 <p><b>Wingate Avenue</b> Community Centre</p>	Title:  <h2 style="text-align: center;">TRAINING AND ASSESSMENT POLICY AND PROCEDURES</h2>	
	Version: 5	Approved: General Manager Date: 11 June 2019
	Administered: Manager	Next Review Date: June 2022

## Background

Wingate Avenue Community Centre is a community Based Learn Local provider with registration as an RTO. WACC will ensure high quality teaching and learning and provide opportunities to continuously increase staff skills, improve assessment tasks and provide students with the opportunity to successfully complete their chosen course. Wingate is committed to offering programs that lead to further education and employment pathways. This policy sets out the principles, strategies and scheduled procedures for delivery of courses, professional development of staff, the delivery of student assessment and the validation of assessment materials at Wingate Avenue Community Centre (WACC), in line with best practise, and requirements from both the VRQA and the AQTF.

This policy covers the following Foundation Skills programs delivered at Wingate Avenue Community Centre:

- English as an Additional Language (EAL) Framework: Course in Initial EAL – Certificate III in EAL (Access).

For information regarding enrolment and eligibility see the *Enrolment Policy and Eligibility and Enrolment Procedure*.

## Principles

This policy is based on the principles that Wingate Avenue Community Centre

- will continue to provide a quality service in all areas of activity
- will aim to enhance the skills and expertise of its workers to encourage excellence and increase job satisfaction
- encourage the sharing and dissemination of new and updated information relevant to the work practices and operations of WACC
- will ensure that training and assessment at WACC is consistent with the requirements of all RTOs and will comply with the AQTF Essential Conditions and Standards for Initial and Continuing Registration and the VRQA Guidelines for VET Providers
- will ensure the evaluation of training and assessment is undertaken for all courses and includes the monitoring of student satisfaction.

All providers of accredited training in Victoria have quality standards provided by:

- VRQA Guidelines for VET Providers
- AQTF Essential Conditions and Standards for Initial and Continuing Registration
- Registered Training Organisations (RTOs) 2015 Standards.

## Legislative context

All RTO's are required to comply with relevant Commonwealth and State legislation and directions which include: 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 2007, Health Records Act 2001 (Vic).

## **Relevant documents**

2018 – 2019 VET Funding Contract; AQTF Essential Conditions and Standards for Continuing Registration; Training and Assessment Strategy; Continuous Improvement Documentation; Individual Training Plans; Skills First Quality Charter; Wingate Strategic plan; AMEP Service Provider Instructions;

## **Scope**

These procedures are to be applied to all courses on Scope of Registration offered by the Wingate Avenue Community Centre

## **Definitions**

**Assessment tool** - An assessment tool includes the following components:

Instructions for assessors and learners; the tasks to be completed by the student; an outline of the evidence to be gathered from the student; the assessment criteria used to judge the quality of performance, and mapping which aligns all components of the units of competency.

**Validation of assessment** - Validation is a quality review process. It involves checking that the assessment tool can produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course have been met.

Source: *Australian Quality Training Framework (AQTF updated in 2010)*

**Training** – refers to the delivery of a course which will lead to students acquiring the knowledge, skills and abilities that relate to the acquisition of knowledge, skills, and attitudes that relate to specific competencies.

**Assessment** - The process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

**Evaluation:** refers to the review of training and assessment strategies and materials to ensure that course content is relevant and appropriate for students and curriculum.

**Training and Assessment Strategy** - A framework that guides the learning requirements and the teaching, training and assessment arrangements of a vocational education and training qualification. It is the document that outlines the requirements of the learning and assessment process, usually at the qualification level.

**Direct supervision** - A person conducting training who does not hold the training competencies determined by the Australian Industry and Skills Committee (AISC) or its successors receives regular guidance, support and direction from a person designated by the RTO who holds those training competencies determined by the AISC or for the relevant accredited training.

**AQF (Australian Qualifications Framework)** The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training.

**AQTF (Australian Quality Training Framework)** The AQTF *Essential Conditions and Standards for Continuing Registration* is the national set of standards which assure quality training and assessment for Australia's vocational education and training (VET) system.

**RTO (Registered Training Organisation)** A training organisation which has been granted registration by the relevant state Registering Authority to issue a nationally recognised qualification or a Statement of Attainment on partial completion.

**Plagiarism** – Is to take someone's words or ideas or other materials and present them as your own.

**Cheating** – Is to seek to obtain an unfair advantage in an assessment or test.

**Referencing** - is a method of acknowledging the sources of information and ideas used in an assignment.

## 1.1 Training and Assessment Strategy

Training and Assessment Strategies are developed in line with the requirements of training packages and VET accredited courses. A Training and Assessment Strategy is developed for each Foundation Skills qualification prior to the program commencing. This document ensures that training meets the requirement for each unit of competency or module in which students are enrolled. The TAS provides the framework that guides the learning requirements and the assessment arrangements of qualifications.

The Further Education and Compliance Manager develops the Training and Assessment Strategy in consultation with teachers. This document is developed annually and will be reviewed during the year as required.

The TAS document will include the following: Qualification details; Cohort; Entry requirements; Delivery and Assessment arrangements; Certification/Issuing of Qualification; Pathways; Teacher/trainer and assessor details and Course monitoring.

## 1.2 Program Development

Program Development for takes into account the following:

- Validation of assessments
- Industry consultation
- Feedback from students and trainers/assessors
- An analysis of the numbers of students in previous classes and projected demand for future programs

Following consideration of above teachers are allotted to classes and scheduling of classes occurs.

## 1.3 Program Commencement

Teachers attend a team meeting prior to start of the teaching and are provided with the following documentation:

- Training and Assessment Strategy (TAS)
- Timetable and Class roll
- Outline of training and assessment for the year
- Copies of delivery and assessment tasks for first term. All relevant documents for training and assessment are located on the S/Drive for staff to access.

## 1.4 Delivery

### Students

All students enrolled in accredited training will receive an Individual Training Plan or Course outline which provides information about the course and units the student is studying.

Teachers and assessors and administration staff monitor student attendance. Students are provided with a Code of Conduct document at the start of the year, which outlines expectations about attendance in class. Students are expected to attend all timetables classes.

To be awarded a qualification from the EAL Framework students must successfully complete all core and elective units required for the qualification and these units are outlined in the Training Plan or Course Plan.

### **Teachers and Assessors**

The Education Manager and Further Education and Compliance Manager will ensure that all teachers and assessors who deliver Foundation Skills are aware of all related policies and procedures and documentation required for delivery of the EAL curriculum. Teachers and Assessors are provided with a Teachers checklist outlining delivery requirements and documentation. This assists teachers and assessors to understand and have available all the information to deliver foundation skills according to the qualifications requirements.

All teachers and assessors attend a term staff professional development and a meeting at the beginning of each term. This provides teachers and assessors with feedback on the previous term and monitors Foundation Skills delivery.

All teachers are expected to attend Validation and Moderation activities as per the Validation schedule for the units they deliver.

## **1.5 Assessment**

Wingate Avenue Community Centres procedures for assessment will be based on the following principles. Assessment will:

- meet the assessment guidelines of the training package or accredited course
- be consistent with the WACC training and assessment strategies for each course
- acknowledge the needs of learners who are engaging in formal learning for the first time, or who have significant barriers to their learning
- involve the collection of sufficient, valid, authentic and current evidence to enable a judgement to be made about whether competency has been attained
- be valid, fair, flexible, and reliable and incorporate clearly defined assessment criteria
- acknowledge cultural diversity
- respect, recognise and develop students' current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning
- encourage the use of a range of assessment practices or modes designed to accommodate the diversity of learners and learning styles
- involve formative and summative processes
- incorporate feedback that supports student learning.

Trainers and Assessors will:

- meet the assessment requirements for the courses or training packages on the WACC Scope of registration.

Consultation with Industry and external agencies will involve:

- Local community RTOs with similar learner cohort
- Funding partners such as AMES
- Local community groups with an interest in the EAL training and assessment
- Local Job Services Agencies with an interest in the EAL training and assessment
- Employers who have had contact with WACC EAL students.

Students will be:

- given adequate notice of the assessment
- given the opportunity to discuss the assessment requirements of the course
- advised on the type and nature of the assessment and the expected outcome
- provided with appropriate feedback about outcomes of the assessment process

- given a number of opportunities to prove competency
- given the opportunity to appeal through WACC appeal process.

## Assessment Materials

The Further Education and Compliance Manager, and Education Manager, in consultation with other staff at WACC are responsible for ensuring training and assessment materials are available for all course/qualifications on our scope of registration and ensure only items on WACC's scope of registration are delivered and assessed.

Endorsed tasks may be sourced or new tasks developed in house, then forwarded to teachers for consultation. Industry feedback may also be sourced when appropriate.

All tasks will be managed under WACC version control systems.

All tasks will then be reviewed in line with our internal audit program, industry/enterprise feedback, training package/accredited course updates, learner surveys, staff feedback and ad-hoc feedback from any substantiated sources.

## Teacher and Assessor Qualifications and Competence

*Source: AQTF User's Guide to the Essential conditions and Standards for Continuing Registration.*

Training and Assessment is delivered by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the Australian Industry and Skills Committee (AISC) or its successors
- b) have the relevant vocational competencies at least to the level being delivered or assessed
- c) can demonstrate current vocational skills directly relevant to the training/assessment being undertaken
- d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence
- e) hold the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Education Training Package
- f) are able to demonstrate equivalent competencies; or work under the direct supervision of a person who has the competencies specified in (a) or (b) above, and be able to demonstrate vocational competencies at least to the level of those being delivered.

## Delivery of Assessment

- Assessments are to be conducted by suitably qualified individuals as required by the Australian Industry and Skills Committee or its successors and as clearly stipulated in the AQTF Standards for RTOs.
- The Education Manager in consultation with staff develops a schedule for assessment to be conducted within set timeframes that is tied in with our training process. This schedule is outlined in the Training and Assessment Strategy.
- Based on the schedule for training and assessment outlined in the Training and Assessment Strategy, qualified and suitable trainers/assessors, resources, infrastructure and any other required items are allocated and provided to the nominated trainer/assessor to conduct the assessments.
- The trainer/assessor uses the allocated items and commences assessments when suitable. All assessments are conducted in accordance with our Training & Assessment Strategies.

- Students are provided information about the process and context of assessment prior to the assessment. Students are also aware that they have the right to appeal assessment decisions made by a trainer/assessor.
- If the student meets all assessment requirements they are deemed as Competent and this is recorded onto the student's training plan. If the student has not met all assessment requirements then they are deemed as Not Yet Competent and a strategy to make them Competent is implemented in consultation with the student. This is recorded on the student's training plan and forwarded to the Administration Officer to be entered into the Student Management Database.

## **Assessment Outcomes**

WACC will ensure that high quality training is delivered by WACC teachers and assessors through guidelines published for delivery of training in nationally endorsed units of competency or an accredited course document.

Trainers and assessors will deliver assessments and make assessment judgements as outlined in the TAS. Wingate teachers and assessors collect assessment evidence from learners. Assessors make a judgement about the performance of students on whether the students have met all the required learning outcomes according to the rules of the training package or accredited course. At Wingate teachers and assessors use Assessment tasks located on the S/Drive.

To satisfactorily complete a unit of competency, a student must complete all learning outcomes. 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 with their teacher or the Education Manager.

Students who miss too many classes or do not complete the assessments to the standard required for the unit may be assessed as Not Yet Competent (NYC). Satisfactory completion of a unit will be marked as Competent (C). Each assessment task for a unit will be marked independently and marked Satisfactory (S) or Not Satisfactory (NS).

Reasonable adjustments in assessment can be made to meet the needs of individual students. This may include learning styles, physical or intellectual ability, language, and literacy and numeracy levels.

## **Principles of Assessment and Rules of Evidence**

To ensure quality outcomes assessment, processes and tools must be fair, flexible, reliable and valid. For descriptions of these principles please refer to AQTF User's Guide to the Essential Conditions and Standards for Continuing Registration.

WACC will ensure evidence is authentic, current, sufficient and valid as described in AQTF User's Guide to the Essential Conditions and Standards for Continuing Registration.

## **Reporting of Training and Assessment Data**

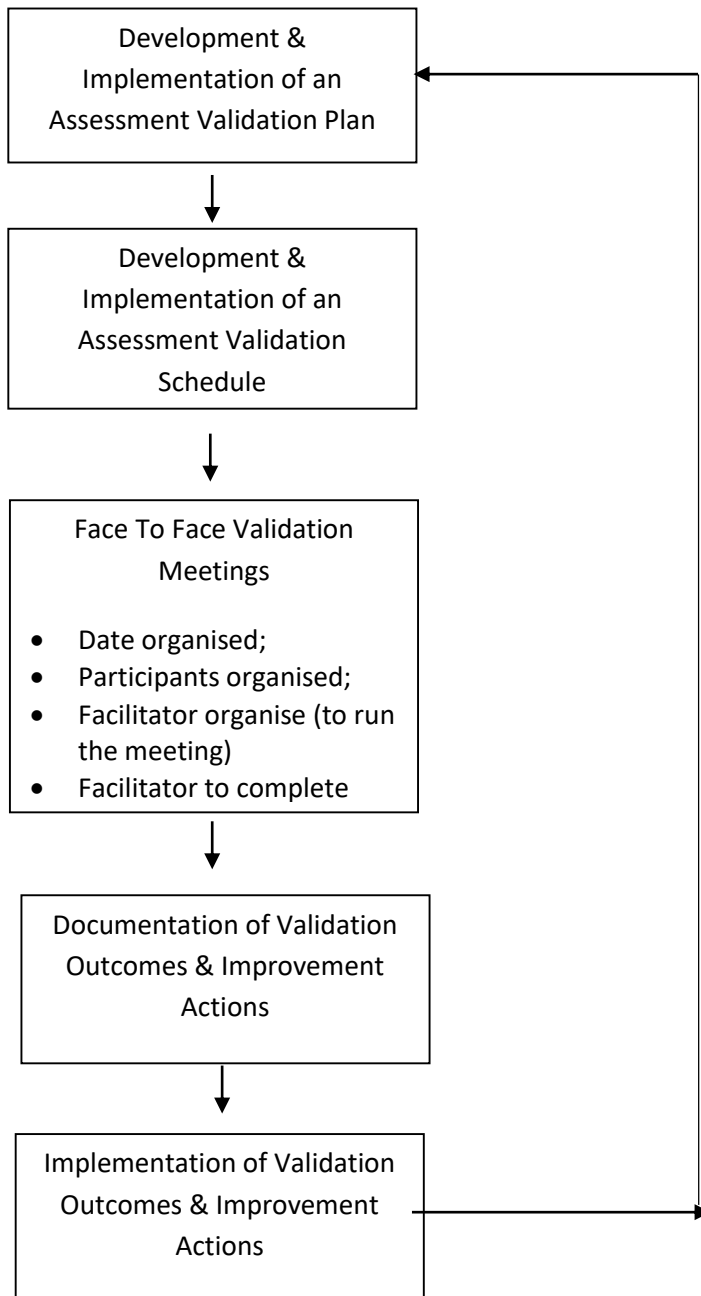
WACC administration staff update the Wisenet Student Management Database and supporting systems to record the training activities undertaken. Claims for funding and/or progress reports to clients/students are provided based on data extracted from our Student Management Database. Please note our Records Management Procedure applies from this point on for training related activities.

## **1.6 Validation**

WACC will ensure that assessment tools and procedures are systematically validated. The Further Education and Compliance Manager will develop a Validation Schedule and the Education Manager will coordinate the validation process.

1. The Education Manager in consultation with internal and external staff will schedule a face to face meeting which is in line with the assessment validation schedule.

2. The Education Manager uses an assessment validation checklist and an Assessment Moderation/Validation coversheet to document assessment validation activities. All documents will be completed and filed electronically.
3. The Education Manager implements analysis and improvement actions recommended by validation activity and records changes on Validation documents.
4. New versions of materials are approved and filed prior to release.
5. All records of assessment validation are stored either electronically or hardcopy.
6. Our assessment validation strategy, schedule, checklist and supporting processes are improved continually.



## 1.7 Retention of Records

WACC will securely retain, and be able to produce in full at audit if requested to do so, all completed student assessment items for each student, as defined, for:

- the duration of the RTO's assessment appeal period; **or**
- a period of two years from the date on which the judgement of competence for the student was made ; **or**

- the duration of the student's enrolment - whichever is the longer period.

WACC will retain records that are required as part of the enrolment processes to confirm an individual's eligibility for government subsidised training and for the application of fees for at least 7 years after the Eligible Individual has completed or withdrawn from the training course or qualification in which they are enrolled.

WACC will retain master copies of Assessment Tools. Refer to the *Records and Archiving Procedure* for further information.

## 1.8 Plagiarism and Cheating

Plagiarism or cheating may occur when a student copies or partly copies other people's work and then submits the work as their own for assessment. When supervising the completion of assessment tasks, teachers at WACC must ensure that:

- clear instructions are given that assessment is a measure of the student's own work
- students understand that plagiarism or cheating is a breach of the WACC Code of Conduct and could lead to action by the WACC
- reasonable effort is taken to ensure that other students' work could not be copied or plagiarised during an assessment task
- students undertake to properly safeguard their own work so that plagiarism or cheating does not occur.

If cheating or plagiarism is suspected or identified, appropriate disciplinary procedures will be followed.

Relevant legislation relating to this matter include the Victorian Equal Opportunity Act 1995 and the Information Privacy Act 2000.

## 1.9 Responsibilities

### ***Teachers are responsible for:***

- Developing and implementing training and assessment strategies that meet the Training Package or accredited course requirements the centre is registered for.
- Ensuring that the learning and assessment strategies meet the needs of a diverse range of learners to meet the standards for literacy, numeracy and language as appropriate.

### ***Education Manager/Further Education and Compliance Manager are responsible for:***

- Ensuring that staff and learners are provided with the required facilities, equipment, training and assessment materials.
- Recognition of qualifications issued by other RTOs.
- Providing regular staff inductions relating to changes in AQTF framework and legislation.
- Ensuring record keeping requirements for accredited training are compliant and meet VRQA guidelines, AQTF framework and legislation and the funding contract requirements.

### ***WACC Management is responsible for:***

- Overall compliance with the standards for registration as an RTO.
- Development and maintenance of all policies and procedures relating to Training and Assessment, in consultation with staff.
- Monitoring and recording any action taken to improve the consistency and quality of training and assessment, by recording student feedback, modifying learning and assessment methods (as appropriate) and recording the changes made.
- Ensuring that the Centre provides for examination all necessary documents for the purposes of an audit.

## 2. Course evaluation and Industry Consultation



### **Student Satisfaction**

Course evaluation is undertaken in order to determine the appropriateness of course content, levels of student satisfaction and improvements that should be implemented. This is an on-going process for teachers, as lesson plans are continually evaluated to determine success and support required. Course evaluation is conducted by the education manager through discussions with teachers and more formally through the validation of assessment materials and tools process.

A more formal evaluation is conducted by WACC once a year for a selection of classes. The evaluation is designed by management which focuses on feedback regarding the class activities and learning experiences during the year. The evaluation is a student survey conducted by the teacher with the students and appropriate for the level of the class.

Course evaluation provides an opportunity for students to express a preference for topics, content, learning styles and personal needs. WACC uses the results of the formal course evaluation as part of its ongoing cycle of improvement; the results of annual evaluations lead to the review of the *WACC Training and Assessment Strategy* which ensures continuous improvement.

### **Industry Consultation**

Given that the ESL qualifications delivered at WACC do not have a clear vocational outcome, WACC has developed a procedure for industry consultation which includes input from those community groups and job service agencies involved in the provision of services in the community. These industry participants understand the characteristics and needs of the students at WACC.

## **3. Associated Documents**

- Curriculum documents for Certificates in EAL
- Training and Assessment Strategies for all Accredited Courses
- Class and individual records of Assessment
- Validation Schedule
- Teaching staff Professional Development Register

**Approved by General Manager on:** 11 June 2019

**Signed by General Manager:**



Gavin Kempin