Adult, Community and Further Education

22212VIC

Course in Assessment of Informal Learning

Version 1, 17 December 2012

Accredited for the period: 1st January 2013 to 31st December 2017

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Course in Assessment of Informal Learning

Section A: Copyright and course classification information

1. Copyright owner of the course	Copyright of this document is held by the Department of Education and Early Childhood Development, Victoria. © State of Victoria Day to day contact: Adult Community and Further Education (ACFE) Verna Kearney Phone: (03) 9637-3767 kearney.verna.l@edumail.vic.gov.au
2. Address	Department of Education and Early Childhood Development Higher Education and Skills, Victoria Executive Director, Operations and Standards Unit, Victoria GPO Box 266 Melbourne 3001
3. Type of submission	The course is submitted for re-accreditation replacing course 21812VIC Course in Assessment of Informal Learning.
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6. Course accrediting body	Victorian Registration and Qualifications Authority		
	Level 6, 35 Spring Street		
	Melbourne VIC 3002		
	Tel: 03 9637 2806		
	Website: www.vrqa.vic.gov.au		
7. AVETMISS information	*ANZSCO*	242211 Vocational education teacher (aus)/ polytechnic teacher (nz)	
	ANZSIC code	8440 – Other Education Programs	
	ASCED	1201 – General Education Programs	
	National course code	22212VIC	
8. Period of accreditation	1 January 2013 to 31 December 2017		

Section B: Course information

1. **Nomenclature**	*Standard 1 for Accredited Courses*
1.1 Name of the qualification	Course in Assessment of Informal Learning
1.2 Nominal duration of the course	30 hours
2. **Vocational or educational outcomes of the course**	*Standard 1 for Accredited Courses* The course is developed to meet the needs of teachers and assessors to be able to assess and recognise learner's informal learning gain. The course aims to provide the teacher and assessor with: • a discussion-based assessment process for assessing learners against units of competency for the purpose of formal recognition • skills to describe the complexity of the learning gain attained through informal learning, and • creation of an environment for the learner that is motivational and supportive • development of probing questions.
3. **Development of the course**	*Standards 1 and 2 for Accredited Courses*
3.1 Industry /enterprise/ community needs	The definition of learning from the Australian Qualifications Framework Council report: *Strengthening the AQF: A Framework for Australia's Qualifications, Consultation Paper, July 2010,* is adopted for the course: • Informal learning is learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support. • Formal learning is the learning that takes place through a structured program of learning and assessment that leads to the full or partial attainment of a formally recognised qualification. • Non-formal learning refers to learning that takes place through a structured program of learning but does not lead to a formally recognised qualification. The need for the course was first identified in 2004 as part of

the outcome of the pilot project in informal learning in a joint project by the Victorian Qualifications Authority (VQA) and the Adult, Community and Further Education Board (ACFEB).

The curriculum supports the key objectives of the governments of Victoria and the Commonwealth of Australia in ensuring that the education and training sector has the capacity to meet identified skills shortages and the ability to increase workforce participation. The survey conducted support the importance that teachers and trainers have the additional skills in discussion-based techniques and the knowledge assessing informal learning to re-engage people into work and/or study. (*Centre of Adult Education: Future Directions in Recognised Informal Learning: Summary Report of Stakeholder Consultation Report 2012)*

Reports and publications that informed the research include 'Lifelong Learning in Australia' (2003), the 'Ministerial Declaration on Community Adult Education' (2008), Australian Workforce Futures (2010), and the 'Victorian Families Statement 2011'.

The consultation identified that the skills learnt by students in this course would be relevant when assisting learners seeking recognition of informal learning with pathways into pre-accredited courses (non-accredited courses with vocational intent), and accredited training, as well as to employment and recognition of prior learning.

The OECD, in their 2010 'Recognition of Non Formal and Informal Learning – Pointers for Policy Development', noted that learning which occurs outside the formal learning system is not well understood, should be made visible or appropriately valued; and there is a strong demand for strategies and procedures that can rapidly satisfy labour market needs. The National Centre for Vocational Education Research (NCVER) identified in their 'Informal Learning – at a glance' report that the skills of assessors are critical to successful recognition systems.

A search of the database on Vocational Education and

	Training in Australia (training.gov.au) confirmed that there are no equivalent courses or units of competency that meet the requirements for the Course in Assessing Informal Learning.
	Members of the steering committee
	The re-accreditation and improvement of the curriculum of the Course in Assessment of Informal Learning is supported by a Project Steering Committee, listed below:
	Linda Smart Senior Project Manager, Brotherhood of St Laurence **Jan Simmons** CEO, Morrison House Inc **Michael Henderson** Skills Development Coordinator and Acting Education Operations Coordinator, Chisholm TAFE **May Lam** Deputy CEO Jobs Australia **Tricia O'Hara** Project Officer, ACFE Eastern Metropolitan Region, Higher Education and Skills Group **Stuart Webster** Small Business Mentor, Box Hill TAFE, Small Business Unit
3.2 Review for re-accreditation	The review of the current course was conducted by the project team to: - determine if there was a need for the course - include changes based on outcome of literature review and stakeholder consultation - determine the extent to which the curriculum must be redeveloped to meet the needs of learners, industry and community now and into the future. The methodology used in the project included the following: - literature research - focus group of teachers - phone survey interviews with teachers and/or managers of training organisation with the Course in Informal Learning on scope

4. online survey to ACE, TAFE and private training organisations that do not have the Course in Informal Learning on scope.

During 2009 the CMM General Studies & Further Education reviewed the Course in Assessment of Informal Learning. The outcomes of that review were used in the consultation that formed part of the review undertaken by the Centre for Adult Education (CAE) in May/June 2012. *(Future Direction in Recognised Informal Learning: Summary report of Stakeholder Consultation Report 2012)*

The review did not reveal requirements for major changes in the course. The following changes were made:

- reference to the credit matrix was deleted
- updates to the standards were incorporated, some text was updated for clarification
- one new performance criterion (3.6) was added regarding reflection in the unit Assess Informal Learning, for reason of clarification and as part of the Evidence Guide of the unit Assess Informal Learning
- in "Critical aspects for assessment and evidence required to demonstrate this unit of competency" ,the words "validation and moderation" (in the last paragraph) were included to clarify the word "consulted" – since it is standard practice in the course to complete validation and moderation as part of the assessment.
- adopting the definition of learning from the *AQF Council Strengthening the AQF: A Framework for Australia's Qualifications Consultation paper 2010.*

Modification History

The course is equivalent with course 21812VIC Course in Assessment of Informal Learning.

Modifications:

- revised terminology
- update entry qualifications to current training packages coding

	• one change to qualification outcome performance criterion 3.6 included.
	This course in Assessment of Informal Learning replaces and is equivalent to the course 21812VIC Assessment of Informal Learning.
	Transition
	Enrolments in the Course in Assessment of Informal Learning may commence any time from the beginning date of the accreditation period, that is, 1 January 2013. There must be no new enrolments in the 21812VIC Course in Assessment of Informal Learning after 31 December 2012. .
	Students enrolled in the previous course prior to 31 December 2012 can complete that course and be issued with a Statement of Attainment. Wherever possible, training providers should give students the opportunity to transfer to the current qualification.
4. Course outcomes	*Standards 1, 2 and 3 for Accredited Courses*
4.1 Qualification level	The course does not align with any specific level of the Australian Qualifications Framework.
4.2 Employability skills	Not Applicable
4.3 Recognition given to the course (if applicable)	Not Applicable
4.4 Licensing/ regulatory requirements (if applicable)	Not Applicable

5. Course rules	

5.1 Course structure

To be awarded a Statement of Attainment for the Course in Assessment of Informal Learning, participants must successfully complete the unit detailed in the table below.

Unit of competency code	Field of Education code (6-digit)	Unit of competency/ unit title	Pre-requisite	Nominal hours
Core units/ units				
VU20927VIC	120105	Assess Informal Learning	Nil	30
			Total nominal hours	30

5.2 Entry requirements	The participants must hold the following competencies from Certificate IV in Training and Assessment, TAE40110, prior to undertaking this course or equivalent units.
	• TAEASS401B Plan assessment activities and processes
	• TAEASS402B Assess competence
	• TAEASS403B Participate in assessment validation.
	The course assumes candidates have current assessment skills and knowledge since the course does not aim to address or revisit any of these subjects.
6. Assessment	
6.1 Assessment strategy	RTOs must ensure that the assessment strategy used in the assessment of this unit is consistent with the requirements of Standard 1 Element 1.5 of the AQTF: Essential Conditions and Standards for Continuing Registration.
	Assessment strategies are based on the principles of consistency, fairness, validity and reliability.
	Assessment including Recognition of Prior Learning (RPL):
	a) meet the requirements of the relevant accredited course
	b) be conducted in accordance with the principles of assessment and the rules of evidence
	c) meet workplace and, where relevant, regulatory requirements

	d) be systematically validated.
6.2 Assessor competencies	Staff involved in the assessment must meet the requirements of Standard 1.4 of the *AQTF* Essential Conditions and Standards for Registration.
	Assessors must hold:
	- TAEASS401B Plan assessment activities and processes - TAEASS402B Assess competence - TAEASS403B Participate in assessment validation - vocational competencies to at least the level being assessed
	OR equivalent competencies.
7. Delivery	
7.1 Delivery modes	A variety of delivery modes including self-paced learning, mentoring, learning syndicates and work/community based learning can be used. There is no set mode of delivery. The selection of delivery mode will be influenced by factors such as the:
	- learning needs and styles of participants - formal learning opportunities - availability of learning resources - number of participants.
	The learning strategy may incorporate any combination of individual/group, on the job/off the job, on/off campus or community based delivery.
	In order to maximise learner completion of the unit, providers must ensure that:
	- learners have access to mentor support from experienced assessors and/or those experienced in working with the client group - mechanisms are established for learners and mentors to regularly review and revise progress - learners have ready access to opportunities to implement and practise discussion-based assessment in the context of recognition of informal learning.

7.2 Resources	**Facilities and Equipment**
	No specialised equipment or facilities are required for the delivery of this course and unit.
	Qualifications of trainers
	Consistent with Standards 1.4 and 1.5 of the AQTF Essential Conditions and Standards for Continuing Registration and the National Skills and Standards Council Communiqués, all organisations delivering the course must ensure that it is delivered by a person who:
	▪ holds the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Assessment Training Package as a minimum qualification or be able to demonstrate equivalence of competencies; and
	▪ be able to demonstrate vocational competencies at least to the level being delivered and assessed; and
	▪ hold the Course in Assessment of Informal Learning.
	Persons delivering training under the supervision of a trainer must:
	• work under the supervision of a trainer with the TAE40110 Certificate IV in Training and Assessment or of a person who has demonstrated equivalence of competencies; and
	• hold the TAE10 Enterprise Trainer Skill Set or be able to demonstrate equivalence of competencies within two years of commencing to deliver training while under supervision; and
	• be able to demonstrate vocational competencies at least to the level being delivered and assessed as well as maintaining their industry currency.
8. Pathways and articulation	There are no implicit or explicit limitations to the pathways through which the unit may be achieved.
	At this stage there are no formal articulation and credit transfer arrangements for the course.

9. Ongoing monitoring and evaluation	Course monitoring and maintenance will be the responsibility of the Adult Community and Further Education Board (ACFEB). Included in the monitoring and evaluation is: - ongoing maintenance of the curricula - once-a-year survey training organisations that have the course on scope - monitoring the need for changes on the aspects of the course that works well - answering content inquiries from training organisations and industry - once- a-year a network meeting for teachers and assessors of the course. The outcome of the above stakeholder feedback will be relayed to the VRQA.

Section C: Units of competency

Unit Code **VU20927VIC**	Unit Title **Assess informal learning**
Unit Descriptor	This unit provides the knowledge and skills to enable an assessor to determine the complexity of learning gain achieved by a learner through informal learning. Learning gain describes the personal and employment capability acquired through informal learning. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
Employability skills	Not Applicable
Application of the Unit	The critical focus of this unit is applying high level knowledge and skills to exercise professional judgment in establishing and describing a learning gain with the learner and assigning a level of complexity related to the way in which the learning is applied. The competence specified in this unit is typically required by assessors of Informal Learning, learning gained through work, social, family, hobby or leisure activities and experiences. Unlike formal and non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support..

ELEMENT Elements describe the essential outcomes of a unit of competency.	PERFORMANCE CRITERIA Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold/italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan and organise the assessment of learning gain	1.1 The process for assessment of the ***complexity of the learning gain*** through informal learning is confirmed with the candidate 1.2 Assessment arrangements are formulated to ensure a ***supportive environment*** for the candidate 1.3 Assessment plan for ***informal learning activity*** is prepared and questions for ***discussion-based assessment*** are developed.

2 Engage the candidate in the assessment process	2.1	Informal learning undertaken by the candidate is explored to determine possible contribution to learning gain.
	2.2	The significant learning experiences in work and life contexts are explored with the candidate.
	2.3	The candidate is assisted to identify key instances of learning for further investigation.
	2.4	Potential sources of documentary **evidence** are identified and clarified with the candidate.
	2.5	**Effective communication strategies** related to discussion-based assessment are implemented to support the candidate in reflection on learning activities.
3. Determine complexity of learning gain	3.1	Questions are posed to probe the depth and breadth of the **knowledge and application of skills** of the learner.
	3.2	The **context of learning** for the candidate is decided upon.
	3.3	The **degree of independence** of the candidate in application of the learning is defined.
	3.4	Methods used by the candidate to address **problems**, **issues and difficulties** are established.
	3.5	Learning gain is compared with **descriptors** to establish level of complexity.
	3.6	Questions are developed which enable the candidate to **reflect** on their learning.
4. Record and evaluate the outcomes of assessment of informal learning	4.	Evidence to support determination of complexity of learning gain is documented and confirmed with the candidate.
	4.2	Judgement of level of complexity of learning gain is confirmed with the candidate.
	4.3	Assessment outcomes are explored to establish

| | potential learning and/or employment pathways. |
| | 4.4 A ***follow up action plan*** is developed in consultation with the candidate. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Knowledge

- Distinguishing features and role of discussion-based assessment methodology
- Practical knowledge of the potential barriers and processes relating to evidence gathering procedures and assessment methods
- Concept of informal learning including descriptors of complexity of learning gain as outlined in section 3.1 of this document and specified in Course in Recognised Informal Learning
- Understanding of the principles of the learning gain identification
- Relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
    - recording information and confidentiality requirements
    - equal employment opportunity, disability, discrimination
- Appropriate referral sources for further education, employment, career advice and personal assistance
- Understanding the distinction between informal learning, non-formal learning and formal learning.

Skills

- Analysis and interpretation skills to:
    - unpack competency standards
    - interpret assessment tools and other assessment information
    - identify candidate needs
    - make judgments based on assessing available evidence
- Observation skills to:
    - determine readiness for assessment
    - identify when candidate may need assistance throughout the assessment process
- Research and evaluation skills to:
    - access required human and material resources for assessment
    - evaluate evidence
    - evaluate the assessment process
- Cognitive skills to:
    - weigh up the evidence and make a judgement regarding the complexity of learning gain
    - consider and recommend reasonable adjustments

- Decision making skills to:
    - make a decision on the level of complexity of the learning gain
- Communication/interpersonal skills to:
    - explain the assessment process to the candidate
    - establish a trust relationship with the candidate
    - use open and probing questioning techniques
    - use questioning to stimulate reflection and analysis by the candidate
    - discuss assessment process with other relevant people
    - give appropriate feedback to the candidate
    - discuss assessment outcome with the candidate
- Attributes including:
    - a willingness to guide and support candidate
    - capacity to encourage, accept and utilise feedback sensitivity to individual difference and need
    - ethical conduct in assessment.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Complexity of the learning gain includes but is not limited to:	- to describe the personal and employment capability which learners acquire through informal learning. Learning gain is the difference in the personal and employment capability that a learner holds at the start, as compared with the completion, of a learning activity or series of activities. - describes the kinds of things that learners are able to do and the conditions under which they have undertaken tasks if they successfully acquire learning at a particular level. The complexity of the learning is differentiated in terms of: - the nature and complexity of the skills and knowledge that underpins learning - the application of the skills and knowledge - the way problems, issues or difficulties are addressed - the degree of independence the person has in applying the learning. - During the assessment process the level of the complexity of the learning gain is judged.
Supportive environment includes:	- using a discussion-based assessment methodology - providing the candidate with adequate and accessible information prior to, during and on completion of the

	Recognition in Informal Learning assessment
	• organising the assessment environment to reflect a partnership of equals
	• recognising and catering for individual differences and needs before, during and on completion of the process
	• allowing time for the discussion and resolution of issues and difficulties
	• including a range of evidence types to meet individual needs.
Informal learning activity includes but is not limited to:	• work including paid employment, non-paid work, workplace experience, voluntary activities and engagement in community activities that have meaningful outcomes
	• community activities, projects and programs
	• individual or group activities and interests
	• non course-based learning activities, such as discussion groups, meetings and workshops, provided in response to the expressed or potential interests and needs of individuals and communities
	• non-recognised but planned and structured learning programs, such as short courses.
Discussion-based assessment may include:	• clear documentation of anecdotal evidence (for example, questions and answers to probing questions raised by the assessor)
	• samples of work
	• third party reports
	• personal reflection
	• daily diary or personal journal
	• host organisation records
	• action plan
	• attendance records
	• reports.
	Learners may use opportunities presented by the discussion-based assessment process to identify evidence that confirms the candidate achieved the unit. This may involve learners in:
	• looking for evidence during the discussion which confirms that learning has occurred (for example, does

	the candidate's use of correct terminology confirm the development of relevant underpinning knowledge? Does the candidate's response to questions confirm the development of effective communication skills? Does the candidate's participation in the discussion show the development of interpersonal and presentation skills?)
	• posing or in-depth questions to probe the complexity and breadth of the candidate's knowledge, the context in which it was gained, ability to solve problems, capacity to function independently and validate that the learning stems from the involvement in the agreed informal learning activity
	• documenting their observations during the discussion
	• using these observations as part of the evidence used in determining the volume and complexity of learning.
Evidence may include, but is not limited to:	• personal account captured in notes taken during discussion-based assessment
	• third party report
	• samples
	• review by candidate and facilitator / assessor
	• diary or personal journal
	• reflection during or after activity
	• recorded observations
	• responses to assessor posing questions
	• portfolio.
	To meet the rules of evidence, evidence must be:
	• valid, for example
	o address the elements and performance criteria
	o reflect the skills and knowledge described in the relevant units of competency
	o show application in the context described in the Range Statement
	o demonstrate that performance, skills and knowledge are applied in real/simulated workplace situations
	• current, for example:
	o demonstrate the learner's current skills and knowledge comply with current standards
	• sufficient, for example:

	o demonstrate competence over a period of time
	o demonstrate repeatable competence
	o not inflate the language, literacy and numeracy requirements beyond those required in performing the work task/function
	• authentic, for example:
	o be the work of the learner
	o be corroborated/verified.
Effective communication strategies includes:	• engaging in two-way interaction
	• providing constructive feedback
	• using active listening
	• using appropriate in-depth questioning to clarify and confirm instructions for evidence gathering
	• accurately interpreting non-verbal and verbal messages
	• providing clear advice
	• using language that the candidate uses and which is appropriate to the assessment context and work encompassed by the competency standards
	• using language and concepts appropriate to the culture and background of the candidate.
Knowledge and application of skills may be:	• concrete/factual and/or operational in focus
	• concrete/factual with some theoretical and/or technical elements
	• a balance of theoretical and/or technical and factual
	• mainly theoretical and/or technical or abstract with some significant depth in one or more areas.
Context of learning may be:	• set in a limited range of highly familiar and predictable contexts
	• set in a range of familiar and predictable contexts
	• set in contexts with some unfamiliar or unpredictable aspects
	• set in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects.
Degree of independence may involve:	• very close support, guidance or supervision and minimum judgement/discretion needed
	• substantial support, guidance or supervision and limited judgement/discretion needed
	• routine/general guidance and direction and some

	judgement, planning and organisation of self and/or others needed • broad guidance, direction and judgement; planning and organisation of self and/or others needed.
Problems, issues and difficulties include:	• straightforward routine issues which are addressed by following set rules, guidelines or procedures • routine issues which are identified and addressed by selecting from and following a number of set rules, guidelines or procedures • routine and non-routine issues which are identified and addressed by interpreting and/or applying established guidelines or procedures with some variations • largely non-routine issues which are identified and addressed using guidelines or procedures which require interpretation and/or adaptation.
Descriptors refer to:	the levels described in: • knowledge and application of skills • context of learning • degree of independence • methods for addressing problems and issues.
Reflect may include:	discussion-based interviewing and the use of open and probing questions aimed to assist candidates to reflect on their learning, talk about their learning experience to confirm that learning has occurred.
Follow up action plan may include:	• concrete plan for further action with specific details of what to action, who to contact, phone numbers and indicative time frames • development of a skills list or résumé derived from the content of the Recognition of Informal Learning process • referral to another professionals such as a career counsellor, course co-ordinator or job network provider. Where appropriate and with the consent of the learner, the assessor may undertake making appointments.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The evidence required to demonstrate competence for this unit at this level must confirm that the learner has: • constructed the assessment environment and process to take account of the needs and background of the candidate • completed appropriate assessment tools, including questions, to lead the discussion as well as the collection of evidence to support the determination of a level of complexity of learning gain • recorded the process of assessment to clearly document the link between the evidence and the complexity of the learning gain • completed two assessments of informal learning, including determination of complexity of learning gain and compilation of learning and/or employment pathway plan • identified possible improvements to the process by using validation and moderation with others.
Context of and specific resources for assessment	• this unit may be assessed in a workplace, educational, community or other informal learning setting • the learner and candidate require access to an environment for assessment that supports the building of a trust relationship between the learner and assessor.
Method of assessment	This unit must be assessed using discussion-based assessment and the descriptors of learning gain detailed.