-196) Fees Charges and Refunds Procedure (PRSA-158)
18B	<p>Changes to the Timetable</p> <p>If changes to the original timetable for the cohort become necessary, these must be reflected in an updated Study Plan / Training Plan and notified to Student Admin to ensure that participation records at GOTAFE are accurate.</p> <p>Changes to Timetables must be approved by the Director.</p>	Changes to Course Delivery and Timetables Procedure
19A	Delivery of Training and Assessment	

	Do Phase	Documentation
	Each unit is delivered and assessed according to scheduling of the timetable and as described in each the Unit Delivery Plan and the Assessment Tool for the unit.	Unit Delivery Plan (FLA-38) Unit Guide (FLA-48)
19B	<p>Evidence of participation (EOP) (online, face to face, or evidence of course work) must be recorded at the time of every learning or assessment activity for each Unit. This must be retained in the Student's File.</p> <p>EOP must show:</p> <ul style="list-style-type: none"> • Student's name and student ID • Unit code • Date of activity <p>Valid EOP evidence can be:</p> <ul style="list-style-type: none"> • Attendance marked in an Institute-endorsed attendance roll • A piece of student's work, e.g. a learning activity • Trainer's notes describing a conversation with the student discussing particular topics they are learning within a unit • Assessment evidence showing assessor's grading • Practical placement evidence showing student's learning activity against the Unit <p>EOP should be collected monthly to show ongoing engagement in learning.</p> <ul style="list-style-type: none"> - A first point of EOP should be collected within 30 days <i>after a unit activity start date</i> (SSP date), and no earlier. - Where a unit is more than 30 days in duration, a second point of EOP must be available, that is different to the first piece of EOP. - The second point of EOP must be within 30 days <i>before the unit activity end date</i> (& no later than). <p>The date of first time a student starts each unit must be recorded immediately into SMS ('SSP entry) and <i>cannot be entered more than 60 days</i> after the event in order to secure funding for the training.</p> <p>Note 1: Where an apprentice or trainee is not progressing, an employer is not meeting their obligations and/or barriers are faced, support can be provided by a Regional Field Officer.</p> <p>Note 2: Trainees & Apprentices must be on Epsilon prior to commencing training at GOTAFE.</p>	Student Records Management Procedure (PRSA-175)
19C	<p>Practical Placement</p> <p>The assigned practical placement coordinator for the course follows the procedure for arranging and documenting placements,</p>	Practical Placement Procedure (E14-P34)

	Do Phase	Documentation
	<p>including arranging a Practical Placement Agreement prior to placement commencing.</p> <p>Students and host employers must be well informed for placements and understand their rights and responsibilities.</p> <p>Structured Workplace Learning Secondary School Students undertaking VCE VET programs may be required to complete Structured Workplace Learning (SWL), as determined by the VCAA. A formal Structured Workplace Learning Arrangement Form must be in place prior to the SWL occurring (arranged by the Secondary School).</p> <p>For the current years VCAA's recommendations for SWL in VCE VET programs, see: https://www.vcaa.vic.edu.au/curriculum/vet/swl-vet/Pages/HowSWLWorks.aspx</p>	<p>Practical Placement Handbook (ODPPL-06)</p> <p>https://www2.education.vic.gov.au/pal/structured-workplace-learning/policy</p>
19D	<p>Excursions Approval to conduct excursions and external activities is required before advising students of the activity. Regarding health and safety of the activity, preparation must include:</p> <ul style="list-style-type: none"> • Site risk assessment and controls of hazards • Detailed information for students regarding clothing, food etc. • How the activity is integrated into the unit/ course <p>Where there are students under the age of 18 years, there are extra requirements for duty of care. Fees for planned excursion are covered in the Materials and excursions component of enrolment fees.</p>	<p>Excursions and external activities Procedure (E15-P35)</p> <p>Duty of Care of Minors (PRSS-151)</p>
19E	<p>Guest speakers When guest speakers are engaged to enhance the delivery of a course. The role of the guest speaker is not that of a trainer or assessor. The trainer for the unit must be present at all times alongside the guest speaker. The guest speaker must not conduct training or assessment. Guest speakers may be remunerated as a PACCT casual or as a Contractor.</p>	
20	<p>Monitoring and Communication Trainers will monitor and encourage attendance and progression of students through the course and through regular communication and progress reports with Students, Employers of Apprentices/Trainees, and other stakeholders (e.g. School VET Coordinators for secondary school students).</p>	

	Do Phase	Documentation
	Communication and reports will be retained within the Student File.	
21	<p>Conduct of Assessment and Resulting</p> <p>Assessment should be administered only when students are ready to be assessed i.e. when students have received the appropriate training. The sequence of assessment events are:</p> <ul style="list-style-type: none"> • Assessment task is presented and explained to the student • The instructions on the task must be clear and address precisely what the student must complete; the time that they have to complete the task and the resources required to complete the task. • Students need to understand their role and responsibilities in assessment, in particular not plagiarising and understanding GOTAFE retains assessment items. • Extensions to time allowed for assessment may be granted if students lodge an application for extension of time of no more than 2 weeks, appropriately. • After students have submitted their evidence from the assessment task, the assessor has 10 business days to complete their assessment judgement by applying the assessment criteria, record the result and return the assessment feedback to the student. Each task is judged as either 'Satisfactory' or 'Not Satisfactory'. • Formal feedback for each task is presented to the student. The feedback is in terms of the assessment criteria. • Students are entitled to re-sit or resubmit an assessment task by arrangement with the trainer. At GOTAFE, 2 attempts at an assessment task are allowed. If the second attempt is not successful, students will be resulted as 'Not Competent' and must enroll into the unit again. • At the Education Coordinator's discretion, a third attempt may be granted under exceptional circumstances. • If the student does not submit a second attempt within the agreed timeframe, the student will be resulted as 'Not Competent' and must enroll into the unit again. • When all the tasks of the Assessment Tool for the unit have been completed, trainers will complete a final result which collates results of the assessment tasks and presents a final result and feedback to each student for the unit, using the Unit Final Assessment Results Form (FLA-66) or goLearn equivalent. The date the last assessment task was graded is the date of the Unit Assessment decision on the Unit 	<p>Assessment Task – Learner version (FLA-43L)</p> <p>https://www.gotafe.vic.edu.au/gotafe-student-handbook</p> <p>Application for extension of time (FLA-23)</p> <p>Assessment Task – Assessor version (FLA-43A)</p> <p>Assessment task feedback to learner (FLA-65)</p> <p>Unit Final assessment Results (FLA-66)</p>

	Do Phase	Documentation
	<p>Final Assessment Results Form and is the 'Grade effective date' entered when resulting the Unit on SMS.</p> <ul style="list-style-type: none"> To be resulted as 'Currently Competent (CC)' in the Unit, all Assessment tasks must have been assessed as 'Satisfactory'. If one or some of the tasks are assessed as 'Not satisfactory' or have not been submitted for assessment, the Unit will be resulted as 'Not Competent'. If none of the tasks have been submitted, an assessment judgement for the Unit cannot be made, and an 'Apparent Unit Withdrawal' will be processed. All completed assessment items are placed in the student's file and copies are provided to the student. Students have a right to appeal assessment results <p>Some VCE VET programs offer scored assessment, most provide structured workplace learning and recognition. This is clearly stated on each of the VCAA program pages. For more specific information on VCAA requirements, including VCE VET scored assessment visit: https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx</p> <p>To better understand how VET recognition is provided in VCE / VCAL visit: https://www.vcaa.vic.edu.au/curriculum/vet/vet-vce-vcac/Pages/Index.aspx</p>	<p>Enrolment Withdrawal or Deferral Procedure (PRSA-196)</p> <p>Student Records Management Procedure (PRSA-175)</p> <p>Feedback, Complaints and Appeals Management Procedure (PRQM-170)</p>
22	<p>Conclusion of a unit</p> <p>When the delivery and assessment of a unit has been fully completed, students will be asked for their feedback on the unit. Trainers must ensure that students are supported to provide any feedback. Students may provide anonymous feedback.</p>	<p>Unit Feedback Form (FLA-27)</p>
23	<p>Conclusion of the Course and Course Awards</p> <p>At the conclusion of the course, students are asked to provide feedback on the course.</p> <p>Once all units have been finished, a student's file is reviewed for completeness, ensuring all evidence of participation and all assessment evidence is retained.</p> <p>GOTAFE is required to issue AQF qualifications within 30 days of students having completed their course. The date of the course</p>	<p>Course Feedback Form (FLA-33)</p> <p>Application for Accredited Course Award (FSA-02)</p>

	Do Phase	Documentation
	<p>completion is the date that the result for the last unit of a qualification is recorded.</p> <p>To meet this timeline, within 10 days of the final assessment, trainers must ensure that results for all units are recorded on GOTAFE Student Management System (SMS) and an application for Award is lodged.</p> <ul style="list-style-type: none"> • If all of the Core and the correct number and type of Electives and any other requirements of the qualification (e.g. mandated industry placements) have been completed, an Application for Certificate must be completed and sent to Student Admin. • <i>Apprentices/Trainees ONLY.</i> Before lodging an award application, the legal employer must sign-off on competency-based completion of the on-job component of the units. The date the legal employer signs-off on apprentice/trainee completions signifies the termination of the contract with the student. • <i>Secondary school students</i> undertaking School-based Apprenticeships, VETDSS courses, and VCAL students must be resulted prior to VASS deadlines and their results communicated to the Schools. <p>For Short Courses, once all results have been recorded on SMS, an application for Short Course Certificate is completed and lodged. (see Appendix 1 of this procedure for more information on short courses)</p> <p>If students have completed their studies but have not completed the requirements for the course award, they are entitled to a Statement of Attainment. All results must be recorded on SMS and an application for a Statement of Attainment is lodged.</p> <p>Trainees/ Apprentices</p> <p>When a Traineeship or Apprenticeship is completed, Epsilon details must be updated by GOTAFE's Trainee & Apprenticeship Centre administration.</p> <p>Note: Where an apprentice or trainee's Training Contract nominal completion date is approaching and more time is required to complete their training, an extension to the contract should be discussed with the employer and referred to the ASSN.</p> <p>VCAL</p> <p>VCAA issue the VCAL certificates for all students, based on the results entered on the VASS system. These certificates are sent to</p>	<p>Application for Short Course Certificate form (FSA-39)</p> <p>Application for a Statement of Attainment (FSA-94)</p>

	Do Phase	Documentation
	GOTAFE for distribution as per Secondary Schools in July or December each calendar year	

C. Check

	Check Phase	Documentation
24	Validation Units of the course will be validated according to the 5 yearly GOTAFE schedule for validation. All units with new assessment tools must be validated before being used.	Validation Procedure (E2-P1e)
25	Course Review Prior to the drafting of the following year's TAS, each course undergoes a thorough evaluation by seeking feedback as part of GOTAFE continuous Improvement Procedure. Formal course review meetings are held with Trainers and can include industry representation. The Course Review draws on input from: <ul style="list-style-type: none"> Trainers and assessors of the course, including Trainer feedback after delivery of each session of training Collated student feedback from each unit and from the course Validation reports Student results and retention rates Industry feedback Relevant student and/or employers satisfaction surveys Department /unit meeting Minutes Any related Complaints and Appeals An Action Plan is drafted based on consideration of the feedback	Continuous Improvement Procedure (Q1-P70) Course review: Minutes and Action Plan (Q1-P170) Unit Delivery Plan (FLA-38) Unit Feedback Form (FLA-27) Course Feedback Form (FLA-33) Industry Engagement Record (FLA-80)

D. Act

	Act Phase	Documentation
26	The recommendations from the Course Review and Validation Reports of the course are used to inform the next iteration of the Training and Assessment Strategy. These become an additional input into the Plan phase.	Training and Assessment Strategy Procedure (E2-P1)

Definitions

AQF	Australian Qualifications Framework specifies the standards for educational qualifications. Rules clearly specify levels of knowledge, skills and application of these for each of the 10 defined levels ranging from Senior Secondary to Doctor of Philosophy.
AQF Qualification	An AQF qualification is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF
Assessment Criteria	The criteria by which an assessor is assured that the learner has the skills, knowledge and attributes described in a unit of competency and associated assessment criteria. For example, assessment criteria for the task of baking a cake would be the judgement made about qualities (texture, colour etc.) of the outcome – the cake
Assessment Method	There are 4 main types of assessment methods in VET <ol style="list-style-type: none"> 1. Questioning 2. Observations and Demonstrations 3. Portfolios and Products 4. Third Party evidence
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 Principles of Assessment and the Rules of Evidence.
Assessment Task	An assessment activity that includes context and conditions of assessment; tasks to be administered to the student; an outline of evidence to be gathered from the candidate; the evidence criteria to judge quality of performance (i.e. the assessment decision-making rules)
Certificate	Certification documentation is the set of official documents that confirms that a qualification has been awarded to an individual
Companion Volumes	A non-endorsed component of a training package, published by the training package developer, which provides information for the implementation of delivery and assessment.
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.
Course	The overarching entity in which a student enrolls. This maybe an AQF qualification; an accredited skill set; or a single unit of competency or VRQA accredited secondary school qualifications.
Credit Transfer (CT)	Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on

	identified equivalence in content and learning outcomes between matched qualifications	
Evidence of Participation (EOP)	Evidence of Participation is recorded to prove that funds claimed by the RTO from Victorian Government are valid. The form of EOP may be as attendance in learning activities; evidence of assessment; training notes about an individual student or evidence of Practical Placement. In each case the evidence must specifically relate to the unit of competency and meet the specific EOP guidelines described in the VET Funding Agreement.	
Foundation Skills	Foundation skills are defined as those language, literacy, numeracy and employment skills that are essential to the performance of a work task or activity but are not explicit in the performance criteria	
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. 	
Knowledge Evidence	Evidence that a student knows and understands specific ideas related to performance	
Modes of Delivery	The environment or way in which learning has occurred e.g., on-campus (internal), online or distance (external), or workplace-based.	
Performance Evidence	Evidence that a student can perform a task correctly	
Practical Placement / Structured Workplace Learning (SWL)	<p>A placement in an industry setting as a component of the course. A tripartite agreement for the placement is entered into between the student (and their legal guardian, if under 18 years), the host employer and GOTAFE. A Department of Education (Vic) standard agreement is used.</p> <p>Practical Placements may be compulsory for a qualification, or these may be included as part of the course design.</p> <p>Structured Workplace Learning is the term for secondary school students undertaking a VET course, and the agreement is between the student, parent/guardian, host employer and the School Principal.</p>	
Principles of Assessment	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.	
	Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to consider the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process and provides the learner with the opportunity to</p>

		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.
Purchasing Guide	The Victorian Purchasing Guide (VPG) provides information for use by Registered Training Organisations (RTOs) in the provision of Victorian government subsidised training, namely the student contact hours (SCH) allocated per unit and the total number of hours that will be funded for each qualification, i.e. the maximum payable hours.	
Qualification	See AQF Qualification	
Reasonable Adjustment	An action to assist a student who may require an adjustment to the method of training or assessment due to their circumstances, so they can 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 Prior Learning (RPL)	Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit	
Rules of Evidence	The rules, by which assessment is designed, administered and assessed.	

	Validity	The assessor must be assured that the student has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirement
	Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.
	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
Statement of Attainment	A statement of attainment recognises that one or more accredited units have been achieved.	
Study Plan / Training Plan	Study plans and Training plans form the contract between GOTAFE and the student. The plan lists the units, their mode of delivery and assessment, the Trainer/s, the SCH allocated and the estimated start and end dates for each unit. Training Plans are for Apprentices and Trainees and contain additional information about the Apprenticeship/Traineeship contract, stakeholders, and must be signed by all relevant parties.	
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, for a course	
TGA	TGA is an abbreviation for the website (www.training.gov.au) which lists nationally recognised training and includes accredited courses, endorsed training package qualifications, Training Package skill sets, unendorsed Companion Volumes and associated subjects.	
Training Package	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.	
Unit of competency	A unit of competency is the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognised.	
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.	
Volume of Learning	The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the	

	learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years
WCAG	The Web Content Accessibility Guidelines (WCAG) is an internationally recognised standard created by the World Wide Web Consortium (W3C). The purpose of WCAG standard is to define how to make Web content more accessible to people with disabilities.

Documentation and regulation

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)
- Australian Core Skills Framework (ACSF)
- Skills First Quality Charter (DET)
- VET Funding Contract (DET)
- GOTAFE Reasonable Adjustment Plan (ODSS-14)
- Practical Placement Guidelines (DET) (ODPPL-07)
- Education Self-Assurance Framework (EDSAFW)
- Training and Assessment Strategy Procedure (E2-P1)
- Management of Scope and Courses Registration Procedure (PRSA-67)
- Course Management Procedure (PRSA-166)
- Validation Policy (E3)
- Validation Procedure (E2-P1e)
- Industry Engagement Procedure (PRED-178)
- Continuous Improvement Procedure (Q1-P70)
- Course review: Minutes and Action Plan (FLA-47)
- Trainer and Assessor Qualifications Procedure (PRED-177)
- Recognition Procedure (E2-P1f)
- Course and Student Transition Procedure (PRSA-160)
- Third Party Arrangements Procedure (PRPP-154)
- Recruitment and selection procedure (CS33-P93)
- Learning and development procedure (CS4-P38)
- Practical Placement Agreement Procedure (E14-P34)
- Pre-Training Review and Student Support Procedure (PRLS-162)
- Admissions Procedure (E10-P31)
- Student Records Management Procedure (PRSA-175)
- Enrolment, Withdrawal and Deferral Procedure (PRSA-196)
- Fees Charges and Refunds Procedure (PRSA-158)
- Changes to Course Delivery and Timetables Procedure (PRSA-197)
- Feedback, Complaints and Appeals Management Procedure (PRQM-170)
- Student Wellbeing Handbook (ODSS-11)
- <https://www.gotafe.vic.edu.au/gotafe-student-handbook>
- Course Development Project Plan (FLA-73)

- Advanced Standing Credit Transfer and RPL Application form (FSA-100)
- RPL Tool Kit (SRK-c)
- RPL Assessor Guide (SRK-a)
- Student Guide to RPL (SRK-b)
- Assessment Map (FLA-31)
- Assessment Task – Learner version (FLA-43L)
- Assessment Task - Assessor version (FLA-43A)
- Assessment Cover Sheet (FLA-24)
- Assessment Task Feedback to Learner (FLA-65)
- Unit Final Assessment Results (FLA-66)
- Unit Delivery Plan (FLA-38)
- Trainer Supervision Plan (FLA-56)
- Unit Feedback Form (FLA-27)
- Course Feedback Form (FLA-33)
- Industry Engagement Record (FLA-80)
- Application for Accredited Course Award (FSA-02)
- Application for Short Course Certificate form (FSA-39)
- Application for a Statement of Attainment (FSA-94)

Appendix 1 – Course Packaging Guidelines

Courses at GOTAFE are categorised as:

1. Qualifications, issued with a Course Award and Academic Transcript
 - a. Qualifications from Training Packages
 - b. VET Accredited Course curriculum
2. Accredited Short Courses, issued with a Statement of Attainment
 - a. Skill Sets from Training Packages
 - b. Course in's curriculum
 - c. Single Units of Competency
 - d. Accredited Short Courses, developed by GOTAFE
3. Non-accredited Short Courses, developed by GOTAFE, issued with a Certificate of Participation

PACKAGING QUALIFICATIONS

- Each Qualification consists of a set number of core and elective units, defined and described in the Training Package or Curriculum.
- The selection of electives
 - Must meet the packaging rules for the number and combination of elective types.
 - Must be based on industry feedback for student cohorts.
 - Must meet the packaging rules for specific specialisations.
- Where units have been superseded, if the unit is a listed core or elective, the original unit must be used and not the replacement. However, if the unit is an **imported** elective, any students enrolled in the superseded unit must be completed or transitioned into the replacement unit within 12 months of the replacement unit being published on TGA.
- Where units have been deleted, students enrolled in the deleted unit must be completed within 12 months of the unit's expiry date on TGA.
- Students must not be enrolled in more units than the number of units required by the packaging rules.
- Students should not be enrolled in similar units that duplicate the same or similar learning outcomes, raising suspicion of funding rorting.
- Do not package units that total more than the maximum payable hours.
- It is permissible to package units that total less than the minimal scheduled hours in the purchasing guide, although it is preferable to choose close to the maximum scheduled hours for financial sustainability.

CLUSTERED TRAINING AND ASSESSMENT

Clustered Training and Assessment is where two or more Units with similar or duplicated content in their Elements, Performance Criteria, Knowledge and Practical/Performance Skills are combined together and delivered in a holistic manner.

This method of training has pedagogic benefits, providing students with an engaging learning experience by delivering a logical flow of content and reducing duplication and repetition.

At GOTAFE, it is recommended clustering of units involves no more than 2 to 4 units. Delivery of a planned list of Topics will cover the content within the combined group of Units and is described in a Delivery Plan for the Cluster.

If assessment is also clustered, ensure the Assessment Tasks, Feedback and Results forms clearly identify which assessment tasks relate to which units and qualifications. It is vital that careful and detailed mapping of each Task against the components of all the Units is undertaken, in a manner that clearly demonstrates what each Task covers, and how they combine to fully cover all aspects of each Unit in the Cluster.

The assessment mapping must also guide which Tasks within the Cluster are required to be completed in the event that a Student has already gained one of the competencies as a stand-alone Unit from previous studies, or through RPL or through granting of a Credit Transfer.

The training and assessment system for Clustered training and assessment is evidenced by:

1. Delivery and Assessment Schedule tab within the TAS describing the cluster
2. Unit Guide listing all Units in the Cluster
3. Delivery Plan, listing all Units in the Cluster, with learning topics mapped to each part of each Unit
4. Separate initial learning activities for each separate unit, to be used for unit commencement evidence (SSP); or
5. The Attendance roll indicating which units are delivered together, to be accompanied by the Delivery Plan for unit commencement evidence (SSP)
6. The Timetable listing all unit codes on the days they are delivered
7. Assessment Tools listing all Unit codes in the Cluster
8. Separate Assessment Maps for each individual Unit
9. Unit Final Assessment Results form listing each Unit in the Cluster and all Assessment Tasks for the Cluster.

DUAL QUALIFICATIONS

The rationale for offering a dual qualification must primarily be to benefit participants and to Industry, for example

- To give sufficient skills required for their job if a single qualification cannot provide all skills required. This requirement should be informed and evidenced by Industry consultation.
- To give students the option for an early exit point

Choosing units

- Training package rules must be met for both qualifications
- Ensure appropriate credit transfers can occur; do not “double up” similar or equivalent elective units if a single unit can give the required knowledge and skills while meeting training package rules across both qualifications
- Justify all unit choices through industry consultation and feedback in the TAS

- Do not import more elective units than is allowed in the training package rules for the qualifications

Holistic delivery and/or assessment

Clustering units is good pedagogic design for a better student learning journey experience, however:

- Do not cluster more than 2 - 4 units together
- Ensure all learning and assessment documentation clearly identifies all unit codes
- Ensure SSP participation for each unit code is clearly documented
- Ensure delivery plan is exceptionally well mapped
- Ensure assessment maps are exceptionally well mapped
- Ensure the Assessment Tasks, Feedback and Results forms clearly identify which assessment tasks relate to which units and qualifications

Refer to the Clustered Training and Assessment Section of these Guidelines (above).

Informing students – Website Course Information and Pre-Training Review Interviews

- It must be clear to students that they are undertaking 2 separate qualifications, identifying which units are allocated to each qualification
- Students must understand the funding eligibility implications of 2 courses per year and 2 courses in a life-time rules, particularly if they intend to undertake other courses into the future. This needs to be explained at the pre-training review.
- It must be clear how students could exit early with a single qualification if they desire.

Education Design

- The Education Design must be clearly defined in the TAS, with a single 'dual' TAS in place describing the dual qualification delivery program.
- If the qualifications are also offered separately in different delivery programs, individual course TAS's must be in place.
- Shortened Volume of Learning is valid rationale for holistic delivery, however you must show how the education design allows sufficient time for students to develop competency in both qualifications.

Calculating PUSH hours

- You must not double count PUSH hours. If a student attends a 6 hour class, you cannot count 6 hours for one qualification and 6 hours for the second qualification.
- If there is an identical unit listed in both qualifications, allocate all the PUSH hours to one qualification and zero hours to the other (effectively a credit transfer)
- If there are 2 similar units delivered holistically, you should allocate half the PUSH hours to one unit and half to the other. (For 3 units, split the hours into thirds, etc).

SHORT COURSES

Funding

Non-accredited short courses are not government funded and can only be offered for enrolment as Fee-For-Service (FFS).

Accredited short courses vary in funding categories:

1. **'Course in'** accredited courses are usually funded and are considered by the Victorian Government to be equivalent to Skill Sets.
2. **Skill Sets** are usually funded through various government initiatives, with students able to be funded for a maximum of 2 Skill Sets (or 'Course in's') per year without impacting eligibility for Skills First funding of qualifications.
3. **Accredited GOTAFE Short Courses** are not listed as a packaged course on TGA. They are made up of units from a parent qualification. Eligible students may access funding if offered, but commencement will count to the 'two commencements at a level in a lifetime' eligibility criteria which can impact accessing funding for future study.

ACCREDITED SHORT COURSE GUIDELINES

Purpose

The purpose of these guidelines is to ensure the unit/s of competency included in a GOTAFE accredited short course are derived from the most appropriate parent qualification with regards to AQF, ASQA and VET Funding Contract requirements. These guidelines do not apply to nationally accredited Skill Sets registered on training.gov.au.

Principles

The units must be:

1. Aligned to the most appropriate parent qualification in terms of vocational intent and AQF level of the qualification, unit and short course
2. If accessing government funding, aligned to the parent qualification with the lowest funded rate

Decision Tree

Follow the following decision tree when choosing parent qualifications for funded accredited short courses

1. Is the unit a core or listed elective in the parent qualification?
If yes, continue on.
If no, choose another parent qualification
2. Is the vocational intent and AQF level of the short course aligned with the parent qualification?
If yes, continue on.
If no, choose another parent qualification
3. If funded, are there other suitable parent qualifications that have a lower funded rate?
If yes, choose the alternative parent qualification.
If no, go ahead and set up the short course.

Appendix 2- ASQA Resources

ASQA Online Guides

Guide to determining the amount of training

<https://www.asqa.gov.au/guide-determining-amount-training>

Guide to using other parties to collect assessment evidence

<https://www.asqa.gov.au/resources/guide-using-other-parties-collect-assessment-evidence>

ASQA Videos & Webinars

<https://www.asqa.gov.au/resources/videos>

Examples:

Webinar: Moving and staying online – feedback loop webinar

Webinar—Online learning – beyond PDFs and Zoom

Webinar – Spotlight On Assessment

Webinar — Spotlight On Assessment Validation

Video—Simplify your validation

Video—The benefits of validation

Webinar—Spotlight On Trainers and Assessors

Webinar—Distance learning: compliance essentials