



CHAPTER 9

Curriculum, Pathways, Assessment and Awarding Qualifications

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Curriculum Policy

Developed 2015

Policy	<p>Curriculum will allow students to experience success in relation to educational, social, cultural, and economic goals and will be based on the principles of adult learning. A learner centred, holistic, integrated and creative approach will underpin the development of curriculum. Glenroy Neighbourhood Learning Centre (the Centre) will use accredited curriculum, pre-accredited curriculum and informal learning as appropriate.</p>
Definitions	<p>Employability Skills: Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce, and can include skills such as communication, self-management, problem solving, and teamwork.</p> <p>Training Package: A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise. (footnote: <i>AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration</i>, section 7, Terminology)</p> <p>A-frame curriculum is the system and process for planning and documenting educational practices required by ACFE for all pre-accredited programs.</p> <p>An Accredited Course is a structured sequence of vocational education and training that has been accredited by a state or territory course accrediting body and leads to an Australian Qualifications Framework qualification or statement of attainment.</p>
Guidelines	<p>Adult Learning principles Learners will be:</p> <ul style="list-style-type: none"> ▪ respected as individuals ▪ enabled to see the relevance of their learning and are encouraged to take risks ▪ encouraged to participate actively in the learning activity ▪ provided with a variety of tasks ▪ involved in the evaluation process ▪ given on-going and constructive feedback ▪ given the opportunity to undertake learning that builds on previous knowledge and experience <p>Course Quality Curriculum will:</p> <ul style="list-style-type: none"> ▪ be relevant and grounded in reality, and will reflect employability skills; ▪ provide realistic pathways into employment and / or further education;



	<ul style="list-style-type: none"> ▪ be inclusive and reflect Glenroy Neighbourhood Learning Centre's values and mission statement; ▪ reflect a knowledge and understanding of current, sound educational theories and models and be informed by the Centre's professional development program for teachers; ▪ reflect learning as a lifelong process. <p>Course quality will be evaluated as part of the Centre's continuous improvement.</p> <p>Informing learners The aims, content, and outcomes of the curriculum will be made explicit to students at the beginning of each course. A Training Plan will be developed for each learner and will be signed by the learner prior to the course commencing and on completion.</p>
	<p>Pre-Accredited Curriculum Pre-Accredited Programs provide entry-level training which is an educational steppingstone for learners who have little or no recent experience of education and, for reasons associated with different kinds of disadvantage, find it difficult to undertake accredited training as their first entry into vocational education and training (VET). Funding is provided by Adult, Community and Further Education (ACFE) for these programs.</p> <p>Pre-accredited programs lie outside the formal recognition system. They are programs designed for learners to gain confidence and develop skills that enable many to then move on to nationally accredited programs or to paid and unpaid employment.</p> <p>Pre-accredited programs developed and delivered, based on the <i>A-Frame</i> curriculum principles of:</p> <ul style="list-style-type: none"> ▪ Variety ▪ Linking ▪ Critical thinking ▪ Change <p>Pre-accredited Programs will aim to:</p> <ul style="list-style-type: none"> ▪ Develop multiplicity of perspectives and understandings of the subject ▪ Consider the range of learning styles and abilities for learner support ▪ Encourage skills, performances and behaviours to be used beyond the learning setting ▪ Develop appropriate forms of acknowledgement <p>Accredited Curriculum Accredited curriculum will meet the requirements of the relevant Training Package or Accredited Course.</p>



	<p>Curriculum will be tailored to meet learner's individual needs, providing every reasonable opportunity for the learner to complete their training program.</p> <p>Where work placement is built into the training program Glenroy Neighbourhood Learning Centre will:</p> <ul style="list-style-type: none"> ▪ Involve workplace personnel in planning workplace programs, where they are relevant to the training and assessment program ▪ Ensure that the training and assessment program makes full use of opportunities at the workplace ▪ Monitor each student's progress and the support provided to them by workplace personnel <p>VCAL Curriculum</p> <p>The Victorian Certificate of Applied Learning (VCAL) curriculum at Glenroy Neighbourhood Learning Centre will be based on both adult learning and youth development principles, qualification and course requirements and VCAA timelines.</p> <p>The curriculum for the VCAL unit will include learning activities that develop the students' knowledge and skills, including employability skills, as well as instance/s of assessment.</p> <p>Eligibility reports will be run through VASS for all enrolled students once modules and units have been entered.</p>
<p>Relevant Legislation and Regulations</p>	<p>AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration</p> <p>Victorian Curriculum and Assessment Authority: VCE and VCAL Administrative Handbook 2015</p> <p>Charter of Human Rights and Responsibilities Act 2006, as amended.</p> <p>Children, Youth and Families Act 2005, as amended.</p> <p>Education and Training Reform Act 2006.</p> <p>Education and Training Reform Regulations 2007.</p>
<p>Relevant Policies and procedures</p>	<p>Assessment Policy and Procedures</p> <p>Operating principles</p> <p>Pathways Policy and procedures</p> <p>Youth Specific procedures.</p>

Pathways Policy

Developed 2004.

Rationale

Glenroy Neighbourhood Learning Centre recognizes that provision of pathways information and support is an integral part of the work we do and our commitment to Centre Users.

Definitions

Pathways suggests a movement 'from' and 'to'. At Glenroy Neighbourhood Learning Centre 'pathways' are defined broadly and include multiple outcomes.

Outcomes sought for individual learners	Pathways for individuals
<p>Individual learners may be students, teachers, other staff & committee members, or other individuals.</p> <p><i>For private life</i></p> <ol style="list-style-type: none"> 1. Knowledge of self, the world, and how to learn 2. Skills for living in the private domain of family, friends and personal interests 3. A healthy, mature self-concept in private life 4. Supportive connections in personal settings <p><i>For public life</i></p> <ol style="list-style-type: none"> 5. Knowledge of democratic community life 6. Skills for democratic participation in the public domain 7. A healthy, mature self-concept in public life 8. Supportive connections in community settings <p><i>For working life</i></p> <ol style="list-style-type: none"> 9. Knowledge of work and work places 10. Skills for finding and sustaining voluntary and/or paid work 11. A healthy, mature self-concept in workplaces 12. Supportive connections in workplace settings 	<p>Our role (mission) is to create pathways offering multiple destinations, thereby increasing choices and options for all participants. We plan for movement along pathways by all participants. Pathways include:</p> <ul style="list-style-type: none"> ▪ From less knowledge and understanding of self and the world, to greater ▪ From fewer skills in personal relationships to more ▪ From constraining levels of self respect to greater agency ▪ From less ability to learn independently and/or with others, to greater ▪ From less knowledge and experience of democratic practices to greater ▪ From less or different participation in public life to more or better quality of participation ▪ From less confidence as an active participant in public life to greater confidence ▪ From independent action to interdependent action ▪ From less knowledge and understanding of work and work places to more ▪ From fewer skills as a worker to more ▪ From lower levels of confidence and self regard to more ▪ From lower levels of ability to work with others to more

Principles



- Centre Users will have reasonable access to information about educational pathways internally and externally
- Pathways work implements Glenroy Neighbourhood Learning Centre 's commitment to access and equity
- Pathways work with individual students is also informed by our responsibility to provide a dynamic and welcoming learning culture
- Pathways advice may also reflect a realistic assessment of the organizational infrastructure and skill and our responsibility to provide a safe environment for staff and participants.

Strategies

Glenroy Neighbourhood Learning Centre will

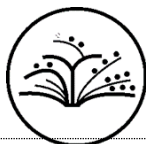
- Develop and implement a Pathways Plan that is updated in 2 year cycles
- Report on implementation of the Pathways Plan in a number of ways, including in the Annual Report
- Include topics such as multiple outcomes and broad pathways in induction programs for teachers
- Encourage broad and multiple pathways statements in curriculum documentation for accredited and funded courses
- Implement a pathways review process for specific groups of learners



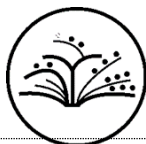
Assessment

Developed 2003. Reviewed 2006, 2015. Next review 2018

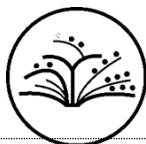
Policy Statement	<p>Assessment will embed the principles of fairness, inclusion, and transparency. These principles will shape the framework for teaching, learning, and assessment, including evidence gathering. Assessment will meet all relevant quality guidelines such as those set out by the Victorian Curriculum & Assessment Authority.</p> <p>In conducting assessment, an assessor must:</p> <ul style="list-style-type: none"> ▪ Comply with guidelines set out in the qualification ▪ Show validity, reliability, fairness and flexibility ▪ Inform students of the context, purpose and process of assessment ▪ Evaluate sufficient evidence to support your judgement ▪ Give student feedback
Guiding Principles	<p>Purposes</p> <p>The purposes of assessment include</p> <ul style="list-style-type: none"> ▪ evaluation of the effectiveness of teaching practices in the continuous improvement of pedagogy ▪ to enable the assessor to make judgements about what learning needs should be addressed ▪ to decide whether the stated competencies of a qualification have been achieved
	<p>Relevant Guidelines</p> <p>Assessors and teachers need to follow relevant guidelines such as</p> <ul style="list-style-type: none"> ▪ the guidelines outlined by the Victorian Curriculum and Assessment Authority (VCAA) in its Victorian Certificate of Applied Learning (VCAL) Information Sheet ▪ are outlined in curriculum documents
	<p>All assessment</p> <p>All assessment must be</p> <ul style="list-style-type: none"> ▪ Valid ▪ Fair ▪ Flexible. <p>All assessment</p> <ul style="list-style-type: none"> ▪ Should reflect the unthreatening learning environment. A “no pressure”, encouraging atmosphere for assessment will take account of the learners’ anxiety and affirm degrees of achievement. Where this is in keeping with curriculum guidelines, teachers will provide support and guidance to learners. ▪ Should occur at regular and appropriate points in the teaching/learning cycle in order to provide regular feedback to learners. Several opportunities for assessment will usually be offered. ▪ Should affirm and build on learners’ prior knowledge and experience. ▪ Students must know what is expected and the criteria by which satisfactory completion will be established. ▪ A variety of assessment methods will cater for different needs and abilities.



	<p>Assessment tasks</p> <ul style="list-style-type: none"> ▪ need to be relevant and meaningful to the learner ▪ should be grounded in a relevant context and not culturally biased ▪ should provide students with the opportunity to demonstrate achievement at their own pace ▪ should have clear and explicit instructions ▪ should be open ended & flexible to meet the specific needs of students ▪ all reasonable time to complete the task, allowing for preparation and reflection as appropriate to the activity ▪ may take place over a number of weeks ▪ One off assessment tasks or activities do not provide a reliable and valid measure of competence
	<p>Assessment for accredited Courses</p> <p>Assessment for accredited courses must address:</p> <ul style="list-style-type: none"> ▪ Employability skills ▪ Elements and performance criteria ▪ The range statement ▪ The evidence Guide <p>The rules of evidence must be adhered to. Evidence must be:</p> <ul style="list-style-type: none"> ▪ Sufficient ▪ Valid ▪ Authentic ▪ Reliable
	<p>Assessment for VCAL Programs</p> <p>Assessment within VCAL programs at Glenroy Neighbourhood Learning Centre will be based on the following VCAA Assessment Principles:</p> <ul style="list-style-type: none"> ▪ Assessment tasks/activities should be grounded in a relevant context and not be culturally biased ▪ Students should have the opportunity to demonstrate achievement at their own pace ▪ Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be determined ▪ Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity ▪ Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks ▪ Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students <p>Flexible assessment will be available for all VCAL students and this includes students with a disability. Flexibility in assessment may be achieved through</p> <ul style="list-style-type: none"> ▪ Assessment task design ▪ Use of alternative assessment strategies ▪ Rescheduling an assessment task ▪ Allowing the student extra time to complete the task ▪ Using a planned task to assess more outcomes, or aspects of outcomes, than originally intended ▪ Using technology, aides or other special arrangements to undertake assessment tasks



	<p>Satisfactory completion of the VCAL units will be based on evidence that demonstrates that the student has successfully completed the learning outcome/s and will be mapped to the Employability Skills.</p> <p>Teaching and coordination staff at the Centre will be supported to participate in the Quality Assurance process relating to all VCAL units delivered as a part of the VCAL program at Glenroy Neighbourhood Learning Centre.</p>
	<p>Assessment material for accredited courses</p> <p>Assessment material must include but is not limited to:</p> <p>Delivery and assessment plan for each qualification that includes a matrix (or other presentation technique) that clearly shows the specific assessment requirements/tools for each unit of competency (or cluster of units of competency) consistent with the requirements of the training package</p> <p>For each unit of competency(or cluster of competencies:</p> <ul style="list-style-type: none"> ▪ clear advice to students as to how the unit(s) will be assessed ▪ assessment tasks for the unit(s) that are consistent with and meet the requirements of the unit(s) of competency ▪ a mapping of skills and knowledge and critical aspects of evidence against assessment tasks ▪ a mapping of employability skills against assessment tasks ▪ an indication of how industry has been involved in the development of the assessment approaches ▪ a clear set of assessment criteria/model answers for each assessment task ▪ an assessment record sheet for each assessment task ▪ an overall assessment record sheet for the unit(s) of competence to show achievement of the participant against each of the specified assessment tasks, signed by both assessor and student ▪ a documented assessment validation approach ▪ an information guide for assessors on the process of assessment used by the RTO ▪ a rigorous process to ensure that no student can be recorded as competent without clear evidence that they have successfully completed all specified assessment requirements including ensuring that assessment record sheets include reference to all required assessments consistent with the matrix developed in 1 above.
	<p>Quality Assurance for accredited courses</p> <p>Validation</p> <p>Validation must adhere to the requirements of the VRQA and the AQTF. All assessment tools must be validated. Validation must be systematic and recorded. Assessment should be guided by information documented in the Training and Assessment for each course regarding criteria, type and number.</p> <p>Moderation</p> <p>Moderation ensures that there is a common understanding among teachers regarding assessment judgments & design of assessment tasks.</p> <p>Continuous Improvement</p> <p>All areas for improvement identified in validation or moderation must be addressed and resubmitted.</p> <p>Documentation</p>



	<p>Validation and moderation for all accredited courses must occur at least annually.</p> <p>Internal moderation folders will record</p> <ul style="list-style-type: none"> ▪ The date of meetings held ▪ A list of tasks moderated ▪ A copy of each task (including NTIS code, level, context) ▪ Recommendations regarding each task arising from the review of the assessment task ▪ Continuous improvement actions.
Legislative and regulatory context	<p>Glenroy Neighbourhood Learning Centre complies with:</p> <p>Charter of Human Rights and Responsibilities Act 2006, as amended.</p> <p>Children, Youth and Families Act 2005, as amended.</p> <p>Education and Training Reform Act 2006.</p> <p>Education and Training Reform Regulations 2007.</p> <p>Privacy Act 1988.</p> <p>Privacy Regulations 2006.</p> <p>Public Records Act 1973.</p> <p>Working with Children Act 2005</p> <p>Victorian Curriculum and Assessment Authority: VCE and VCAL Administrative Guidelines, 2015.</p> <p>Australian Quality Training Framework</p>



Integrity of Assessment

Developed 2015; To be reviewed
2018

Policy Statement	Integrity in Assessment is achieved when students receive proper credit for assessable work which is clearly their own. Deliberate cheating and intentional plagiarism will be penalised.
Definitions	<p><i>Plagiarism</i> is the presentation of the works of another person / other persons as though they are one's own by failing to properly acknowledge that person / those persons, and may be intentional or unintentional.</p> <p><i>Intentional Plagiarism</i> is plagiarism associated with intent to deceive.</p> <p><i>Unintentional Plagiarism</i> is plagiarism associated with a lack of understanding of plagiarism or a lack of skill in referencing / acknowledging others' work (still a breach of Glenroy Neighbourhood Learning Centre Policy).</p> <p><i>Collusion</i> is the unauthorised act of a student presenting work, which is the outcome of directly working with others, as his or her own.</p> <p><i>Cooperative Learning</i> is the informal process of students interacting to enhance their learning outcomes and is encouraged.</p> <p><i>Group work</i> is the authorised act of a group of students producing either a common assessable work or an individually assessed piece of work as part of a larger project.</p> <p><i>Cheating</i> is an intention to gain an unfair advantage in the assessment of a unit or course. This may include (but is not limited to) the following:</p> <ul style="list-style-type: none">▪ presenting work, which is the outcome of directly working with others, as his or her own (collusion);▪ allowing another person to complete an assessment or examination on behalf of a student;▪ accessing/obtaining an advance copy of formal assessments;▪ communicating with, or copying from, another person(s) during formal assessments;▪ bringing into, or receiving during, a formal assessment, unauthorised material/information;▪ presenting untrue medical/special consideration forms;▪ knowingly helping others to cheat;▪ taking actions which intrude on the ability of others to complete their assessable tasks.
Guiding Principles	<p>Learners new to assessment</p> <p>Where this is the first occasion that the learner has plagiarized or cheated, the assessor will need to take into account the learner's level of education and understanding of assessment procedures, cultural issues, and the degree of intention to deceive.</p> <p>Maintaining Assessment Integrity</p> <p>Teachers and Coordinators should</p>



	<ul style="list-style-type: none"> ▪ ensure students are made aware of their responsibility, and the Centre's expectations regarding assessment in relation to formal and informal assessment activities; ▪ explain the differences between cooperative learning, group work and collusion, and any course referencing requirements; ▪ explain the consequences of being caught cheating. ▪ develop assessment tasks that minimise the opportunity for cheating; ▪ follow formal assessment procedures ▪ collect a range of evidence both formal and informal, formative and summative that demonstrates student capabilities for each learning outcomes/assessment criteria ▪ check for plagiarism. For written assignments that are completed outside of class, each assignment is to be checked by following the instructions at http://www.grammarly.com/?q=plagiarism&gclid=CKLe8M6X17ECFqTpgodbEEA8A <p>Appropriate action</p> <p>This could include one or more of the following</p> <ul style="list-style-type: none"> ▪ Counsel the learner and explain the nature of assessment in our culture ▪ Set another assessment ▪ Require the learner to rewrite the assignment ▪ Assess the learner as not competent. <p>In all cases the assessor will document the matter and report it to the relevant coordinator.</p> <p>Where a learner continues to plagiarize or cheat, the matter will be dealt with under the Glenroy Neighbourhood learning Centre's Student Disciplinary Procedure.</p>
Legislative and Regulatory context.	<p>Glenroy Neighbourhood Learning Centre complies with:</p> <p>Charter of Human Rights and Responsibilities Act 2006, as amended.</p> <p>Children, Youth and Families Act 2005, as amended.</p> <p>Education and Training Reform Act 2006.</p> <p>Education and Training Reform Regulations 2007</p> <p>Working with Children Act 2005</p> <p>Victorian Curriculum and Assessment Authority (VCAA)</p> <p>Australian Quality Training Framework</p>
Relevant Policies and procedures	<p>Assessment and Certificate procedures</p> <p>Youth Specific procedures</p>



Credit Transfer

Developed 2015

Policy	Glenroy Neighbourhood Learning Centre (GNLC) recognises and accepts qualifications and Statements of Attainment award by other registered training organisations.
Definition	Credit transfer means the acceptance by GNLC of qualifications and Statements of Attainment which have been achieved at one or more other RTOs.
Guidelines	<p>Document collection</p> <p>The applicant will collect appropriate documents with the support of the RPL Assessor or course teacher or coordinator.</p> <p>Recognition</p> <p>The documented qualifications and Statements of Attainment count towards qualifications. Mapping against qualifications awarded by GNLC will be undertaken by the appropriate member of staff.</p>
Relevant Legislation	Education and Training Reform Act 2006. Education and Training Reform Regulations 2007. Privacy Act 1988. Privacy Regulations 2006. Public Records Act 1973.
Relevant Policies and procedures	Assessment Policy and procedures RPL Policy and procedures



Recognition of Prior Learning (RPL)

Developed 2003. Reviewed 2015.

Policy	<p>Glenroy Neighbourhood learning Centre</p> <ul style="list-style-type: none">▪ Recognizes the benefits of RPL▪ Commits to implementing RPL in a supportive and fair manner▪ Follows a good practice framework so that the integrity of qualifications is maintained▪ Informs students about their right to RPL
Definition	<ul style="list-style-type: none">▪ Recognition of Prior learning is the formal recognition of prior skills and knowledge gained through:<ul style="list-style-type: none">▪ Informal and formal education and/or training▪ Paid and unpaid work experience▪ Life experiences
Guidelines	<p>Benchmarks</p> <p>Skills are measured against benchmarks or agreed outcomes. These are often referred to as learning outcomes or competencies. They will be in line with the stated learning outcomes in the curriculum documents for the relevant qualification.</p> <p>Cost of RPL</p> <p>Applicants will be charged the actual cost of RPL assessment if the assessment is conducted at the request of the student. This will include the assessor's time in the RPL interview and all other administrative time that the organisation incurs in the assessment, documentation, certification and recording process.</p> <p>Appeals</p> <p>A person who is not satisfied with the outcome of the RPL process may appeal the decision by lodging a grievance under the Grievance Procedure.</p>
Relevant Legislation	<p>Education and Training Reform Act 2006.</p> <p>Education and Training Reform Regulations 2007.</p> <p>Privacy Act 1988.</p> <p>Privacy Regulations 2006.</p> <p>Public Records Act 1973.</p>
Relevant Policies and Procedures	<p>Assessment Policy</p> <p>Assessment procedure</p>



Qualifications Issuance Policy

Developed 2015. Review 2017.

Policy Statement	<p>Every learner who participates and / or completes an <u>accredited</u> Unit of Competence or Module and / or Certificate will be awarded a:</p> <ul style="list-style-type: none">▪ Certificate of Participation (where no Unit of Competence or Module has been satisfactorily completed)▪ Statement of Attainment (where one or more Units of Competence or Modules has been satisfactorily completed, but not enough to complete a whole certificate)▪ Testamur (A completed Certificate of an Accredited Course or Qualification) <p>Learners who participate in the Pre-Accredited Programs offered at Glenroy Neighbourhood Learning Centre will be awarded a Certificate of Participation.</p> <p>Certificates will be awarded within 30 days of completion of the requirements for the award of the Certificate, provided the fees for the course have been paid in full.</p>
Guiding Principles	<p>Relevant Guidelines for Certificate Issuance will be taken from:</p> <ul style="list-style-type: none">▪ Australian Qualifications Framework (AQF).▪ Australian Quality Training Framework (AQTF).▪ Vocational Education and Training (VET) Funding Contract Victorian Training Guarantee.▪ Victorian Registration and Qualifications Authority (VRQA) Guidelines for VET Providers.▪ Victorian Curriculum and Assessment Authority (VCAA) <p>These obligations are detailed in the Qualifications Issuance procedure.</p>
Relevant legislation and Regulations	<p>Glenroy Neighbourhood Learning Centre complies with:</p> <ul style="list-style-type: none">▪ Education and Training Reform Act 2006.▪ Education and Training Reform Regulations 2007.▪ Privacy Act 1988.▪ Privacy Regulations 2006.▪ Public Records Act 1973.
Relevant Policies and Procedures	<p>Qualifications Issuance Procedure Assessment Policy and procedure Policies regarding Records and Management</p>