

Wyndham Community and Education Centre Inc Policy and Procedure

Policy name	VCAL Assessment Policy and Procedure
Responsible person	VCAL & Youth Manager
Staff involved	Education Manager, VCAL Coordinator, VET Coordinator, VCAL Teachers & VET Trainers
Review dates	2019
Related documents	<p>Legislation: Education and Training Reform Act 2006 (Vic), Working with Children Act 2005 (Vic), Children, Youth and Families Act 2005 (Vic), Child Wellbeing and safety Act 2005 (Vic), Public Records Act 1973 (Vic), Charter of Human Rights and Responsibilities Act 2006 (Vic), Disability Act 2006 (Vic), Disability Regulations 2018, Health Records Act 2001 (Vic).</p> <p>Policies: VCAL Student Selection, Enrolment, Induction & Delivery Policy & Procedure, Record Management & Record Keeping Policy & Procedure, Plagiarism, Cheating and Collusion Policy & Procedure, Training and Assessment Supervision Policy & Procedure, Special Consideration Policy & Procedure/Application Form, Recognition of Prior Learning Policy & Procedure, Recognition of Qualifications issued by other RTOs Policy & Procedure, Quality Management and Continuous Improvement Policy & Procedure, Validation, Moderation and Quality Assurance Policy & Procedure, Skills First Program Reporting Policy & Procedure, Record and Evidence of Participation Policy & Procedure, Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment) Procedure.</p> <p>Other: VCE and VCAL Administrative Handbook, VCAL Unit Assessment Planning Guide, VCAL Curriculum Planning Guides, VCAL Quality Assurance Kit, VCAL Training and Assessment Strategies, Training Plan, Unit of Competency Summary Record Sheet, VCAL Teacher Package, Student VCAL Handbook, VCAL Student Package, Teachers/Trainers minutes of meetings, AQTF Essential Conditions and Standards for Continuing Registration, VRQA Guidelines, 2018 Funding Contract - Skills First, Skills First Quality Charter, AQTF Essential Conditions and Standards for Continuing Registration, VCAA – VCAL Assessment Information Sheet, VCAL Unit Assessment Planning Guide, VCAL Training and Assessment Strategies (TAS), VCAL Teacher work-plans, VET Trainer work-plans.</p>

Policy Context

The purpose of assessment is to assess learning outcomes by collecting evidence and making judgements about the performance of learners. Judgements are formed about whether or not the competency has been achieved by meeting the requirements of the learning outcomes of all curriculum components and competency standards included in a student's VCAL program. Wyndham Community and Education Centre Inc (Wyndham CEC) only enrolls students into a VCAL program with the reasonable expectation that they will be able to complete the qualification successfully.

This document was reviewed and accepted by the Board of Governance of the Wyndham Community and Education Centre Inc on 02/02/18 and supersedes all previous versions.

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Policy

This policy provides the framework for VCAL assessment and outlines general principles of assessment in VCAL, and procedures in relation to meeting compliance and integrity of assessment. The VCAL & Youth Manager and compliance and reporting team are responsible for the coordination and collection of results for assessment of curriculum components in the VCAL program. This includes assessment of competency standards from Further Education (FE) accredited curriculum and VET training packages that students are enrolled in as part of their VCAL course.

To ensure the integrity of assessment in VCAL, Wyndham CEC is guided by the VCAL principles of assessment outlined in the VCAA VCE and VCAL Administrative Handbook and the requirements of the Further Education (FE) curriculum and VET training packages. All units from Further Education curriculum and VET training packages must be assessed in accordance with AQTF Essential Conditions and Standards for Continuing Registration. This is clearly outlined in Wyndham CEC's Training and Assessment Strategies for Foundation, Intermediate and Senior VCAL.

Procedure

VCAL does not require any exams however students undertake assessment tasks in relation to VCAL units, Further Education (FE) units and VET units of competency.

These assessment tasks are undertaken according to the rules of the FE curriculum, VET training package and VCAL units.

To ensure that teaching and learning programs use the relevant curriculum and assessment documents, the following are included in the VCAL Teacher Package, distributed at Induction and/ or annually for planning, delivery and assessment purposes. VCAL staff can also access these documents on SharePoint, Wyndham CEC's content management system via the website www.wyndhamcec.org.au

- VCAL Training and Assessment Strategy
- VCE and VCAL Administrative Handbook
- VCAL Planning Curriculum Guides
- VCAL Unit Assessment Planning Guide
- FE curriculum units
- VET training packages

Training and Assessment Strategy (TAS)

Wyndham CEC has a VCAL Training and Assessment Strategy (TAS) for Foundation, Intermediate and Senior VCAL courses. The TAS documents provide comprehensive qualification advice including the macro-level requirements of the assessment process covering:

- Purpose
- Evidence

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- Completion
- Delay of satisfactory completion
- Reasonable adjustments in assessments
- Special Provision
- Authentication of student's work
- Validation, moderation and quality assurance processes
- Credit transfer and recognition of prior learning.

Purpose

Wyndham CEC assesses learning outcomes by collecting evidence about the performance of students and making a judgement on whether the students have met all the required learning outcomes according to the rules of the FE curriculum, VET training package and/or VCAL units.

Evidence

Evidence is anything that supports the teacher's and trainer's claim that a student has achieved a learning outcome. The TAS outlines the types of evidence that can be collected including direct, indirect or supplementary evidence and details evidence which can be included in a portfolio. It lists the features of evidence: valid, sufficient, authentic, current and consistent and details criteria for good assessment including a statement on validity, reliability, flexibility and fairness.

Completion

To satisfactorily complete a unit, students must satisfactorily complete all of the coursework and attend timetabled classes for the unit. Class teachers will decide whether students have satisfactorily completed the coursework and any units of competency. Details of coursework and due dates for work will be given to students, by class teachers.

Students will be assessed according to whether they have achieved the required learning outcomes when completing assessment tasks. Each assessment task will be given an 'S' (satisfied) or 'N' (not yet complete). After work has been submitted and assessed, teachers are required to provide feedback on assessment results to all students. This could include advice on particular problem areas, where and how improvements could be made and any consequences of not achieving an "S" result.

Students should discuss any issues they may have regarding assessment with their teacher and/or the VCAL & Youth Manager.

See Wyndham CEC's *VCAL Attendance Policy and Procedure* for details of attendance requirements.

Delay of Satisfactory Completion

A delay of satisfactory completion can occur if a student misses too many classes or the work presented does not meet curriculum components in accordance with assessment

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guidelines for the accredited curriculum. Staff will work with students who are assessed as 'N' (not yet complete) and provide opportunities to satisfactorily complete VCAL units, FE units and VET units of competency to achieve an 'S' result wherever possible. Students must commit to make up lessons missed and complete all outcomes prior to unit results being entered onto VASS and Wyndham CEC's student management system.

See Wyndham CEC's *Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment) Procedure* for more details.

Reasonable Adjustments in Assessments

Reasonable adjustments in assessment can be made to meet the needs of individual students. This includes factors such as learning styles, physical or intellectual ability, language, literacy and numeracy levels, cultural background or socio-economic factors.

Wyndham CEC has a procedure for *Establishing and Applying Decisions for Satisfactory Completion (including delay of satisfactory completion and reasonable adjustment in assessment)* which is followed by VCAL staff.

Wyndham CEC has a *Special Consideration Policy and Procedure* which outlines the circumstances under which a student can apply for granting special consideration.

Special Provision

Special provision allows eligible students with the opportunity to demonstrate their learning and achievement through assessment to complete their VCAL course. Wyndham CEC enrolls students into a VCAL program with the reasonable expectation that they will be able to complete the course successfully. However, sometimes students may need special provision to successfully achieve this. Students who may be eligible include students who are adversely accepted by:

- Acute or chronic illness (physical or psychological)
- Any factors relating to personal environment
- An impairment or disability including learning disabilities

Students deemed eligible will still need to complete all work related to satisfactory completion of all outcomes. Wyndham CEC will ensure that any student granted special provision will not have an advantage over other students in the program.

Wyndham CEC identifies students eligible for special provision at enrolment via the enrolment interview with the student and / or parent, discussion with the previous school and a formal literacy and numeracy assessment. Wyndham CEC's decision will be based on the best interest of the student following these discussions and provision of other professional or medical advice. If required, Wyndham CEC will form an ongoing support group for the student made up of stakeholders and professionals.

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Strategies will be determined on a case by case basis through support group meetings and could include (but not limited to):

- rescheduling an assessment task
- extra time to complete an assessment task
- providing a substitute task of the same type
- a replacement task of a different type
- planned tasks that assess more outcomes
- provision of ICT tools / resources

Authentication of Assessment

Wyndham CEC is committed to upholding the standards of educational integrity and honesty. Authentication is the process of ensuring that the work submitted by students has actually been completed by them. Students need to be able to prove this through regular attendance, by completing work during class time and by acknowledging any resources used in their work. This allows teachers to monitor a student's work done in class.

Student work submitted for assessment must be their own. Students must not receive undue assistance from any other person in the completion of their work or assessment tasks. This includes copying or plagiarising other work. Wyndham CEC has a *Plagiarism, Cheating and Collusion Policy and Procedure* which it follows in such instances.

Validation, Moderation and Quality Assurance Processes

Validating and moderating the relevance and consistency of assessments and assessment judgements is critical to ensuring the assessments meet the accredited course and training package requirements. Quality Assurance of VCAL units is the process that ensures there is a common understanding and consistency among teachers regarding assessment judgements and the design of assessment tasks.

All staff attend validation, moderation and quality assurance throughout the year as determined by Wyndham CEC's *Validation, Moderation and Quality Assurance Policy & Procedure* and in line with the rules of training packages, accredited curriculum and the Victorian Curriculum and Assessment Authority (VCAA) annual VCAL Quality Assurance requirements. Participation in validation, moderation and quality assurance is a key performance indicator on VCAL teacher and VET trainer work-plans.

Credit Transfer and Recognition of Prior Learning (RPL) in VCAL

Wyndham CEC recognises qualifications issued by other Registered Training Organisations (RTOs). Credit Transfer is available for any previously completed accredited units. If a student has already completed units from a VCAL, Further Education, VET or VCE Course, these can count towards achieving the VCAL certificate.

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Recognition of Prior Learning (RPL) is available to students who can demonstrate prior learning and experience relevant to the VCAL Personal Development Skill (PDS) and Work Related Skill (WRS) units. Where students have been granted RPL, evidence will be completed and kept by Wyndham CEC that demonstrates successful completion of all the unit learning outcomes. Evidence that the learning outcomes have been achieved must be provided from activities in the previous year or in the current year of a student's enrolment. Students will need to provide evidence that demonstrates the achievement of the learning outcomes on more than one occasion and in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.

Information about RPL procedures and processes for VCAL PDS and WRS units can be found in the VCAL Unit Assessment Planning Guide available from the VCAA website at <http://www.vcaa.vic.edu.au> or, from Wyndham CEC's *Recognition of Prior Learning Policy & Procedure* in relation to credit transfer and RPL for FE and VET units of competency.

VCAL Staff Qualifications

Wyndham CEC ensures that assessments are conducted by teachers and trainers with recognised qualifications which meet the requirements of the VCAL Curriculum, FE curriculum and VET training packages.

At Wyndham CEC qualifications accepted are:

- Appropriate teaching qualification in Education (minimum four year trained) and/or relevant VET qualification for the unit being delivered {*JS note: Wayne, Paul, Meg Wolk do not have an Education qual*}
- TAE40110 - Certificate IV Training and Assessment

Assessors who do not have the above qualifications can go into a supervision arrangement. More detail in relation to this is outlined in the *Training and Assessment Supervision Policy and Procedure*.

Assessor competencies for these courses are consistent with the requirements of Standard 1, Element 1.4 of the AQTF Essential Conditions and Standards for Continuing Registration.

Standard 1.4 requires trainers and assessors to:

- have the training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors, and
- have the relevant vocational competencies at least to the level being delivered or assessed, and
- to be able to demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

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Record keeping for training and assessment

- Student files are kept securely in a locked filing cabinet, in a secured room.
- As soon as assessment results are available, they are given to the Compliance & Reporting Team for entry onto Wyndham CEC's student management system.
- VASS reporting is completed by the VCAL & Youth Manager or one of the trained and authorised VASS administrators within the VCAL Program.
- Skills First Program Reporting Policy & Procedure must be followed for students enrolled in Skills First subsidised training programs (*see Wyndham CEC's Skills First Program Reporting Policy and Procedure*).
- For all details on procedures in relation to management of records and record keeping, please see *Wyndham CEC's Record Management & Record Keeping Policy and Procedure*.