

Learning, Teaching and Assessment Policy

Introduction

This policy describes the principles that underpin effective learning, teaching and assessment at Djerriwarrh Community & Education Services (Djerriwarrh). These principles incorporate both learning processes and outcomes and are framed around providing better access for individuals, communities and businesses to lifelong learning that suits their circumstances, ways of learning and respects cultural differences.

Scope

This policy applies to all employees and contractors involved in the design, delivery, assessment and administration of accredited training programs.

Policy

Djerriwarrh Learning and Teaching Principles

Djerriwarrh is committed to developing an effective learning environment that allows for different learning styles and provides a range of opportunities and training methods so all participants have access to the type of program that meets their needs and maximises learning.

Djerriwarrh is committed to engaging students in learning through the design, development and implementation of learning programs that will:

- ensure that courses prepare students for their chosen occupation and/or pathways;
- meet the diverse needs of students from different backgrounds and with different life experiences;
- recognise and build on students' current knowledge and experience and provide appropriate opportunities for the formal recognition of prior learning;
- recognise that each student has his/her own individual learning style and needs;
- enable students to learn and apply new knowledge and skills;
- create opportunities for regular feedback and acknowledge learning achievements;
- are intellectually challenging, stimulate curiosity and develop critical awareness; and,
- encourage and enable students to take responsibility for their own learning.

Training and Assessment Strategies (TAS) are developed in consultation with community stakeholders and industry representatives in line with the Victorian Registration and Qualifications Authority (VRQA) and Australian Quality Training Framework (AQTF) requirements.

Trainers and assessors are to consider the following when preparing and delivering training programs and assessments for participants:

- Language, literacy and numeracy (LLN)
- Learning needs
- The appropriateness of the Training Package and units selected
- Cultural background
- Physical impairment
- Previous experience including learning
- Learning styles
- Motivation
- Personality traits
- Age

Djerriwarrh is committed to the improvement and recognition of teaching practices through:

- recognition of excellence in teaching;
- support for innovative learning and teaching practices; and,
- supportive and sustained professional development.

Djerriwarrh Assessment Principles

Djerriwarrh will ensure that assessments, regardless of whether through a training and assessment pathway or an assessment-only pathway comply with the principles outlined below.

Assessments will:

- comply with the Assessment Guidelines included in nationally endorsed Training Packages or the assessment requirements specified in Accredited Courses;
- lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in applicable accredited courses;
- comply with the principles of validity, reliability, fairness and flexibility, incorporate a clearly defined assessment criteria and acknowledge cultural diversity and linguistic needs;
- encourage the use of a range of assessment practices or modes designed to accommodate the diversity of learners that allows students to develop learning styles and demonstrate their achievements as learners. All Students will be informed of the context and purpose of the assessment and the assessment process;
- focus on the application of knowledge and skills to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills (where relevant);
- involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
- provide for feedback to the learner about the outcomes of the assessment process and guidance on future options;

- be equitable for all persons, taking account of cultural and linguistic needs;
- provide for re-assessment on appeal;
- moderated or validated to ensure appropriateness to the unit/module and level of difficulty;
- encourage the use of a range of assessment practices or modes designed to accommodate the diversity of learners and allows them to develop learning styles and demonstrate their achievement as learners; and,
- promote integrity in assessment to ensure that students receive proper credit for assessable work which is their own.

Djerriwarrh is committed to providing current and accessible resources and professional development to enable trainers and assessors to achieve all of the above.

Associated Policies	PO 001 Access and Equity PO 012 Risk Identification and Management PO 014 Continuous Improvement PO 015 Dissemination of Information PO 024 Professional Development PO 025 Participant Recruitment, Selection and Enrolment PO 028 Certification and Issuing of Qualifications and Statements of Attainment PO 029 Recognition of Prior Learning PO 035 Competency in Delivery and Assessment PO 053 Validation
Associated Procedures	PR 025a Pre Training Review for VET Qualifications PR 025b Short Course Recruitment, Selection and Enrolment PR 028a Issuing Certificates and Statements of Attainment Procedure PR 029a Recognition of Prior Learning Procedure PR 034a Development, Monitoring and Review of Training and Assessment Strategies Procedure PR 053a Validation Procedure
Other associated documents Internal	RE 006 Document Version Control Register Training and Assessment Strategies

Relevant Legislation	Racial Discrimination Act 1975 Sex Discrimination Act 1984 Disability Discrimination Act 1992 Equal Opportunity Act 2010 Disability Act 2006 Education & Training Reform Act 2006 Privacy Act 1988 Privacy & Data Protection Act 2014
Other associated documents External	Australian Qualification Framework Australian Quality Training Framework Victorian Registration and Qualifications Authority (VRQA) Guidelines