

Wyndham Community and Education Centre Inc Procedure

Procedure name	Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment)
Responsible person	Training Services Managers (Education, RTO & VCAL-VET), VET Coordinator, LLN Coordinator, AMEP Coordinator, SEE Coordinator, Compliance & Reporting Team
Staff involved	All Training Services Staff
Frequency of performance	As Required
Related documents	<p><u>Polices:</u> VCAL Assessment Policy & Procedure, Delivery and Assessment (Foundation Skills) Policy & Procedure, Delivery and Assessment (VET) Policy & Procedure, Record and Evidence of Participation Policy & Procedure, Plagiarism, Cheating and Collusion Policy and Procedure, Special Consideration Policy and Procedure</p> <p><u>Other:</u> Accredited Curriculum documents, Training Packages, AQTF Essential Conditions and Standards for Continuing Registration, ACFE Pre-Accredited Quality Framework Kit, General Information for Participants, VCAL Student Handbook, SEE 2017 – 2020 Instructions for SEE Service Provider, Special Consideration Policy and Procedure Application Form</p>

Context

This procedure outlines the way Wyndham Community and Education Centre Inc (Wyndham CEC) establishes and applies decisions for satisfactory completion of units within a qualification. This includes delay of satisfactory completion decisions and reasonable adjustment in assessment across education programs.

VCAL Courses

Students will be assessed according to whether they have achieved the required learning outcomes when completing assessment tasks according to the rules of the FE curriculum, VET training package and/or VCAL units.

Each assessment task will be given an ‘S’ (satisfied) or ‘N’ (not yet complete) in accordance with assessment guidelines for accredited curriculum.

An ‘N’ result or not yet complete indicates that not all outcomes for a unit have been achieved.

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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.

A delay of satisfactory completion could occur because a student has missed classes or the work presented does not meet curriculum components in accordance with assessment guidelines for accredited curriculum. Students must be given the opportunity to satisfactorily complete the unit and achieve an 'S' result.

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

In some instances students may be eligible for special provision in VCAL. Wyndham CEC's VCAL Assessment Policy & Procedure includes guidelines around special provision.

In special circumstances a student may apply for special consideration if they require more time or extra assistance – see the *Special Consideration Policy and Procedure*.

VET and LLN Courses

On the completion of each assessment task, students will be provided with feedback which will include a result of either Satisfactory (S) or Not Satisfactory (NS). If an assessment task is assessed as Not Satisfactory (NS) students will have the opportunity to resubmit a comparable assessment up to two more times within an agreed timeframe.

A student will be assessed as Competent (C) in a unit if:

- The student meets any attendance and participation requirements;
- Assessment tasks are resulted as Satisfactory (S) as per assessment mapping and marking guides;
- Any other work is submitted as required; and
- A work placement has been completed (where required).

A delay in satisfactory completion for a unit could occur in the following cases:

- a student does not meet attendance or participation requirements
- work presented does not meet the required accredited curriculum/training package assessment guidelines
- required activity books or tasks are not submitted or are incomplete.
- assessments are not satisfactorily completed.

A student will be informed of the reasons for a 'Not Yet Competent' (NYC) decision and given a chance to resubmit work or re-do an assessment within a mutually agreed

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timeframe. Staff will work with the students who are assessed as (NYC) and provide opportunities to achieve a Competent (C) result.

Students enrolled in accredited training programs at Wyndham CEC will have 30 days from the date of the last scheduled unit activity (which may include such things as a placement) to meet all of the requirements of the program. Wyndham CEC is not obliged to accept any work or assessment beyond this date.

In addition, students may apply for a 6 month extension under the Special Consideration Policy and Procedure. Wyndham CEC will not consider any work submitted by any students for assessment beyond six months from the last scheduled unit activity.

At six months from the last scheduled unit activity, if the student has not met these requirements they will be withdrawn and issued a Statement of Attainment.

If a student is suspected of plagiarism or cheating, the *Plagiarism, Cheating and Collusion Policy and Procedure* will be followed.

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

Skills for Education and Employment (SEE)

Assessment in SEE is aligned to the Australian Core Skills Framework (ACSF). To remain in the program a student will have:

- an 80% weekly attendance rate
- achievement of one or two ACSF indicators from any two ACSF core skills at the end of 200hrs (depending on the stream)

If the above requirements are met, the student can continue in the program.

A reasonable adjustment to assessment mapped to the ACSF can be made to meet the needs of individual students. This could include factors such as learning styles, physical or intellectual ability, language, literacy and numeracy levels, cultural background or socio-economic factors.

Adult Migrant English Program (AMEP)

Assessment in AMEP is aligned to the Australian Core Skills Framework (ACSF). To remain in the program a student will have:

- After 2 weeks of unexplained absence a student can be withdrawn
- achievement of two ACSF indicators from any two ACSF core skills at the end of 200hrs.

If the above requirements are met, the student can continue in the program.

A reasonable adjustment to assessment mapped to the ACSF can be made to meet the needs of individual students. This could include factors such as learning styles, physical

