

## Wyndham Community and Education Centre Inc Procedure

Procedure name	<b>Establishing and Applying Decisions for Satisfactory Completion (including Delay of Satisfactory Completion and Reasonable Adjustment in Assessment)</b>
Responsible person	Training Services Managers (Education & VCAL-VET), VET Coordinator, LLN Coordinator, Compliance & Reporting Team
Staff involved	All Training Services Staff
Frequency of performance	As Required
Related documents	<p><b><u>Polices:</u></b> VCAL Assessment Policy &amp; Procedure, Delivery and Assessment (Foundation Skills) Policy &amp; Procedure, Delivery and Assessment (VET) Policy &amp; Procedure, Record and Evidence of Participation Policy &amp; Procedure, Plagiarism, Cheating and Collusion Policy and Procedure, Special Consideration Policy and Procedure</p> <p><b><u>Other:</u></b> 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.

A student will achieve a satisfactory completion (Competent) for a unit if:

- The student meets attendance and participation requirements;
- The student submits completed tasks as required, where all work submitted meets assessment guidelines and successful completion of a work placement if 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 completed

In the above instances, 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 timeframe

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

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*.

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

Wyndham CEC will not consider any work submitted by any students for assessment beyond six months from the last day of training.

*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 or intellectual ability, language, literacy and numeracy levels, cultural background or socio-economic factors.

### ***Pre-accredited courses***

Students will be given a satisfactory outcome and receive a participation certificate if:

- they attend classes on a regular basis
- participate in classroom activities