

From: REDACTED

Sent: Monday, 8 February 2016 12:20 AM

To: Training Packages & VET Quality

Subject: re: improving the quality of VET assessment

As an English teacher working at a registered training organisation I have witnessed many problems with the assessment process.

ROLLING INTAKE- RTO's should not be allowed to continue with rolling intake.

It is very problematic to the assessment process. In a well functioning education system, students start at the beginning of a course, learn the course material, which is built upon throughout the course and are then tested on what they have learned.

A rolling intake means that there is no fixed start or finish date to the courses. Students are joining at anytime. This makes it impossible to present the material in a logical and meaningful way. The RTO should have fixed terms of study, maybe 2 a year and if centrelink or the job network providers wish to enrol students in the courses they must wait for the start of the term to enrol.

DEAL WITH THE TEACHERS NOT THE MARKETING DEPARTMENT- Centrelink should talk to the class teachers to get information regarding the progress or suitability of a student to a course. The RTO is a private business and from my experience making money is of a higher priority than providing students with suitable education. The RTO that I have been involved with was certainly guilty of progressing students to higher levels in order to make money, when it has been obvious that the student does not have the relevant skills. The teachers word is ignored and yet we are the one's who deal with the students and know their capabilities. The sales and marketing teams are trained to make money for the organisation and so put that as top priority.

HAVE THE STUDENTS ASSESSED BY A THIRD PARTY OUTSIDE THE RTO.

- In my experience I have seen cheating on placement tests and assessments by staff in the RTO.-to the point where it is highly possible that marketing staff and managers were logging into the assessments that we have online and doing the assessments for students. I have seen many assessments undertaken by staff who are not qualified to assess and who have falsely marked these assessments by forging the name of a staff member who is qualified, all under the direction of the manager. The biggest issue with this I would say, is that students who do not have the appropriate English skills are being enrolled in courses such as beauty, hairdressing, accounting etc. Then these students are given the answers to the assessment tasks because they can't understand the coursework. If the assessing was carried out by an independent body maybe this would help to tame the corruption that I have seen going on.

SET A REALISTIC AGE LIMIT- In my experience the background and age of a student affects their capacity to learn. Almost 100 percent of the students in my English classes funded by the government have come from rural backgrounds and many never finished primary school,they are now over 50 or 60 years old and it's virtually impossible to teach them a language as complex as English. Its a waste of their time and taxpayers money. I've had funded students in their 70's and 80's. The CSWE courses are designed to place people in the workplace, and should not be used as a social outing for retirees.Let's concentrate on those who are serious about learning and improving their opportunities for employment. And not those who are doing it just because they can.

Kind Regards

(teacher at training organisation)