

# Wyndham Community and Education Centre Inc

## Policy and Procedure

Policy name	<b>Delivery and Assessment (Foundation Skills) Policy and Procedure</b>
Responsible person	Education Manager / LLN Coordinator
Staff involved	Teachers, Trainers and Assessors, Compliance and Reporting Team, Admin Team, RTO Manager, Senior Secondary Education Manager, Senior Secondary Education Coordinator
Review dates	2024

### Policy

Wyndham Community and Education Centre Inc (Wyndham CEC) is a community based Learn Local provider and a Registered Training Organisation (RTO).

Wyndham CEC's Vision, Mission and Strategic Plan all emphasise the importance that the organisation places on quality teaching and learning. Wyndham CEC's mission includes a commitment to being a leader in educational programs and services for the Wyndham community by offering programs that provide opportunities that lead to further education and employment pathways, enhance well-being and improve quality of life. Wyndham CEC's Strategic Plan includes strategic goals which outline the critical value Wyndham CEC places on teaching and learning for all students and practitioners.

This policy covers the following nationally accredited Foundation Skills courses/ qualifications at Wyndham CEC, regardless of funding source:

- English as an Additional Language (EAL) Framework: Course in Initial EAL – Certificate IV in EAL
- Certificates in General Education for Adults (CGEA): Course in Initial CGEA – Certificate III in CGEA

For selection, enrolment & induction of students in foundation skills programs, see *Student Selection, Enrolment & Induction (Foundation Skills) Policy & Procedure*.

For selection, enrolment, induction and delivery to Senior Secondary students, see SSP *Student Selection, Enrolment, Induction & Delivery Policy & Procedure*.

For assessment of students in a Senior Secondary program, see *SSP Assessment Policy and Procedure*.

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# Wyndham Community and Education Centre Inc

## Policy and Procedure

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### Procedures

#### Training & Assessment Strategies

- Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry (AQTF Standard 1.2)
- A Training and Assessment Strategy (TAS) is developed for each Foundation Skills program prior to commencement. The TAS outlines how the qualification, or selected units from a qualification offered as a program, will be delivered and assessed.
- TASs are developed by the relevant program Coordinator, using the Wyndham CEC template, in consultation with their Manager, teachers, and feedback from industry and previous students.
  
- All TAS documents developed at Wyndham CEC include:
  - Qualification details, including packaging requirements
  - RTO information, including entry requirements
  - Industry consultation
  - Description of the student cohort, including learner needs
  - Delivery arrangements, including mode, duration, rationale and schedule
  - Assessment arrangements, including evidence requirements, methods of assessment, adjustments
  - Resources required
  - Evidence of continuous improvement and program evaluation including validation, moderation and quality assurance
  - Certification (including Statements of Attainment) / issuing of qualification information
  - Pathways
  - Teacher/Trainer and assessor details

#### Program Planning

- Planning takes into account
  - Validation of previous programs
  - Industry consultation
  - Feedback from teachers and students, including Program Feedback
  - Analysis of numbers of students in previous programs and projected demand for future programs.

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# Wyndham Community and Education Centre Inc

## Policy and Procedure

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- Following the above, teacher allotments and scheduling of classes occurs. Facilities and resources are sourced in accordance with AQTF standard 1.3.

### Program Commencement

- Teachers are provided with a Training & Assessment Strategy (TAS), timetable and class roll.
- Skills First teachers are informed, via the student's Training Plan, of any student needs, issues or medical conditions. For students enrolled in AMEP, the Pathways Counsellor gathers this information during the initial interview and communicates it to the AMEP Coordinator. SEE students have a Client Training Profile developed.
- All teachers are provided access to critical documents required in Foundation Skills programs. This information is also available on SharePoint.
- All relevant documents for delivery and assessment of Foundation Skills programs can be located on Wyndham CEC's content management system, SharePoint.

### Delivery

- All students enrolled in accredited training will receive an individual Training Plan (TP) \* outlining all information relating to the units of competency to be delivered and assessed. This plan will be customised for students at the pre training interview (see Training Plan Procedure).

\* AMEP students receive an Individual Pathway Guide (IPG). SEE students receive a Client Training Profile (CTP) which meet the content requirements of those programs.

- To be awarded a qualification from the EAL Framework or the Certificates of General Education for Adults, students must successfully complete all core and elective units as described in the accredited curriculum and as selected in the TAS (and TP).
- Delivery is conducted by teachers and trainers who meet the requirements of AQTF Standard 1.4 and VRQA Guideline 3 and any requirements of the relevant EAL Framework or CGEA curricula.
- The Education Manager will ensure that staff who deliver Foundation Skills programs are aware of all related policies, procedures and documentation including information on the EAL Framework and Certificates in General Education for Adults.
- This will ensure training staff have the information to deliver Foundation Skills programs according to the qualification requirements.
- All Foundation Skills staff are expected to attend regular meetings as organised by the Education Manager or relevant Coordinator.
- All staff are required to participate in Validation & Moderation activities as per Wyndham CEC's *Validation, Moderation and Quality Assurance Policy and Procedure* and according to the units they deliver and assess.

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# Wyndham Community and Education Centre Inc

## Policy and Procedure

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- Student attendance and conduct will be monitored throughout the year, with attendance checked on a weekly basis. The *Student Code of Conduct* clearly outlines expectations in relation to conduct in the education programs.
- Wyndham CEC expects at least 80% attendance to all timetabled classes and activities.

### Assessment

- Wyndham CEC's assessment procedures are based on the following principles:
  - to provide quality training and assessment across Wyndham CEC operations
  - to comply with the Assessment Guidelines included in nationally endorsed Training Packages or the assessment requirements specified in relevant curriculum documents
  - to comply with relevant regulatory or funding requirements of the Skills First, AMEP and SEE programs
  - to comply with the principles of flexibility, validity, reliability and fairness all reflected in the Training and Assessment Strategy
  - to involve the evaluation of sufficient, valid, authentic and current evidence to enable judgements to be made about whether competency has been attained
  - to be equitable for all persons, taking into account cultural and linguistic needs
  - to inform applicants about the context and purpose of the assessment and the assessment process
  - where relevant, to focus on the application of knowledge and skill to the standard of performance required in the workplace
  - to provide feedback on assessments to the applicant about the outcomes of the assessment process and guidance on future options
  - to provide for reassessment as required
- Assessments are conducted by teachers/trainers and assessors with qualifications which meet the requirements of the accredited curriculum and the requirements of the AQTF Standard 1.4 and VRQA Guideline 3 that require trainers and assessors to:
  - Have the training and assessment competencies determined by the Australian Industry Skills Committee (AISC) or its successors
  - Have the relevant vocational competencies at least to the level being delivered or assessed
  - Continue to develop their vocational and training and assessment competencies and industry currency to support continuous improvements in delivery of RTO services

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# Wyndham Community and Education Centre Inc

## Policy and Procedure

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- Ensure all units in the EAL Framework qualifications are delivered and assessed by those with TESOL qualifications as described in the EAL Framework curriculum.

The SEE and AMEP programs have additional specific requirements for teachers as outlined in the SEE Service Provider Instructions and the AMEP Service Provider Instructions.

There can be no supervision arrangements for trainers and assessors delivering the EAL Framework curriculum.

For teachers delivering and assessing the Certificates of General Education for Adults, relevant vocational competencies refers to demonstrable expertise in the theory of development of literacy or numeracy and teaching these. This includes holding an AQF level 7 or above teaching qualification with a relevant method.

Trainers in CGEA who do not have the required qualifications can go into a supervision arrangement. For full details in relation to supervision arrangements see Wyndham CEC's *Training and Assessment Supervision Policy and Procedure*. Unqualified trainers are unable to form judgments of competency in assessment.

- Assessment is conducted as outlined in the TAS.
  - Wyndham CEC assesses learner 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 curriculum.
  - At Wyndham CEC, evidence is anything that supports the claim that a student has achieved a learning outcome. The TAS and associated delivery documents, outline the types of evidence that can be collected. It lists the rules of evidence - valid, sufficient, authentic and current and details the assessment processes and tools which satisfy the principles of assessment - validity, reliability, flexibility and fairness.
  - To be deemed Competent in a unit of competency, a student must satisfy all assessment criteria for that unit. Each assessment task will be assessed as 'S' (satisfactory) or 'NS' (not satisfactory). After work has been submitted and assessed, teachers are required to provide feedback on assessment results to all students.
  - Students should discuss any issues they may have regarding assessment with their teacher and/or the relevant Coordinator. A student may formally request a review of an assessment decision following the process described in the *Compliments, Complaints and Appeals Policy & Procedure*.
  - A delay of satisfactory completion can occur if a student misses too many classes or the work presented does not meet curriculum requirements in accordance with assessment guidelines for the accredited curriculum. Staff will work with students who are assessed as Not Yet Competent (NYC) and provide opportunities to

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## Policy and Procedure

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satisfactorily complete assessments to achieve a Competent (C) result where possible.

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

- 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.

- Authentication of assessment is the process of ensuring that the work submitted by students has actually been completed by them. Students demonstrate authenticity through regular attendance, by completing class activities and by acknowledging any resources used in their work. Students must not receive undue assistance from any other person in the completion of assessment tasks. This includes copying or plagiarising other work. In foundation skills programs assessment is done in class with the teacher present.

Wyndham CEC has introduced a standard *Student Assessment Declaration (SAD)* to be signed by the student at enrolment / commencement of their program that is in place for the duration of that enrolment.

Wyndham CEC has a *Plagiarism, Cheating and Collusion Policy and Procedure* which it follows in such instances.

- 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.

Participation in validation and moderation is a key performance indicator on Teacher work-plans.

Teachers delivering the Certificates of General Education for Adults (CGEA) and EAL Framework will undertake internal validation and moderation and external consensus validation and moderation meetings at least twice a year.

Validation and moderation information will contribute to the review of TAS documents at the end of each program and feedback used in the planning for future programs.

- Wyndham CEC recognises qualifications issued by other Registered Training Organisations (RTOs). Credit Transfer is available for any previously completed accredited units. Application for CT and RPL should take place during enrolment, however please note specific requirements for foundation skills programs in Wyndham CEC's *RPL Policy and Procedure* and *Recognition of Qualifications issued by other RTOs Policy & Procedure* for detailed information.
- Students enrolled in accredited training at Wyndham CEC will have 30 days from the last day of training/timetabled classes to meet all of the requirements of the program they are enrolled in. Wyndham CEC is not obliged to accept any work or assessment beyond this date.

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## Policy and Procedure

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- Wyndham CEC has a procedure for *Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment)*.
- Wyndham CEC has a Special Consideration Policy and Procedure which outlines the circumstances under which a student can apply for granting of special consideration. See Wyndham CEC's *Special Consideration Policy and Procedure* for full information

### Record keeping for training and assessment

- Student files are kept securely in a locked filing cabinet and secured at head office; in response to the Covid-19 pandemic, some student documents may be stored digitally in a secure environment, on SharePoint.
- Whilst delivery of Foundation Skills programs is in progress, trainers and assessors retain relevant records to the program being delivered and assessed: these may include training plans, attendance records, evidence of participation and assessment tasks.
- A Final Unit Result form will be completed by the Assessor for each student enrolled in a Foundation Skills program. This record documents a student's competency unit by unit.
- The relevant Coordinator checks assessment results prior to distribution to the Compliance & Reporting team or SEE & AMEP administration team.
- As soon as assessment results are available, they are given to the Compliance & Reporting team or SEE & AMEP administration team for entry onto Wyndham CEC's student management system, aXcelerate.
- The *Skills First Program Reporting Policy & Procedure* must be followed for students enrolled in Skills First subsidised training programs.
- 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*.

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### **Related Documents**

#### **Legislation:**

Education and Training Reform Act 2006 (Vic), Equal Opportunity Act 2010 (Vic), Working with Children Act 2005 (Vic), Children, Youth and Families 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).

#### **Policies & Procedures:**

Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment) Procedure, Plagiarism,

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## Policy and Procedure

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Cheating and Collusion Policy & Procedure, Quality Management and Continuous Improvement Policy & Procedure, Recognition of Prior Learning Policy & Procedure, Recognition of Qualifications issued by other RTOs Policy & Procedure, Record Management & Record Keeping Policy & Procedure, Skills First Program Reporting Policy & Procedure, Student Selection, Enrolment & Induction (Foundation Skills) Policy & Procedure, Special Consideration Policy & Procedure/Application Form, Training and Assessment Supervision Policy & Procedure, Validation, Moderation and Quality Assurance Policy & Procedure, SSP Assessment Policy and Procedure, SSP Student Selection, Enrolment, Induction & Delivery Policy & Procedure, Student Selection, Enrolment & Induction (VET) Policy & Procedure, Training Plan Procedure, Compliments, Complaints and Appeals Policy & Procedure

### **Other:**

Current Skills First Funding Contract, AQTF Essential Conditions and Standards for Continuing Registration, Training and Assessment Strategy, Continuous Improvement Register, Individual Training Plans, Industry Consultation documents, Final Unit Result form, Student Assessment Declaration (SAD), Wyndham CEC Strategic Plan, Skills First Quality Charter, Adult Migrant English Program (AMEP) Service Provider Instructions, Skills for Education and Employment (SEE) Service Provider Instructions

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