

- 1 Policy Statement** This policy sets out the principles, and practices for all aspects of training and assessment at CNLC. The policy ensures compliance with:

- Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Continuing Registration 2013 (and as updated)
- Victorian Regulations and Qualifications Authority (VRQA) Guidelines 2019 (and as updated)
- Skills First Contracts
- Vocational Education and Training (VET) 2018-2019 Restricted Vet Funding Contract (extended to December 31st 2020) (and or latest version)
- Adult Community and Further Education (ACFE) funding agreement
- Adult Migrant Education Program (AMEP) contract
- Skills for Education and Employment (SEE) contracts, through a systematic approach using Continuous Improvement (CI).

- 2 Responsible Persons** This policy applies to the Executive Officer, Further Education Coordinator, Teachers, Pre-training Assessors, Administration Officer and the Student Records Administrator.

Who	What
Committee of Governance	Endorse reviewed or new Policies
Delegated Sub-Committees	Review delegated Policies
Executive Officer	Maintain Policy Register and compliance to this Policy
CNLC Staff	Further Education Coordinator, Teachers, Pre-training Assessors, Administration Officer and the Student Records Administrator

- 3 Guiding Principles** **Training and Assessment Strategies**

- Acknowledge the needs of learners who are engaging in formal learning for the first time, or who have significant barriers to their learning, in the design and delivery of all programs
- Acknowledge cultural diversity, and respect, recognise and develop students' current knowledge and experiences
- Training programs are developed each year for each accredited course, reviewed each year in accordance with Victorian Regulations and Qualifications Authority (VRQA) Guidelines;

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Skills First Contractual Requirements and Australian Qualifications Framework (AQF) and Australian Quality Training Framework (AQTF) Standards and within course accreditation requirements

- Ensure appropriate amounts of training consistent with the requirements of the training package or accredited course and suitable to student need
- Utilise and design, when needed, a range of learning and teaching resources specifically suitable for various student cohorts, and,
- Ensure quality facilities and equipment to enable delivery.

#### **Assessment**

- Involves the collection of sufficient, valid, authentic and current evidence to enable a judgment to be made about whether competency has been attained
- Encourages the use of a range of assessment practices or modes designed to accommodate the diversity of learners and learning styles
- Present assessment instruments that are valid, fair, flexible, reliable
- Incorporates learner feedback that is prompt, informative and, where appropriate, provided throughout the learning process
- Assessment tools are validated according to an annual schedule to ensure quality.

#### **Records Management**

- Ensures student records are retained according to contractual and legislative requirements and CNLC Records Management Policy and Procedures
- Ensure any student transfers to another Registered Training Organisation (RTO) occur with full records of achievement, portfolios and any other relevant data
- Provide where appropriate opportunities for the formal recognition of prior learning (RPL).

#### **Trainers and Assessors**

- Will meet the regulatory (Australian Quality Training Framework (AQTF) and Skills First Contract), Guideline 3 Schedule 1: Victorian Regulations and Qualifications Authority (VRQA) Guidelines for Vocational Education and Training (VET) providers 2019 qualification requirements of the courses on the CNLC Scope of Registration
- Participate in an annual induction into CNLC training and assessment policies and procedures
- Maintain and develop industry skills, vocational competency, Vocational Education and Training (VET) knowledge, expertise, training and assessment expertise

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- Participate in internal and external validation of assessment tools.

**Industry Consultation involves**

- Local community Registered Training Organisations (RTOs) and Learn Local providers with similar learner cohort
- Contractors such as Adult Multicultural Education Services (AMES) and Melbourne Polytechnic
- Local community groups with an interest in the English as an Additional Language (EAL), adult literacy and numeracy
- Local Job Services Providers with an interest in the English as an additional language (EAL), adult literacy and numeracy training and assessment
- Centrelink
- Peak professional bodies such as Victorian Adult Literacy and Basic Education Council (VALBEC), Vic TESOL (Teaching English to Speakers of Other Languages), Adult Learning Australia (ALA) and Australian Council of Adult Literacy (ACAL).

**Students**

- are informed about the training, assessment and support services to be provided, and about the rights and obligations of students through the CNLC enrolment information which can be found on the CNLC website, CNLC Student Information booklet and marketing materials
- given a fair, reliable and valid pre-training assessment, by qualified assessors, using moderated International Second Language Proficient Rating (ISLPR) for prospective English as an additional language (EAL) students in Skills First funded Council on Social Work Education (CSWE) courses and / Australian Core Skills (ACS) Framework. Assessment tools for prospective Skills for Education and Employment (SEE) and Adult Multicultural Education Services (AMES) students. The pre-training assessment ensures that existing skills levels, further education and employment goals are identified in order, to ensure appropriate course placement for the appropriate training needed to advance to the next level of skill as identified in the Australian Core Skills Framework (ACSF) / International Second Language Proficient Rating (ISLPR)
- given information about the requirements of the course before enrolment
- given the opportunity to have accredited qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs) recognised and that based on such prior learning credit transfer may apply
- given a comprehensive orientation to the Centre before commencement which includes the building and classrooms, facilities, offsite spaces, and introduction to staff members

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- given detailed information about the course which includes the CNLC Student Information booklet and Training plan
  - given access to a range of education support services including pathways advice, learning support, referral to counseling and other services and Information Technology (IT) support
  - given the opportunity to provide feedback on all aspects of their learning experience at CNLC
  - informed about the CNLC Complaints and Appeals policy and procedure
  - given adequate notice and appropriate instructions on course assessment
  - given the opportunity to discuss the assessment requirements of the course and be advised on the type and nature of the assessment and the expected outcome, and where necessary, reasonable adjustment
  - provided with appropriate feedback about outcomes of the assessment process
  - given a number of opportunities to prove competency
  - given access to assessment records
  - Supported with transition to a new qualification/course or given the opportunity to remain in the “teachout” of the superseded qualification/course within a timely manner, within the timeframe designated by the registering authority.
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**4 Key Definitions**

- **Assessment tools** - An assessment tool includes the following components: Instructions for assessors and students; the tasks to be completed by the student; an outline of the evidence to be gathered from the student; the assessment criteria used to judge the quality of performance, and mapping which aligns all components of the units of competency including assessment methods and critical aspects of evidence where applicable.
  - **Validation** - is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or Vocational Education and Training (VET) accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.
  - **Moderation** - is the process of bringing assessment judgments and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same units. It is an active process in the sense that adjustments to assessor judgments are made to overcome differences in the
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difficulty of the tool and/or the severity of judgments.

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**5 Relevant legislation, regulatory guidelines and rules**

- Australian Charities and Not-for-profits Commission (ACNC) Governance Standards
- Education and Training Reform Act 2006 (Vic)
- Education and Training Reform Act (ERTA) 2010
- Disability Discrimination Act 1992 (Cth)
- Victorian Equal Opportunity Act 2010 (Vic)
- Victorian Registration and Qualifications Authority (VRQA) Guidelines for Vocational and Education Training (VET) providers 2019 (and or as updated)
- The Australian Qualifications Framework (or and as updated)
- Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Continuing Registration 2013 (and or as updated)
- Vocational Education and Training (VET) 2018-2019 Restricted Vet Funding Contract (extended to December 31st 2020) (and or latest version)
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- CNLC Rules

**6 Related policies & procedures & documents**

- CNLC Policy Register
- CNLC Recognition of prior learning for students Policy
- CNLC Continuous Improvement Policy
- CNLC Training and Assessment Strategy Procedures