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## Preface

In general , the evidence to show compliance with the Australian Quality Framework 2015 and Standards for Registered Training Organisations will be found in :

- Learner and Parent VET handbook
- VET Staff handbook
- Merici College website
- Records for the implementation of the policies and procedures in this manual



## National VET Framework

The following components of the National Vocational Education and Training Framework set out the system's requirements for quality and national consistency in terms of qualifications and training. The components are:

Australian Qualifications Framework (AQF)

National Regulator: The Australian Skills Quality Authority (ASQA)

Standards for Registered Training Organisations (RTOs) 2015

National Training Packages

Registered Training Organisations

### Australian Qualification Framework

The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. Qualifications certify the knowledge and skills that a person has achieved through study, training, work and life experience. The Framework links together all these qualifications and is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system.

An AQF qualification is recognized all around Australia and internationally. You can access further information about qualifications or obtain further information about the AQF from <http://www.aqf.edu.au/aqf/about/what-is-the-aqf/>

This handbook can be obtained in hard copy or downloaded from <http://www.aqf.edu.au>.

### Australian Skills Quality Authority (ASQA)

The Australian Skills Quality Authority (ASQA) was established in July 2011 to regulate courses and training providers to ensure nationally approved quality training standards are met. ASQA performs the following functions:

Registers training providers as RTOs

Accredits VET courses



Audits RTO for compliance

Assesses risk of RTO applications

## **Standards for Registered Training Organisations (RTOs) 2015**

The **Standards for Registered Training Organisations (RTOs) 2015** outline legislated standards which assures nationally consistent, high quality training and assessment services for the clients of Australia's vocational education and training (VET) system.

RTOs are audited on a regular basis to ensure they maintain their compliance obligations. Audits can be via an internal auditing system or an external audit conducted by the Australian Skills Quality Authority (ASQA). During their registration period RTOs must maintain compliance and continually improve their underpinning systems and expected results.

RTOs must meet eight standards for continuing registration as a Registered Training Organisation (RTO). These standards are:

### **Training and assessment**

Standard 1 Responsive to industry and learner needs

Standard 2 Quality assurance

Standard 3 Secure and accurate certification

### **Obligations to learners and clients**

Standard 4 Accessible information about services

Standard 5 Informed and protected learners

Standard 6 Fair complaints handling

### **RTO governance and administration**

Standard 7 Effective governance and administration

Standard 8 Legal compliance



## Access & Equity Policy

In accordance with Australian Discrimination Legislation and the NVR Standards for RTO's 2015. *Merici College* ensures that the course entry requirements, assessments and learning content do not limit access on the basis of age, race, religion, socio-economic status, gender or physical or mental disability.

### Procedure

*Merici College* ensures that staff or learners are not subject to discrimination by implementing the following Policies:

- Staff and Learners are made aware of the Access and Equity Policy by:
  - Including it in Staff Inductions
  - Including it in the Staff Handbook
  - Including it in the Student Handbook..
- Ensuring any specific needs are identified through the enrolment process and special arrangements made wherever practicable.
- Ensuring Trainers and Assessors are aware of their responsibility to implement the principles of Access and Equity
- Making reasonable adjustment to training and assessment where required and as practicable
- Developing Learning and Assessment Strategies to meet the identified needs of learner groups and individuals
- Monitoring the professional development needs of staff to ensure knowledge and skills with regard to Access and Equity are relevant and current.
- Immediately dealing with any complaints relating to Access and Equity issues in the manner outlined in the Complaints and Appeals Process
- Ensuring learners are aware of any additional support services that may facilitate their satisfactory completion of the training and assessment.

### Evidence

The following will be retained as evidence of compliance with Access and Equity requirements:

- Training and Assessment Strategies
- Staff Induction Checklists
- Records of Complaints and Appeals



## Anti-Discrimination and Harassment Policy

*Merici College* is committed to ensuring that all staff and learners have the right to work and learn in an environment where they are treated with dignity and respect and are free from all forms of discrimination or harassment.

Under State and Federal Legislation discrimination and harassment are unlawful and will not be condoned under any circumstances.

### Rights and Responsibilities of Staff

*Merici College* understand that all staff have rights and responsibilities with regard to ensuring our workplace is free from discrimination and harassment and will put processes in place to ensure these rights are met by informing staff at Induction of their rights and responsibilities as follows:

All staff have the right to:

- a work environment free from discrimination, bullying and sexual harassment
- raise issues or to make complaints in a reasonable and respectful manner without being victimised

All staff are responsible for:

- following the standards of behaviour outlined in this policy
- offering support to people who experience discrimination, bullying or sexual harassment, including providing information about how to make a complaint
- avoiding gossip and respecting the confidentiality of complaint resolution procedures
- treating everyone with dignity, courtesy and respect.

*Merici College* is aware of the following forms of discrimination and harassment:

1. **Discrimination** happens when there is adverse action because of a person's characteristics such as their race, religion or sex, colour, ethnic or ethno-religious background, descent or nationality; marital status, disability; homosexuality; age; or gender identification.

Actions that could be defined as adverse action include:

- Treating someone differently from others.
- Cancelling an enrolment or terminating employment.
- Changing circumstances of employment or training.
- Not offering employment or a place in a course.
- Offering a potential employee/learner different (and unfair) terms and conditions compared to other employees or learners.





2. **Harassment** includes and refers to any unwanted, unacceptable or offensive behaviour by an individual or group towards another individual or group within the organisation. This behaviour may be verbal, physical, or take the form of written material including posts on social media. It may be related to a person's sex; race, colour, ethnic or ethno-religious background, descent or nationality; marital status disability; homosexuality; age; or gender identification.

The following are examples of discrimination and/or harassment:

1. **Bullying** may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. It only has to occur once to be considered unlawful.
2. **Sexual Harassment** may be homosexual or heterosexual. It is unwelcome sexual behaviour, which could be expected to make a person feel offended, humiliated or intimidated. Sexual harassment can be physical, spoken or written and can be directed at women by men, at men by women, and also between members of the same sex.
3. **Racial Harassment** is any behaviour, deliberate or otherwise pertaining to race, colour, nationality - including citizenship, or ethnic or national origins, which is directed at an individual or group and which is found to be offensive or objectionable to recipients and which creates an intimidating, hostile or offensive environment.
4. **Harassment on Grounds of Sexual Orientation is any behaviour which is** intimidating, hostile, degrading, humiliating or offensive pertaining to sexual orientation. It may be directed against individuals or groups of people who are, or are thought to be lesbian, gay, bisexual or transgendered.
5. **Religious Harassment** is any behaviour **which is** intimidating, hostile, degrading, humiliating or offensive pertaining to religion of an individual.
6. **Harassment on the Grounds of Disability** may be based on a person's physical or mental impairment, learning difficulty or disfigurement.
7. **Harassment on the Grounds of Age** is relevant to any age of person.

## Staff Induction

All staff, Trainers and Assessors and learners are responsible for ensuring a learning and assessment environment free of harassment and discrimination. They are informed of their responsibilities as follows

- The Anti-discrimination and Harassment Policy is explained at staff induction.
- It is included in the Staff and the Learner Handbooks as a staff and learner responsibility to provide an environment free of harassment and discrimination and as a staff and learner right to work and learn in an environment free of harassment and discrimination.



A workplace free of discrimination and harassment will be encouraged by:

- Ensuring appropriate staff and learner inductions take place
- Modelling appropriate behaviour
- Intervening promptly and appropriately when any form of harassment or discrimination occurs
- Acting fairly to resolve issues including encouraging the parties involved to resolve complaints informally
- Ensuring staff and learners who raise an issue or make a complaint are not victimised
- Monitoring the professional development needs of staff to ensure required skills concerning harassment and discrimination are relevant and current.
- Ensuring any complaints are immediately and fairly dealt with following the Complaints and Appeals Policy and Procedure through Merici College guidelines set out by the executive.

Forms and Records

- Complaints and Appeals Forms
- Staff Induction Checklist



## Complaints and Appeals Policy

*Merici College* understands its obligation to protect the rights of learners and is committed to managing and responding to allegations involving the conduct of our marketing, administration and training and assessment processes, trainers, assessors or other staff or learners and third parties who deliver or market or recruit on our behalf. All complaints and Appeals will be treated as an opportunity for improvement and will contribute to our Quality Assurance systems.

We also understand our obligation to manage requests for a review of decisions, including assessment decisions made by ourselves or a third party providing services on our behalf.

### Procedure

*Merici College* ensure that the Complaints and Appeals Process is accessible, transparent, fair and equitable and that any complaint or appeal is treated in a timely manner as follows.

Learners are informed of the Complaints and Appeals Process *on our website and in our Learner Handbook*.

Confidentiality is maintained throughout the processes outlined below.

### The Complaints Process

Learners are encouraged in the first instance to talk to the person involved; this might be the Trainer/Assessor, member of staff or another learner. The Trainer/Assessor will make notes of the concern and follow up with the *VET Coordinator*.

If the problem continues or is not easy to resolve informally a meeting with the *VET Coordinator* is arranged. A record of the meeting is kept including the grievance and the agreed proposed solution. Any investigation of matters raised is followed up and a response made within an agreed time-frame. Both parties are to sign this record of the meeting.

If the learner is not satisfied with the above actions a written grievance can be made. A Complaints Form is available in the Learner Handbook or on the website. In this instance, the complaint will be handled by the *Assistant Principal of Learning*.

### The Assessment Appeals Process

*Merici College* will consider all appeals against assessment decisions as documented below.

Learners are encouraged in the first instance to talk to the assessor who made the assessment decision within one week of receiving the result. Learners are entitled to two attempts at assessment so in most cases the matter can be resolved by the Assessor providing feedback and a resubmission or reattempt organised at a mutually convenient time.



If the outcome is not resolved, then the assessment will be remarked by another, fully qualified, Assessor. This should be completed with 14 days of receiving the appeal.

If the learner is still not satisfied with the assessment outcome, the appeal should be put in writing within 7 days using the Appeals Form which is available in the Learner Handbook and on the website.

On receipt of the Appeals Form a meeting with the *VET Coordinator* is arranged. A record of the meeting is kept including the reasons for appeal and the agreed proposed solution. Any investigation of matters raised is followed up and a response made within an agreed time-frame. Both parties are to sign this record of the meeting.

If the matter is still unresolved, the Assistant Principal for Learning will be assigned to examine the matter. The written decision of the AP will be final and will be made within 60 days of the Complaint first being submitted.

### **Record Keeping**

All Complaints and Appeals will be treated as confidential. They will be recorded in the Complaints and Appeals Register with records of all communications and formal decisions attached. In the case of Assessment Appeal, copies of the Assessment, Outcome Results Records, and assessor feedback will also be kept. Copies will also be kept on the learner file.

### **Monitoring and Improvements**

All complaints and appeals are used for to inform our Quality Assurance Process. All Complaints and Appeals are tabled for discussion at the VET meetings as required and processes are developed and implemented to mitigate the risk of future complaint or appeals.

### **Evidence**

The following will be retained as evidence of compliance with Standard 6, Clause 6.1 – 6.6

- Submitted Complaints and Appeals Forms
- Signed records of meetings with complainant/appellant
- Minutes of meetings with any related personnel or learners
- Relevant Management Meeting Minutes

### **Records and Forms**

Complaints and Appeals Form

### **References**

[NVR Standards for RTO's 2015](#)

[ASQA Users Guide to the Standard 6, Clauses 6.1 -6.6](#)



## Consumer Protection Policy

Merici College is aware of its obligations to provide consumer protection for all learners as designated in the Competition and Consumer Act 2010, relevant State Legislation, and the NVR Standards for RTO's 2015.

Merici College is committed to ethical marketing practices; we will not undertake marketing that is misleading, deceptive or of unconscionable conduct and will take extra care when marketing to vulnerable consumers who may be less able to understand what they are signing up for.

We understand that Australian Consumer Law applies to all education and training services, including:

- advertising, marketing and promotion
- soliciting and taking enrolments
- training delivery
- learner assessment
- handling of complaints by training providers
- requests to cancel a learner's enrolment.

The Australian Consumer Law also applies when these services are provided by third parties on our behalf.

### Procedure

- All information provided about training products and services will be accurate and factual.
- Information about any Third Party Arrangements with regard to recruitment and training and assessment will be provided.
- We will not make any guarantees to the effect that learners will successfully complete their training program, obtain employment on completion or that a training product will be delivered in a manner that does not meet the Standards for RTO's 2015.
- We will inform learners before they enrol of any entry requirements. These will be published in our course brochures at the Senior Information Nights/information and on our website
- We will not enrol anyone in a course without seeking and receiving their informed and explicit consent.
- Learners will be provided with the following information in the Learner Handbook which can be accessed on the website prior to enrolment :



- The Complaints and Appeals Process
- Their Rights and Responsibilities.
- Arrangements if training and assessment services in which they are enrolled can no longer be provided.
- We will advise learners as soon as practicable of any changes to agreed services, including in relation to any changes to relevant legislation, existing third party arrangements, new third party arrangements
- Any complaint will be treated as an opportunity to review and improve our service and will be included as part of our Continuous Improvement Process.

## Evidence

The following will be retained as evidence of compliance with Standard 5, Clause 5.1-5.4

- Minutes of Management and Marketing Review Meetings
- Copies of advertising and marketing material including any material created by a Third Party. Will be stored in VET folder on Corp Drive
- Copies of Third Party Agreements when used will be stored on: VET folder in Corp drive



## Data Provision Policy

Merici College is aware of its responsibility as an RTO to provide data to external sources as specified as in the *National Vocational Education and Training Regulator Act 2011 and Data Provision Requirements 2012*.

### Procedure

AVETMISS data will be collected and submitted by the ACT Board of Senior School Studies as part of the Data Provision Requirements.

### Information Required Upon Request

We will provide the information included in Section A below to ASQA as requested for registration purposes or audits.

### Quality Indicator Reporting

Annual Summary reports against the quality Indicators will be provided by 30 June each year for the previous calendar year. The procedure for collecting this information is as follows:

### Learner Engagement Questionnaires

- Trainers and Assessors will be provided with Learner Engagement Questionnaires as part of their course resources. Our student management system, AXCELERATE automatically generates an email to all Learners with a link to the Learner Survey. Trainers are required to ensure that all Learners complete the process
- At the end of the training program learners will be asked to complete the Questionnaires
- These will be downloaded by the VET Coordinator who will review the information and submit results to all VET staff for discussion as part of the Quality Assurance process.
- Any identified improvements to practice will be noted by the Trainer for implementation or review
- A summary of results will be submitted to ASQA by 30 June each year using the Quality Indicator Annual Summary Report

### Employer Questionnaires

- All employers who enrol learner(s) in training will be provided with an Employer Satisfaction Questionnaire if any of our Learners are undertaking an ASBA where Merici College is the RTO



- It is the responsibility of the VET Coordinator to follow up on their return, review the information received and submit results to **Management/Staff meetings** for discussion as part of the Quality Assurance process.
- Any identified improvements to practice will be noted in the minutes of the meeting with a date for implementation or review and the personnel responsible.
- A summary of results will be submitted to ASQA by 30 June each year using the Quality Indicator Annual Summary Report.

## Competency completion

*Merici College* understands it will be contacted by ASQA if it has to submit Competency Completion date over and above that included in the AVETMISS submission.

## Evidence

The following will be retained as evidence of compliance with Standard 7, Clause 7:

Evidence will be in the form of completed and timely:

- Quality Indicator Annual Summary Reports for Learner and Employer Engagement
- Competency Completion Reports if required

## Forms and Records

Quality Indicator Annual Summary Report

Learner Engagement Questionnaire

Employer Satisfaction Questionnaire

## References

General Direction—Quality indicators

ASQA Information on Total VET activity reporting

National VET Provider Collection Data Requirements Policy

ASQA FAQs: Data and Reporting requirements

National Vocational Education and Training Regulator Act 2011





## Data Provision Requirements 2012

### Quality Indicator Annual Summary Report

## Financial Management Policy

*Merici College* is committed to the application of sound financial management practices that meet legislative requirements and the NVR Standards for RTOs 2015. We ensure we can provide ASQA and Commonwealth and State Funding Bodies evidence of sound financial management practices and financial viability on request.

### Procedure

Our Business Manager has overall responsibility for implementing financial management strategies that assure Merici College has sufficient resources to meet the following requirements:

- Adequate physical assets and resources to deliver all qualifications on our scope of registration.
- Sufficient appropriately qualified management, administrative staff and trainers and assessors to provide quality training, assessment and learner support services.
- Provision of training and assessment delivery to ensure each learner enrolled can achieve completion.
- Meet the ASQA Financial Viability Risk Assessment Requirements (FVRAR) including:
  - Liquidity– including current ratio and cash flow assessments
  - Solvency – including debt to assets assessment, debt to equity assessment
  - Economic Dependency – for example, reliance upon government funded training, or reliance on a particular cohort of learners
  - Revenue, profit and cash flow
  - Commercial risk
  - Acknowledging Audit opinions and advice from time to time
  - Planning for contingencies
  - Compliance with all of its statutory obligations (for example: GST, taxation, superannuation, Companies Code)
  - Compliance with accounting standards
  - Accounting policies – impact of the organisation's accounting policies on its financial risk.

The Business Manager adopts a risk management approach to financial management and implements the following systems to ensure careful monitoring of our financial position:

- Annual Budgeting
- Regular Cash Flow Analysis
- Bank Reconciliations



- Regular Risk Management Analysis
- Reporting to The Board of Directors
- Accurate and current records of Tax and GST liabilities and payments
- Annual Audit.

## Financial Management Procedures

Merici College will ensure the following procedures are in place:

- Accounts are audited annually by a Certified Accountant.
- All financial transactions are recorded and it is backed up daily.
- An annual budget will be prepared and presented to the VET Coordinator. All expenditure should be within budget, discrepancies are to be reported.
- VETis Funding Grants are allocated on an annual basis and all transactions are recorded and subsequently reported on every year.

## Evidence

All financial evidence is retained by the Business Manager as evidence of compliance with Standard 7, Clause 7.2:



## Fit and Proper Persons Policy

*Merici College* understands that as a Registered Training Organisation it must meet the Fit and Proper Persons Requirements (FFPR) of the VET Quality Framework.

In compliance with this requirement this policy will apply to Executive Officers, and/or any person or entity which exercises a degree of control or influence over the management or direction of the organisation.

Namely:

Loretta Wholley      Principal of Merici College

Adrian Heim      Business Manager

Kerry McDonnell      VET & Career Coordinator

It is a requirement of engagement or employment that those listed above meet the FFPR requirements at all times.

### Procedure

- Each person designated as above are to complete the FFP Declaration on employment or appointment.
- Anyone designated a FFP must inform the CEO or Chairperson of the Board if they have any change in circumstance which might affect their FFP standing.
- The following criteria must be responded to by each individual making a Fit and Proper Person Declaration:
  - If they been convicted of an offence against a law of the Commonwealth or of a state or territory.
  - If they, or the entity, have had its registration on the National Register cancelled or suspended in part or in full.
  - If they or the entity have ever had a condition imposed on their registration as a training organisation on the National Register.
  - If they, or the entity, have ever breached a condition of registration in Subdivision B of Division 1 of Part 2 of the Act.
  - If they, or the entity, have ever become bankrupt, applied to take the benefit of a law for the benefit of bankrupt or insolvent debtors, compounded with creditors or assigned remuneration the benefit of creditors.



- If they have ever been disqualified from managing corporations under Part 2D.6 of the Corporations Act 2001 (Cwlth).
- If they, or the entity, have been involved in the business of the provision of courses by another provider who is covered by any of the above questions 1 – 6 at the time of any of the events that gave rise to the relevant prosecution or other action.
- If they, or the entity, have ever provided a state or territory registering body and/or the national VET regulator with false or misleading information or made false or misleading statement to a state or territory registering body or the national VET regulator.
- If the answer to 8(a) is yes, if they, or the entity, know that the statement made or information provided to the state or territory registering body or the national VET regulator was false or misleading?
- If they have ever been found not to be a fit and proper person for the purposes of the Education Services for Overseas Students Act 2000 (Cwlth).
- If they consider there to be any doubt about whether the public is likely to have confidence in their ability, or that of the entity, to provide or assess national qualifications.
- A signed and completed declaration will be submitted by each designated person with an application for initial RTO registration or renewal of RTO registration.
- 

## Evidence

The following will be retained as evidence of compliance with Standard 7, Clause 7.1:

- Completed FFP Declarations

## Forms and Records

Staff Induction Checklist

## References

ASQA Fit and Proper Person Declaration

ASQA Schedule 3 Fit and Proper Person Requirements



## Governance Policy

*Merici College* understands that, as a Registered Training Organisation, it is required to ensure it has effective governance and administration arrangements in place. We understand that business viability is critical to organisational sustainability and the quality of our training and assessment services. Consequently, we have developed sound strategies which allow us to develop realistic goals and targets and implement processes and strategies to measure and assess our ongoing operational and financial viability.

### Organisational Overview

**Legal name:** Merici College

**Trading name:** Merici College

**ABN number:** 89 671 558 335

**RTO number:** 88011

**Type of organisation:** School- Catholic

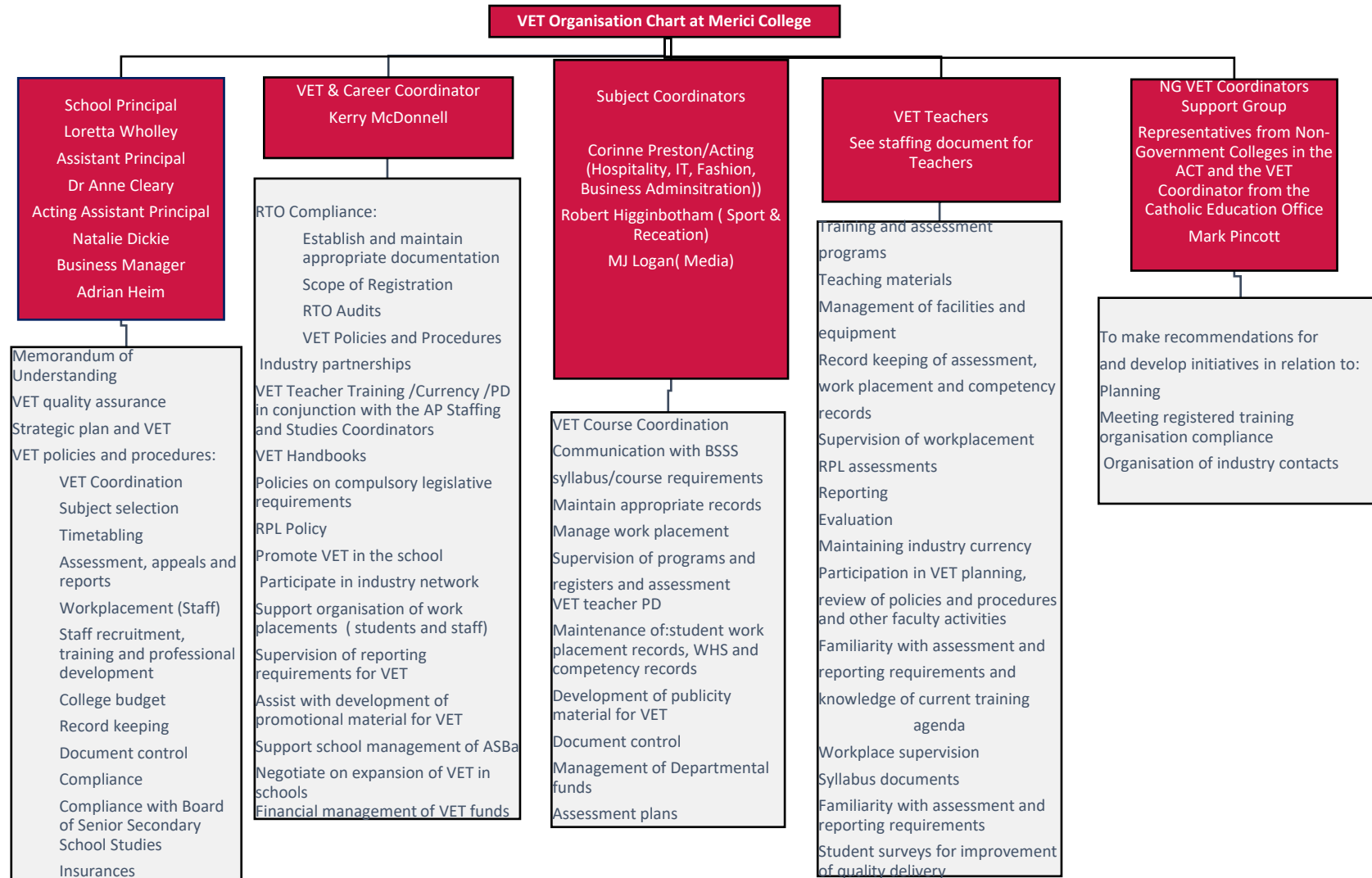
**Scope:** Scope of registration refers to the qualifications which the College is approved to offer. The full scope of registration is available at: <https://training.gov.au/Organisation/Details/88011>

**Target Groups if applicable:** Years 10,11 and 12

**Geographical Region:** ACT

**Contact details:** ph:026243400

# RTO Organisational Chart





## Structure of Organisation

*Merici College* operates as a Catholic College system school within the Canberra Goulburn Diocese, however the RTO exists as a separate entity from the CE.

The Principal, Executive and Business Manager of Merici College is responsible for determining the Goals and Strategic Direction, Policies of the organisation, Annual Plans and Financial Budgets and Projections. Within these frameworks, the VET Coordinator develops the strategic direction for the VET, policies and procedures and budget projections.

The College is responsible for reporting to and communicating with ASQA and takes responsibility for the VET compliance functions of the RTO as outlined in the section below - Interactions with the VET Regulator.

The VET Coordinator works in consultation with the VET Manager of the CE, Mark Pincott to ensure that all procedures are similar to the other systemic colleges.

### [Interactions with the VET Regulator](#)

*Merici College* is aware of their obligation to collect and report on a range of data and to cooperate with the VET Regulator as follows:

- by providing accurate and truthful responses to information requests from the VET Regulator relevant to the RTO's registration
- in the conduct of audits and the monitoring of its operations
- by providing quality/performance indicator data
- by lodging the annual Declaration of Compliance
- by providing information about substantial changes to its operations or any event that would significantly affect the RTO's ability to comply with these standards within 90 calendar days of the change occurring
- by providing information about significant changes to its ownership within 90 calendar days of the change occurring, and
- in the retention, archiving, retrieval and transfer of records
- ensuring, through a written contract, that any third party delivering services on our behalf is aware of their requirement to cooperate with the VET Regulator.



We will notify ASQA using the [Notification of Material Change or Event Form](#) within 90 days of changes to the following:

- executive officer or high managerial agent
- financial administration status e.g. liquidators being appointed
- legal name or type of legal entity
- ownership, directorship or control
- anything that may affect the Fit and Proper Person status of an influential representative of the RTO
- any other significant event.

We will notify ASQA immediately if our contact details change using the [Notification of Change of Provider Details Form](#)

We will notify ASQA within 30 calendar days of any written Third Party Agreement entered into for the delivery of services on its behalf being entered into and of the agreement coming to an end.

We will collect and report on a range of data about your business and operations, including:

- Total VET Activity data, and
- Quality Indicator Data
- If requested, we will also provide ASQA with the following types of information:
- business registration records
- information demonstrating that the organisation satisfies the Financial Viability Risk Assessment Requirements
- information demonstrating relevant people associated with the organisation satisfy the Fit and Proper Person Requirements
- information on strategies, resources and other materials used to conduct training and assessment
- documents demonstrating trainer and assessor credentials
- information about delivery operations such as modes, venues, funding, learner types and activity conducted





- evidence about record management systems
- public liability insurance coverage
- the names of current or past learners, who may be surveyed about satisfaction levels, and
- any other information required to demonstrate compliance with the VET Quality Framework.

We understand that if our organisation stops operating as an RTO, we will need to transfer sufficient digital records to ASQA to confirm what each learner has completed.

### Evidence

The following will be retained as evidence of compliance with Standard 7, Clause 7.1 and Standard 8, Clause 8.1 -8.6:

- Board Management & VET Meeting Minutes
- Through timely response to any request from ASQA
- Timely submission of data, Quality Indicators results and information regarding material changes or changes in contact details
- Records of Staff Induction

### Forms and Records

Staff Induction Checklist

### References

[Total VET Activity data](#)

[Quality Indicator data](#)

[ASQA Schedule 3 Fit and Proper Person Requirements](#)

[Users Guides to Standard 7, Clauses 7.1 -7.2](#)



## Industry Engagement Policy

*Merici College* recognises the need to implement a range of strategies for industry engagement and adopts a systematic approach to industry and business liaison to ensure our training and assessment strategies, practices and resources and the current industry skills of our trainers and assessors meet specific industry need.

### Procedure

- Industry Engagement is an ongoing Agenda item for VET Meetings. Any industry engagement that occurs by our trainers is recorded in their Teacher Qualification & Industry Currency folder which is stored in Corp Drive/VET.
- Engagement with industry may occur through formal meetings of RTO Staff with Industry Representatives, feedback from trainers who attend workplace assessments or informal networking at business functions and workshops.

Strategies include:

- Seeking input into the development of Training and Assessment Strategies through meetings and surveys
- Regular implementation of Quality Indicator Surveys and other strategic surveys
- Regular contact with organisations providing work experience
- Highlighting top industry needs in planning sessions and reviewing top industry needs through referral to Industry Skills Lists at NGVET Meetings
- Attending ACT VET Meetings and local business networks
- Establishing partnership with industry bodies/business organisations
- Engaging Industry representatives in validation of assessment activities
- Participating in local business expos, events and promotions
- Outcomes of industry consultation that feeds into the development of the Training and Assessment Strategies
- Identified improvement opportunities, including any complaints from Industry, will be added to the VET Meeting Agenda



## Evidence

The following will be retained as evidence of compliance with Clause 1, Standards 1.5- 1.6:

- Meetings with Industry representatives
- Copies of VET Management Meeting Minutes
- Diary notes of attendance at network meetings or conferences
- Version control of Training and Assessment Strategies will indicate changes made as result of consultation
- Membership receipts of Industry Bodies eg VELG

## Forms and Records

- Record of Teacher Qualification & Industry Currency

## References

[ASQA Guide to the Standards; Standard 1 Clauses 1.5- 1.6](#)



## Insurance Policy

The Business Manager maintains adequate Insurance policies for all operations and services to ensure protection from accident, incidents and loss and to cover students and staff for workplace injury.

### Insurances held are:

- Public liability
- Professional indemnity
- Workers compensation
- Building and contents
- Motor Vehicle (where appropriate)

### Procedure

- The Business Manager is responsible for ensuring that policies are current, sufficient and at most competitive rates.
- All Insurance Certificates must be readily accessible.
- All insurances are taken out within a risk management framework.

### Evidence

The following will be retained as evidence of compliance with Standard 7, Clause 7.4

Current Insurance Policies

### References

[Users Guide to Standard 7, Clause 7.4](#)



## Learner Support Policy

*Merici* College is aware of the need to identify the individual support needs of learners and to provide access to support services to enable them to meet the requirements of the training product in which they are enrolled.

### Procedure

- Learners will be provided with information regarding the course content and any entry requirements prior to enrolment via our course brochures, learner handbook, Information sessions for prospective courses and on our website.
- Individual support needs will be identified prior to enrolment or commencement in the course. All students with special needs have already been identified by the Learning Support Coordinator and trainers have access to their individual IEPs
- Support may include the following:
  - language, Literacy and Numeracy (LLN) support
  - assistive technology
  - other mechanisms, such as assistance in using technology for online delivery components.
- Trainers and Assessors will be informed of the support needs of any individual learners and a IEP will be developed to ensure that the support is available for the duration of the course. All student IEPs are available on Corp Drive
- Prior to each assessment task the assessor will review the learners ability to complete the task and apply reasonable adjustments where required. Any reasonable adjustment made to assessments will be noted on the assessment record and the Learner Support Plan.
- In a situation where it is out with our capacity to provide the necessary support we will refer the situation to the Learning Support Coordinator so they can liaise with parents

### Evidence

The following will be retained as evidence of compliance with Standard 1, Clauses 1.3(b) and 1.7:



- Enrolment Forms
- IEPs
- Course Brochures and enrolment Information
- Assessment records showing reasonable adjustments made

## References

[ASQA Users Guide to Standard 1, Clause 1.7](#)



## Marketing Policy

*Merici College* is aware of the need to provide clear, current and accurate information about our RTO and its performance and the training and assessment offered. We understand that by implementing ethical and factual marketing information across all marketing products it allows learners to make informed choices.

We will honour all commitments made in marketing materials or promotions.

We will also ensure that when the NRT logo is used to promote and certify national vocational education it complies with Standards for Registered Training Organisations 2015.

### Marketing methods will include:

#### Digital marketing

All Websites that reference our Vocational Qualifications that we provide

- Social media (Facebook, Twitter, LinkedIn)
- Email
- Online Advertisements

#### Promotional Marketing

- Advertisements (newspaper, radio, television)
- Brochures/Flyers made available to parents and students on the Senior Information Nights
- VET Handbooks

#### Networking

- Industry liaison
- Business Groups
- ACT NGVET

### Procedure

- Our legal name and code as on training.gov.au will be displayed on all printed marketing and promotional material and as follows:
  - For promotions on our website, the RTO code and name will be included .



- Social media pages will be named using our registered name and RTO code and communication such as posts and tweets will also include the RTO Code. The code and title of any training product (as published on the National Register) will be used when advertising or promoting on our social media sites.
- If a trainer is referenced in anyway in marketing material they must have given prior written consent. This consent is included on our student enrolment form. A parent will sign a consent form.
- The National Identifier Code and Training Product name will be used as on training.gov.au, code first on all advertising and marketing material.
- If a Third Party arrangement exists, the details of the partnership, including the name and RTO code of the Third Party and the services to be delivered will be included in all advertising and marketing.
- We will ensure that any marketing, promotion or advertising done by a Third Party on our behalf complies with this Policy.
- All marketing and promotions will clearly differentiate between nationally recognised training and assessment that leads to AQF qualifications and non-accredited training.
- The NRT Logo will only be associated with AQF Qualifications and will not be used in any way that could be interpreted as being associated with non-accredited training.
- We will only state that a training product will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator as part of our RTO Scope
- Any advertising of course content, duration or methods of delivery will reflect the Training and Assessment Strategy.
- The effectiveness of the marketing strategy will be reviewed annually by the VET Coordinator as part of the Continuous Improvement process and the whole college process of providing up to date material for future enrolments. This will include:
  - Updates of qualifications and codes
  - Review of effectiveness of each method of marketing
  - Review of feedback from staff and potential learners
  - Other strategies.





- Marketing information must be approved by the Principal prior to publication and will be reviewed by the *VET Coordinator* as part of the Transition Process and whenever there is a change to the Training and Assessment Strategies.

## Pre-enrolment Information

In accordance with our obligation to provide accurate and factual information we will supply the following information for learners to enable them to make informed decisions about enrolling in the training product. The Information will reflect the Training and Assessment Strategy and will be available in *the Course Handbook and on our website*

- Course Delivery methods
- Course Content: core and elective units
- Entry requirements
- USI
- Work placement requirements
- Assessment Methods
- Resources
- RPL and Credit Transfer
- Pathway information
- The Complaints and Appeals Process
- Arrangements if training and assessment services in which they are enrolled can no longer be provided

## Evidence

The following evidence will be supplied to demonstrate compliance with Standard 4, Clause 4.1:

- Minutes of VET Meetings and Marketing Products eg VET handbooks, individual qualification brochures that are supplied at the Senior Information Nights
- Copies of Completed Student Induction Checklists.

## References

[Use of NRT Logo ASQA Appendix 2, Schedule 4](#)

[ASQA Fact Sheet: Marketing and Advertising](#)

[Users Guide to Standard 4, Clause 4.1](#)



## Privacy Policy

*Merici College* is bound by the Terms of the Privacy Act of 1988 and the Australian Privacy Principles (APP) as identified in the Privacy Amendment (Enhancing Privacy Protection) Act 2012 and is committed to respecting the privacy of individuals who receive a service through its programs.

We are also aware of our statutory responsibilities under the Data Provision Requirements 2011 to meet the BSSS AVETMISS requirements and that the NVR Standards for RTOs 2015 require this data to be securely retained for 30 years.

### Procedures

*Merici College* will:

- Only collect personal information that directly relates to our activity as an RTO
- Only use personal information for the purposes for which it was provided or for directly related purposes.
- Collect personal information directly from the individual or their authorised representative.
- Take all reasonable steps to ensure that the personal information collected is accurate, up to date and complete; this includes updating information if advised it is out of date or incorrect..
- Have secure systems of storage of personal information that protects it from interference, loss, unauthorised access, modification or disclosure and other misuse.
- Destroy or delete personal information in when it is no longer required.
- Allow individuals lawful access to their personal information in their student management system AXCELERATE It is the student's responsibility to add their own personal information to their student management system.
- Only use personal information for direct marketing purposes where it could be reasonably expected that the individual would be aware that the information would be used in that way.
- Only use personal images for advertise, promotion or any other purpose when written permission has been obtained by the College.

### Purpose of collection

- *Merici College* generally collects information for the following purposes relating to our business activity:
  - BSSS information for AVETMISS annual mandatory reporting



- Issuance of Certificates
- The collection and verification of USI's
- Feedback about the services provided
- Communication with learners

## Evidence

The following will be retained as evidence of compliance with Standard 8, Clause 8.1

- Learner Records

## References

[Smart and Skilled Consumer Protection Policy](#)

[The Privacy Act 1988](#)

[Privacy Amendment \(Enhancing Privacy Protection\) Act 2012](#)

[Australian Privacy Principles](#)

[Data Provision Requirements 2011](#)



## Professional Development Policy

*Merici College* understands that strong capability in teaching and leadership is central to developing quality systems of training and assessment and is committed to ensuring that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

We note that it is our responsibility to ensure all trainers and assessors undertake professional development in VET, particularly in competency based training and assessment and that this includes both employed and contracted trainers and assessors and those engaged by a third party delivering training and assessment on our behalf.

### Procedure

- Professional development needs for Trainers and Assessors, will be identified regularly. This will lead to the development of Professional Development Plans and implementation of practices to keep up to date with industry standards.
- Trainers and Assessors will be also be encouraged to identify ongoing opportunities to maintain industry currency.
- In developing the PD Plans consideration will be given to needs of individual staff as well as the business requirements of the RTO.
- A register of attendance at Professional Development will maintained for all trainers and assessors and trainer matrices will be updated accordingly All records of PD will be stored in the Professional Development folder in the VET folder on Corp Drive. Trainers and Assessors are required to update their documents which identify their history of professional development and industry currency.
- Evidence of attendance at Professional Development activities and workshops will be supplied by staff (e.g. copies of Certificates of Attendance. Statements of Attainment, Letters of Confirmation) and filed *in the VET Coordinators office. PDFs of certificates etc are stored in the Professional Development folder.*
- It is an essential requirement that trainers and assessor remain up to date on requirements relating to recognition and contemporary validation of assessment practices; therefore, all trainers and assessors will be involved in validation activities in accordance the Validation Policy and Plan.
- Professional Development Opportunities include:



- Internal workshops and training programs
- External training courses, workshops and conferences
- Online learning Opportunities
- Affiliations/subscriptions with relevant professional bodies
- Moderation and validation meetings with industry representatives

## Evidence

The following will be retained as evidence of compliance with Standard 1, Clause 1.16

- Professional Development Register
- Evidence of attendance at Professional Development Activities
- Staff Matrix

## Forms and Records

- Teacher Qualification & Industry Currency document

## References

[ASQA Users Guide to Standard 1, clauses 1.13 – 1.16](#)



## Issuing of Qualifications Policy

*Merici College* will issue qualifications according to its scope of registration and AQF Qualifications Issuance Policy.

Specifically, we will issue a qualification or statement of attainment (as appropriate) to a learner who has been assessed as competent in accordance with RTO procedures and the requirements of the Training Package or accredited course and:

- Meets the AQF requirements
- Identifies the RTO by its name, national provider number and logo and
- Is authenticated by a personal signature and
- Includes the Nationally Recognised Training (NRT) and/or AQF logos in accordance with the current conditions of use.

As a College within the ACT, the BSSS prints all VET Certificates to learners in Year 10,11 and 12.

*Merici College* recognises the AQF qualifications and statements of attainment issued by any other RTOs and these qualifications will be submitted to the BSSS so they can be formally recognised on their Senior Secondary Certificates.

### Procedure

- Certificates can only be generated from the Learner Management System AXCELERATE after results are entered into the Learner Management System. The VET Coordinator is responsible for ensuring that the judgment of competency at the unit level is correct.
- All issued qualifications and competencies will be logged into AXCELERATE by the trainer and assessor on a regular basis so learners can keep informed of their progress.
- Completed register of competencies will be transferred by the VET Coordinator into the BSSS database within the specified time frame. Trainers and assessors will be required to check the competency records for any inconsistencies.
- The mode of learning e.g. RPL will not affect the issuing of a Qualification or Statement of Attainment through design or wording. Transcripts will not refer to the mode of learning or assessment.
- Certificates are issued individually to learners in their own name and are intended for the private use of that learner. Any other use or distribution must be approved by that learner.
- Certificates will only be issued to learners who have provided a USI unless an exemption applies under the Learner Identifiers Act 2014. Where an exemption has been applied we will inform the learner prior to either the completion of the enrolment or



commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar.

- Replacement Certificates may be issued after verification of the person seeking the certificate and payment of the scheduled fee to the BSSS.
- Transcripts of Results may be issued on the reverse side of Certificates or as a separate document.
- Where a Third Party Arrangement exists for Training and Assessment Delivery, the responsibility for issuing Certificates remains our responsibility; Certificates will not be issued by the Third Party.
- The copy of the certificate will be saved in the relevant archive and kept for the required 30 years.
- Reports of Records of qualifications issued will be provided to ASQA as requested.
- Learner Identifiers (USIs) will not be included on Certificates.

## Certification Requirements

Issuing of Certification Documentation will meet the following requirements of the AQF Qualification Issuance Policy as per Schedule 5 of the Standards for Registered Training Organisations 2015:

### Issuing AQF Qualifications

The following information must be included on the Qualification

- The name, National RTO code and logo of the issuing organisation
- the code and title of the awarded AQF qualification, and
- the NRT Logo in accordance with the current conditions of use contained in Schedule 4.

RTOs must not include the learner's Learner Identifier on the Qualification consistent with the Learner Identifiers Act 2014.

### Issuing Statements of Attainment

RTOs must include the following information on a statement of attainment:

- the name, National RTO Code and logo of the issuing organisation
- a list of units of competency (or modules where no units of competency exist) showing their full title and the national code for each unit of competency
- the authorised signatory
- the NRT Logo



- the issuing organisation's seal, corporate identifier or unique watermark
- the words 'A statement of attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units'

The following elements are to be included on the statement of attainment as applicable:

- the State/Territory Training Authority logo (only where use of the logo is directed by State/ Territory Training Authorities)
- the words 'These competencies form part of [code and title of qualification(s)/course(s)]'
- the words, 'These competencies were attained in completion of [code] course in [full title]', and

RTOs must not include the learner's Learner Identifier on the statement of attainment consistent with the Learner Identifier Act 2014.

### **Evidence**

The following will be retained as evidence of compliance with Standard, Clauses 3.1 -3.4:

- Certificate Register found in Corp Drive/VET/Competencies
- Copies of Qualification and Statement of Attainments in Corp Drive/VET/Competencies
- Records of Outcomes Reports from the BSSS in Corp Drive/VET/Competencies





## Forms and Records

- Record of Assessment Outcomes (sample)

## References

[Standard 3 Clauses 31.- 3.4](#)

[Schedule 4 Conditions of use of NRT logo](#)

[Schedule 5 The AQF qualifications issuance policy within the VET sector](#)

[Learner Identifiers Act 2014](#)



## Quality Assurance Policy

*Merici College* is committed to assuring quality in all aspects of management and training and assessment services. We understand the need to implement quality systems across all of our operations to ensure we meet the NVR Standards for RTO's 2015 and the Standards for AQF certification documentation and consequently can make an annual declaration to ASQA of ongoing compliance.

We assure quality by:

- Ensuring we implement effective and efficient management processes and systems
- Implementing a continuous improve strategy across all of our delivery of qualifications
- Systematically monitoring and evaluating our service to learners across all of the training products on our scope

## Procedure

### Management Systems

- The following management systems are in place to enable systematic review of our processes and services:
- Policies and Procedures that meet legislative requirements reflect and guide our operations and align with the NVR Standards for RTO's 2015.
- A Learner Management System, AXCELERATE, that can produce accurate data and allows us to analyse enrolment and competency completion data.
- An effective staff induction process
- Ongoing professional development of staff
- Regular meetings of VET & Staff meetings for Trainers and Assessors

### Collecting information and data

We collect and review data and information regarding our services to learners by:

- Collecting and reviewing feedback from learners, employers (where applicable), industry, staff
- Collecting and analysing data such as course competency completions and enrolment numbers.

Information and data is collected from the following sources:



- Industry & Employer feedback
- Learner feedback
- Assessment Validation and moderation,
- Internal and External Audits
- Learner feedback
- Trainer and Assessor Feedback
- Analysis of competency completion rates
- Complaints and appeals processes
- Staff Feedback at our VET Meetings
- Feedback from Industry and Employers
- Quality Indicator Reports\*
- Review of completed training programs and events
- Informal discussion with learner groups
- Engagement with industry - refer to Industry Engagement Policy.
- Quality Indicator Data Reports for the previous calendar year are submitted in full to ASQA

### **Analysing Information and data**

- We analyse the data and information collected as follows:
  - Information collected is reviewed at VET Meetings
  - All staff is provided with the opportunity to present individual needs, , continuous improvement items the meeting.
  - Identified actions for improvement are recorded in the meeting minutes with dates for implementation and names of those responsible noted. Progress will be reviewed as Business Arising at subsequent meetings.
  - The VET Coordinator shall ensure that the recorded minutes are filed in the Corp Drive/VET/Meetings and are accessible to the executive of the College

### **Supporting Documents**

VET Meeting Template



## Evidence

We will use the following to demonstrate our compliance with Standard 2, Clauses 2.2:

- Completed Learner Evaluations forms
- Complete Quality Indicator Reports
- Minutes of VET Meetings
- Completed Validation Reports and Checklists
- Internal and External Audit reports
- Completed surveys
- Teacher Qualification & Industry Currency documentation

## Forms and Records

- VET Meeting Agenda
- Quality Indicator Surveys: **Learner Survey** **Employer Survey**

## References

[The VET Quality Framework](#)

[ASQA Quality Indicator Reporting](#)



## Recognition (RPL and Credit Transfer) Policy

*Merici College* understands it has a responsibility to offer Recognition to learners and is committed to providing up to date and relevant information regarding Recognition of Prior Learning (RPL) and Credit Transfer (CT) to all learners prior to enrolment and whilst enrolled. To this end staff will provide support and guidance regarding Recognition enquiries in a timely manner.

We provide learners with information about RPL and Credit Transfer pre-enrolment on our website, in our Course Brochures and in our Learner Handbooks. Learners are also reminded of the opportunity for RPL during their Student Induction training program in the first few lessons of the course. The Student Induction Checklist is located in the back of the Student VET Handbook and is torn off and kept by the VET Coordinator.

### Recognition of Prior Learning

*Merici College* recognises the AQF definition of RPL:

*Recognition of prior learning is a process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.*

### RPL Procedures

To be awarded RPL the candidate must provide evidence of when and how their competency was acquired.

To ensure consistency, fairness and transparency, we have established a systematic, organisational approach to RPL as follows.

1. Assessment Tools for gathering RPL evidence have been designed to:
  - collect evidence to demonstrate prior achievement of the learning outcomes and assessment requirements for each Training Product on our scope of registration.
  - provide a range of methods against which the learner can provide evidence
  - be at the same standard as other assessment for the qualification
  - recognise learning regardless of how, when and where it was acquired providing it is relevant to the learning outcomes in the Training Product.
  - meet the requirements of valid, authentic, current and sufficient assessment



- provide a process that is fair, flexible reliable and valid.
  - include reasonable adjustment for the literacy levels, cultural background and experiences of learners
  - meet the needs of learners from different background and contexts.
2. The Learner will indicate that they wish to apply for RPL by completion the Application for RPL Form available on our website and from the VET Coordinator.
  3. The learner and the assessor will meet to consider the RPL application and ensure that the learner:
    - understands the RPL process i.e. a formal assessment process leading to a competency decision
    - has access to copies of the relevant units
    - understands the requirements of collecting and matching evidence to the requirements of the units.
  4. Assessors will record the evidence received on the RPL form.
  5. If the assessor finds the learner competent, assessment outcomes are recorded on the Student Management System, AXCELERATE and a Statement of Attainment or Certificate is issued at the end of Year 10 or Year 12 by the BSSS. If the learner is NYC a meeting will be arranged with the assessor to explain areas requiring further evidence or training.
  6. The Unit Outcome code recorded in the Learner Management System will be 51 (RPL)

## Credit Transfer

*Merici College* recognises the AQF definition of Credit Transfer:

*Credit transfer is a process that provides learners with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.*

## Credit Transfer Procedures

1. Any learner is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.



2. An applicant will be required to complete the Application for Credit Transfer Form and present their Statement of Attainment or Qualification for examination. These documents will provide the detail of what units of competence the applicant has been previously issued.
3. Applicants must provide satisfactory evidence that the statement of attainment or qualification is theirs and that it has been issued by an RTO (RTO ID's and details will be checked on Training.gov). The applicant is required to submit originals for copying and endorsement by RTO staff
4. If Credit Transfer is being sought for a unit of competence which has a different title or code, then the equivalence between the unit held and the unit being sought will be researched and verified. In many cases this information can be found in mapping documents published in the relevant Training Package or the BSSS VET officer is able to provide support about the mapping process for the competency.
5. Whilst learners may apply for Credit Transfer at any time, they are encouraged to apply before commencing a training program; this will reduce unnecessary training.
6. Credit Transfer may only be awarded for whole units of competence that meet the packaging rules of the Qualification they are enrolled in.
7. Credit Transfer will only be issued when the learner's enrolment includes at least one other unit of competence; learner may not enrol only for Credit Transfer.
8. All relevant documentation including certified copies of all Qualifications or Statements of Attainment will be filed in as per the Record keeping Policy
9. The Unit Outcome code recorded in the Learner Management System, AXCELERATE will be 60 (CT)

### **Evidence**

The following will be retained as evidence of compliance with Standard 1, Clause 1.13

- Completed Credit Transfer and RPL Applications and associated evidence

### **Forms and records**

- Application for Credit Transfer
- Application for RPL



## References

[Credit Transfer: An Explanation \(AQF\)](#)

[Recognition of Prior Learning: An Explanation \(AQF\)](#)





## Risk Management Policy

The Risk Management Plan incorporates the identification, analysis and evaluation of the RTO's risk of compliance with the Standards for RTOs 2015 and the development of cost effective strategies to treat those risks.

Risk management is an integral component of RTO quality assurance. It is about knowing and understanding what could cause harm to the RTO and preparing for it.

Risk assessments are conducted to identify any potential difficulties that might affect the delivery of high quality training.

Risk management is about asking:

- What could go wrong?
- What will we do to prevent it?
- What will we do if it happens?

Risks are allocated ratings of Low (L), Medium (M) or High (H)

### Procedure:

Risk assessment will occur during the ACT NGVET Meetings where the VET Coordinators collaborate on the updating of the Risk Management Plan from the previous year.

The strategic planning processes will include:

- Addition to scope of new training packages
- Internal auditing processes
- Specific events / notification that requires a risk assessment
- Renewal of Registration as an RTO

Recommendations are followed up and documented in the Risk Management Plan and presented as required to Executive.

### Forms and records

- Risk Management Plan 2017



## Record Keeping Policy

*Merici College* is committed to implementing quality systems of records management that ensure retention, archiving, retrieval and transfer of records meet legislative requirements and the NVR Standards for RTO's 2015.

We will ensure all documents and electronic records are kept in a safe, secure and confidential manner as required by Privacy Act 1998.

### Procedure

#### Storage and Retention

All data and staff and learner records will be maintained and stored as paper or electronic files in accordance with legislative requirements. Current electronic records will be filed in the Corp Drive and paper records will be filed in locked filing cabinets. Only staff whose duties relate to learner administration or welfare will have access to learner records.

The following records will be retained

- Learner Information: to be retained for a minimum of 2 years. This includes: enrolment form, USI information, correspondence, notes of meetings, final results, Qualification or Statement of Attainment, complaints and/or appeals records including outcome of complaint/appeal. If the student is undertaking an ASBA a copy of training plan.
- Learner results: to be retained for 30 years.
- Assessments (including RPL): to be retained for a minimum of 6 months after assessment judgment is made. This includes copies of learner assessments and assessor feedback and judgments of competence.
- Training and Assessment materials: to be retained for 5 years. This includes all master copy documents relating to course delivery.
- Copies of Qualifications/ Statements of Attainment issued Learner attendance records; to be retained for 30 years
- Third Party Arrangements: to be retained for 5 years. This includes copies of agreements or MOU's, copies of notification to ASQA, correspondence and evidence of monitoring of services delivered.



## Archiving

When Course documents are archived they will be stored in a manner which makes them readily accessible by clearly marking the year, course name and start date.

Learner files will be *archived alphabetically by year or can be attached to the course documents*

## Learner Records

- All reasonable steps will be taken to ensure that the personal information collected is accurate, up to date and complete; this includes updating information if advised it is out of date or incorrect.
- Unique Learner Identifiers will be collected from all learners at enrolment in a VET qualification. This will occur during Year 10 and new enrolments in Year 11.
- Access to learner records may be provided where required by government bodies or law enforcement agencies. In all other instances learners will be informed with who and why their personal information will be shared.

## General Record Keeping

- Up-to-date Professional Development records will be kept for all staff by VET Coordinator. Staff information is filed by Principal's Secretary.
- Qualifications will be maintained for all staff and contracted trainers and assessors
- All Certificates, Statements of Attainment will be photocopied and archived
- Version control is applied to all documents according to the Version Control Policy and will ensure that only the latest versions are issued or reissued.
- If in the event we cease business we will ensure all records are transferred to the relevant agencies

## Version Control

- Version control is applied to all documentation and the release and availability of documentation that is approved for use is tightly controlled.
- The key documents related to the registration of the RTO and the scope of registration are listed below and are subject to Version Control with file name and version date clearly identified in the footer of the document. These are controlled documents:
  - Policies and Procedures



- Training and Assessment Strategies
- Course Information Manuals
- Assessment tools
- Other Compliance Documents
- Version controlled documents related to the registration of the RTO are held in the Student Management System, AXCELERATE.
- RTO Registration documents may only be amended by VET Coordinator or Principal.

## Evidence

The following will be retained as evidence of compliance with Standard 8, Clause 8.1:

- Records retained and archived as detailed above.

## References

[The Privacy Act 1988](#)

[Privacy Amendment \(Enhancing Privacy Protection\) Act 2012](#)

[Australian Privacy Principles](#)

[Data Provision Requirements 2012](#)

[ASQA General Direction- Retention Requirements for Retaining Completed Learner Assessment Items](#)



## Staff Induction Policy

*Merici College* recognises that effective induction is critical to ensuring that staff is aware of organisational structure and policy, their roles and responsibilities and the legal requirements associated with working for a Registered Training Organisation. It forms an integral part of our Quality Assurance process.

### Procedure

- Staff commencing employment as a VET Trainer and Assessor shall be provided with a Staff Handbook and will go through an Induction Checklist.
- The following will be explained as part of the Induction process
  - NVR Standards for Registered Training Organisations/role of ASQA
  - Trainer and Assessor Handbook
  - Learner Rights and Responsibilities
  - Code of Practice
  - Qualifications delivered
  - Importance of Learner Evidence
  - ASBAs/WEX/SWL requirements
  - RPL arrangements
  - Appeals, complaints & grievances
  - LLN requirements
  - Access & Equity
  - Mutual Recognition obligations
  - Use of Student Management System
- The *VET Coordinator* will continue to meet where further questions and expectations can be clarified.
- The *VET Coordinator* shall ensure that the new staff member is aware of their roles as described in the Policies and Procedures manual and all employee's duties and responsibilities.
- On completion of the Induction Procedure the new staff member shall return the signed Staff Induction form to the VET Coordinator so it can be filed and scanned.



## Evidence

The following will be retained as evidence of staff induction:

- Completed Induction Checklists located at T:\Careers & VET\VETASQA Compliance\_VET Documentation/Induction Checklists

## Forms and Records

- Staff Induction Checklist

## References

[Fair Work Information Statement](#)

[Fair Work website](#)



## Third Party Arrangements Policy

*Merici College* acknowledges that we are accountable for all services delivered under our registration, regardless of where these are based.

We will ensure that any Third Party arrangements for training and assessment delivery, educational and support services and recruitment of learners are underpinned by a clearly articulated written agreement that fully expresses the roles and responsibilities of each party and that these arrangements are monitored.

Bodies that we may enter into a Third Party arrangement with include non-registered training providers, recruitment agents or brokers and employment/job services agencies.

We note that hiring trainers and/or assessors as contractors, arrangements for advertising our services, workplace supervisory arrangements, and ICT, counselling, mentoring or mediation services do not constitute a Third Party arrangement.

We are aware of the obligation to inform ASQA, and any relevant funding bodies, when it enters into a written agreement for the delivery of services with a third party. The relevant authorities will also be informed when the agreement is concluded.

### Procedure

- Merici College will inform ASQA of any Third Party arrangements within 30 days of the commencement of the agreement or prior to agreement taking effect, whichever occurs first.
- ASQA will be informed within 30 calendar days of the agreement coming to an end.
- The VET Coordinator will ensure the Third Party has a copy of the agreement and understands its responsibilities.

### Evidence

Please note that Merici College has not yet entered into any Third Party Arrangements but if they do documentation will be put in place to meet compliance.

### References

[ASQA: Fact sheet—Third-party arrangements](#)

[ASQA users Guide to Standard 2, clauses 2.3 and 2.4](#)



## Training and Assessment Policy

*Merici College* will develop training and assessment strategies and practices that are consistent with Training Package or VET Accredited Course requirements and facilitate learners meeting the competency requirements for the training program in which they are enrolled.

**The Training and Assessment Strategy is the summary or plan of the training and assessment processes and methodologies delivered for each target group.**

We understand that it is necessary to have strategies, resources and facilities for all of the training products we have on our scope of registration and that these strategies should be reviewed and revised to reflect changes in industry needs, modifications to legislation or training packages, developments in technology, resource availability and the needs of different target groups.

Strategies will also reflect feedback from Industry with regard to their skills and vocational training needs as outlined in the Industry Engagement Policy.

Our strategies will demonstrate the following:

- how our training and assessment delivery will meet all the requirements of the training package
- the amount of training that should be provided to each learner based on evaluation of their existing skills, knowledge and experience, the method of delivery and the proportion of units or modules being delivered against the full qualification
- the trainers and assessors who will deliver the training and assessment
- the educational and support services available
- the learning resources and the facilities and equipment used to deliver the training program

## Procedure

### Procedure for developing Training and Assessment Strategies

- In developing Training and Assessment Strategies *the VET Coordinator* will ensure the following:
  - All training and assessment resources and equipment meet the requirements of the Training Package.





- Where required, reasonable adjustment is included in training and assessment systems to meet individual needs
- Training and Assessment design is informed by industry consultation and BSSS requirements
- Assessment Strategies are informed by validation and moderation activities and outcomes.
- The Training product is current and has not been superseded and that transition arrangements to new Training Packages are implemented within the required 12 or 18 months of their publication release.
- The information as listed below will be included when developing Training and Assessment Strategies:
  - Training Package and qualification code
  - Core and elective components (full qualifications)
  - Licensing/ Regulatory Information if applicable
  - Pre-requisite units if applicable
  - Target Group
  - Delivery Arrangements over 1 or 2 years
  - Work Placement Arrangements if applicable
  - Assessment Strategy and Plan
  - Trainers and Assessors
  - Recognition of Prior Learning
  - Learner Support
  - Reasonable adjustment
  - Trainers / Assessors
  - Validation Processes

### **Procedure for determining Learning and Assessment Resources**

- Learning and Assessment materials will be chosen to meet identified learning requirements of the target group and method of delivery



- Resource selection should have input from the Trainers and Assessors.
- Learning resources should be a supplement to face-to-face activities rather than a substitute for group learning.
- The following will be taken into consideration when purchasing or developing Learning and Assessment resources:
  - Variety in content leading to a variety of training and assessment activities
  - Ability to customise to meet the needs of learner cohort
  - Ability to customise for RTO identity: logos, badging etc
  - Compatibility with audio-visual and computer-based resources
  - Effectiveness as a stand-alone resource for learner home use
  - Effectiveness for gathering assessment evidence
  - Value for money

## Assessment Policy

*Merici College* implements an assessment system that ensures that all assessments, including recognition of prior learning, complies with the assessment requirements of the relevant Training Package or VET accredited course and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

## Procedure

- All assessments, including RPL, will follow the requirements of the unit being assessed including appropriate resources. These will be outlined in advance in the Training and Assessment Strategy document.
- Students will be informed about opportunities for RPL and the process for applying.
- Where assessments are conducted through an RPL process then the RPL Policy will be applied.
- Students will be informed regarding the requirements of the Training Package and the context and purpose of the assessment.



- Assessments will be customised to the general needs of the student group and further customised to the needs of individual students through reasonable adjustment as may be required.
- Assessment design will include a variety of assessment methods.
- Practical skills will be demonstrated through practical methodologies such as observation, teamwork case studies or third party report and will include Observation Checklists, Workplace Checklists or photographs and videos as evidence.
- Where teamwork exercises are used as an assessment methodology these will be further supported with evidence of individual competence.
- Students will be notified in advance of course commencement that all assessment results are subject to appeal if any student believes they have not been assessed fairly.
- The Assessor will make the competency outcome decision based on the evidence gathered. The evidence will be as outlined in Assessment Tool and Training and Assessment Strategy. The validity, consistency, currency, authenticity and sufficiency of the assessment material presented will be evaluated and a competency judgement made.
- The Competency decision will be recorded in the Student Management System
- Students will be provided with individual constructive feedback regarding the competency decision, and identified gaps in the required skills and knowledge and the re-assessment process.
- Where a student is deemed Not Yet Competent in any assessment they have a right to re-assessment.
- Assessment outcomes and information relating to assessments of individual will be governed by the Privacy Policy and confidentiality will be maintained.
- Assessment Tools should be written at the unit level in the following format:
  - a. The assessment instrument itself, for example, written or verbal questionnaires, worksheet, quiz sheet, project briefing sheet, case studies, portfolios, third party reports and observation checklists.
  - b. Instructions for any other trainers who may use this instrument including:
    - any resource requirements such as computer access for a websearch activity or workplace documents such as Policies or Procedures
    - Instructions as to where and when the assessment should occur



- any assessment conditions such as open-book, closed book, workplace observation etc., plus different contexts which may require modifications.
- what performance qualifies as satisfactory in this assessment task
- reasonable adjustment arrangements including alternative arrangements for LLN needs, disability needs, workplace needs, RPL needs or special arrangements.
- model answers
- how feedback is given such as individual or group oral feedback, written feedback, workplace meeting.

c. Instructions for students including any special clothing or equipment, WH&S issues and competency completion if relevant.

d. Record-keeping requirements i.e. where and how competency outcomes should be recorded.

e. Version control: This should follow the version control protocol of the RTO as per the Record Keeping Policy.

- Assessment Evidence will be kept for 6 months after Learner finishes college in line with ASQA General Direction on Assessment Evidence.
- Assessment Validation and Moderation will take place according to the Validation Policy.

## Evidence

The following will be retained as evidence of compliance with Standard 1, Clause 1.1 – 1.4 and 1.8

- Training and Assessment Strategies for each Qualification
- Records of Industry Engagement
- Trainer and Assessment Strategy,
- Assessment Records
- Assessment Tools
- Copies of Learner Assessments as per Record keeping requirements
- Assessment Outcomes Records



- Records of Reasonable Adjustment
- Records of applications for RPL
- Evidence of Validation activities: checklists, minutes of meetings, reports from external validators

#### Forms and Records

- T & A Strategy Template

#### References

[ASQA Users Guide to Standard 1, Clause 1.8](#)



## Unique Learner Identifier (USI) Policy

*Merici College* will implement the national requirements for the Unique Learner (USI) and will adhere to all legislative requirements under the USI Learner Identifiers Act 2014 and Standards for NVR Registered Training Organisations 2015 and any amendments; this includes all Privacy requirements.

### Procedure

- All learners will be asked for their USI on enrolment.
- All Trainer & Assessors or the VET Coordinator will provide support for the students to obtain their USI. The USI will be entered into the Student Management System, AXCELERATE and emailed to the VET Coordinator.
- Pre-existing USI will be verified on enrolment.
- USI will be verified at enrolment through AXCELERATE or the USI website and then Administrative staff will upload into MAZE
- USI must have been verified before issuing a Qualification or Statement of Attainment.
- Any information gathered to create a USI will be destroyed upon completion in line with the privacy policy. (Privacy Act 1988).
- The privacy of USI will be protected within all administrative tasks.
- Information regarding obtaining a USI will be published on the website and in the Learner Handbook.

### Evidence

The following will be retained as evidence of compliance with Standard 3 Clause 6:

- The Learner Management System – USI data entry.

### References

[Application for exemption of USI](#)

[Australian Government: USI website](#)

[Learner Identifiers Act 2014](#)

[Standards for NVR Registered Training Organisations \(RTO\) 2015](#)



Learner Identifiers Regulation 2014



## Validation Policy

*Merici College* is committed to the systematic validation of its training resources and assessment practices to meet the requirements of the NVR Standards for RTOs 2015. To this effect we will implement a quality review process that confirms our assessment system consistently produces valid assessment judgements.

### Procedure

By validating training and assessment resources we will ensure that these resources meet Training Package requirements and that assessment tools produce valid, reliable, sufficient, current and authentic evidence that enable reasonable judgments of competency to be made. To this effect the following processes will be put in place.

### Validation Plan

To ensure systematic review across all qualifications on our scope, a plan will be developed that guarantees each qualification is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle (The Validation Plan).

The Plan will include the following information:

- The name of the person who will lead and participate in the validation activities
- which training products will be the focus of the validation
- when assessment validation will occur, and
- how the outcomes of those activities will be documented and acted upon.

The aim of the validation review is to make recommendations for improvements to assessment tools and assessment processes.

### Sampling

We will ensure it reviews a statistically valid sample of the assessments.

A statistically valid sample is one that is:

- Large enough that the validation outcomes of the sample can be applied to the entire set of judgements





- Taken randomly from the set of assessment judgements being considered.

When validating a Qualification on our scope of registration at least two units of competency will be sampled. Identified improvements will then be applied across all other relevant units. If the results of the review of the two initial units indicate that assessment judgments are not valid, the number of units reviewed will be increased.

[ASQA's validation sample size calculator](#) will be used to calculate the number of assessments that are required to be validated to produce valid results

### Conducting Validation

We shall ensure all validation activities comply with the requirement of the NVR Standards with regard to the personnel who conduct the validation. This means that in accordance with Clause 1.11, systematic validation of assessment practices and judgements will be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated;
- current knowledge and skills in vocational teaching and learning; and
- the training and assessment qualification (TAE40110 Certificate IV in Training and Assessment or its successor or assessor skill set (TAESS00001 Assessor Skill Set or its successor)

### External Representatives

We will ensure that for each validation activity we have involved least one external representative from the following groups:

- Industry representatives
- Representatives from other RTO's
- Specialist assessors
- Experts in education and assessment

This Independent Validation will ensure that assessment practices align with the training outcomes, are applied consistently and meet industry expectations and Training Package requirements. It will also facilitate the development of effective networks with Industry.



## Documentation

All assessment tools, including RPL tools, will indicate how and when they were validated.

All validation activities will include evidence of:

- the person/people leading and participating in the validation activities (including their qualifications, skills and knowledge- their position title and name of employer)
- the sample pool
- the validation tools used
- all assessment samples considered, and
- the validation outcomes.

A standard Validation Checklist document will be used as the Validation Tool (The Validation Checklist) .

Reports by external VET consultants/Industry Experts will be filed as evidence.

Validation will be conducted by one or more persons who collectively have:

- current knowledge and skills in vocational teaching and learning, and
- the training and assessment qualification or assessor skill set at least to the level being validated.

## Evidence

The following will be retained as evidence of compliance with Clause 1, Standards 1.5- 1.6:

- Completed Validation Checklists including the sampled assessments
- Validation Plan
- Staff Matrix
- Version control of assessment material indicating changes to tools as a result of validation activities

## Related Records and Forms

- Validation Checklist



- Validation Plan

## References

[Fact Sheet – Conducting Validation \(ASQA\)](#)

[ASQA Users Guides to Standard 1 Clauses 1.8 -1.12](#)



## Forms and Records



## Complaints & Appeals Form

### Merici College Complaints & Appeals Form

Date Raised	Click here to enter a date.	Reason/s	Identify
Name of Person initiating	Click here to enter text.	Student Complaint/Appeal	NA
		Staff Complaint/Appeal	NA

Complaint/Appeal/Problem	
Cause:	

Action to be taken:	
---------------------	--

Who will take action:	
When:	Click here to enter a date.
VET Coordinator	
VET Teacher	

Agreed action completed and effective	
VET Coordinator to sign off	



## Teacher Induction Checklist

### Teacher Induction Checklist

Teacher	Click here to enter text.
Instructions	<p>When induction information has been presented and discussed the person conducting the induction will tick off and initial the relevant induction information to indicate that this has been covered. If the listed information area is not relevant then tick the Not Applicable (N/A) column.</p> <p>The trainer / assessor is then required to sign off on induction information that they have received and that they have understood the induction information.</p>

Induction Information related to:	✓	N/A
Training Packages		
T& A Strategies		
VET Requirements & Policies		
ASBAs/WEX/SWL understanding		
Code of Practice		
RPL Arrangements		
Appeals, complaints & grievances		
Language, Literacy & Numeracy		
Access & Equity		
Mutual Recognition Obligations		
Relevant Legislation & regulations/ASQA		
Access to teacher VET handbook		
Access to student VET handbook		
Access to Axcelerate for classes		

Teacher signature:	
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## Learner Engagement Report

### Registering body report

Reports result of Learner Questionnaire (LQ) and Employer Questionnaire (EQ)

09 Jan 2017

#### RTO Information

<b>NTIS number</b>	88011
<b>Name</b>	Merici College
<b>Street Address</b>	Wise Street
<b>City/town/suburb</b>	Braddon
<b>State</b>	Australian Capital Territory
<b>Post code</b>	2601

#### Learner and employer feedback

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
<b>All scales</b>	77.6	21.5	--	--
<b>Trainer Quality</b>	77.7	22.9	--	--
<b>Effective Assessment</b>	77.1	21.7	--	--
<b>Clear Expectations</b>	74.6	21.1		
<b>Learning Stimulation</b>	73.7	22.4		
<b>Training Relevance</b>	79.7	20.3	--	--
<b>Competancy Development</b>	79.9	20.7	--	--
<b>Training Resources</b>	79.2	21.0	--	--
<b>Effective Support</b>	74.3	21.9	--	--
<b>Active Learning</b>	77.4	20.6		
<b>Overall Satisfaction</b>	81.4	20.9	--	--



## Learner Engagement Survey

Note: Partial extraction of survey from AXCELERATE

### AQTF Learner Engagement Survey

#### IMPORTANT INSTRUCTIONS

Please tell us about your training. Your feedback plays an important role in developing the quality of your education. In this questionnaire, the term 'training' refers to learning experiences with your training organisation. The term 'trainer' refers to trainers, teachers, lecturers or instructors from your training organisation. Provide one response to each item on the form.

1. I developed the skills expected from this training.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

2. I identified ways to build on my current knowledge and skills.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

3. The training focused on relevant skills.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

4. I developed the knowledge expected from this training.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

5. The training prepared me well for work.

- Strongly disagree
- Disagree
- Agree
- Strongly agree





6. I set high standards for myself in this training.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

7. The training had a good mix of theory and practice.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

8. I looked for my own resources to help me learn.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

9. Overall, I am satisfied with the training.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

10. I would recommend the training organisation to others.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

11. Training organisation staff respected my background and needs.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

12. I pushed myself to understand things I found confusing.

- Strongly disagree
- Disagree
- Agree
- Strongly agree



36. What were the BEST ASPECTS of the training?

37. What aspects of the training were MOST IN NEED OF IMPROVEMENT?

**38. YOUR TRAINING DETAILS**

What TYPE OF QUALIFICATION are you currently enrolled in? Select one only.

39. What is the BROAD FIELD of your current training? Select one only.

40. What is the FULL TITLE of your current qualification or training?

41. In what MONTH AND YEAR did you start your current training? For example, write 'March 2007' as '03/2007'.



## Teacher Qualification & Industry Currency

### QUALIFICATION MAPPING & INDUSTRY CURRENCY

Teacher	Click here to enter text.	Course	Choose a course.
Employment Status	FT	Training Package	Choose a training package
KLA	Click here to enter text.	Qualification	Choose a qualification

Industry Curriculum Frameworks (ICFs) are developed by the BSSS and based on endorsed, national industry training packages. Students meeting the requirements of framework courses have the opportunity to achieve nationally recognised vocational qualifications under the Australian Qualifications Framework. To ensure student accreditation teachers must be trained to an agreed standard.

Teachers can meet the agreed standard of training by:

- successful completion of an approved training program or
- demonstration of relevant industry experience or other qualifications.

#### Industry Currency

VET trainer qualifications and industry currency is a legislated requirement under Standard 1.13:

*Trainers and Assessors have:*

- vocational competencies at least to the level being delivered and assessed*
- current industry skills directly relevant to the training and assessment being provided; and*
- current knowledge and skills in vocational training and learning that informs their training and assessment*

For the tourism, travel and hospitality industries, vocational competency means that assessors must have relevant industry experience in the unit to fully understand the unit's workplace requirements and apply them to assessment.

SIT defines this as having worked in industry for at least three years where they have applied the skills and knowledge contained in the unit of competency.

Note: The above criteria for Hospitality is under review.

#### Teacher Qualifications

Qualification	Institution	Year Completed
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Subjects Taught	Number Of Years Taught

Relevant Employment			
Employer	Type Of Work	Employment Status	Date Of Employment

Staff Member	Trainer	Assessor	Training and Assessment Competencies held (TAE40110)	Year Completed	Vocational Qualification	Year Completed
	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>				



Summary Of Industry Currency					
DATE	HOURS	CURRENCY ACTIVITY	DETAILS OF ACTIVITY eg Location, event name/title, host employer	PURPOSE, SKILLS OR KNOWLEDGE GAINED	SUPPORTING DOCUMENTS. eg Program, certificates, Meeting Minutes.
Click here to enter a date.		Choose an item.			
Click here to enter a date.		Choose an item.			
Click here to enter a date.		Choose an item.			
Click here to enter a date.		Choose an item.			



## Record of Competency Outcomes (sample)



**Merici College**  
**School RTO: 88011**  
**VET CERTIFICATE CHECK REPORTS - Year 12**

**0234926    Anderson, Ayisha Sia Isabella (MERC)    Year 12    Group Number: SE6**

Campus	1	Date Achieved	Completion Date
✓	<b>BSB10115 Certificate I in Business</b>	(Requirements - Core: 1 Electives: 5)	7/11/2014
✓	c BSBWHS201 Contribute to health and safety of self and others	23/10/2014	
✗	e BSBCMM101 Apply basic communication skills		
✓	e BSBIND201 Work effectively in a business environment	23/10/2014	
✓	e BSBITU201 Produce simple word processed documents	23/10/2014	
✓	e BSBITU202 Create and use spreadsheets	7/11/2014	
✓	e BSBSUS201 Participate in environmentally sustainable work practices	23/10/2014	
✓	e BSBWOR202 Organise and complete daily work activities	7/11/2014	
✓	e ICTICT106 Operate presentation packages	7/10/2014	
✓	<b>BSB30115 Certificate III in Business</b>	(Requirements - Core: 1 Electives: 11)	24/11/2015
✓	c BSBWHS302 Apply knowledge of WHS legislation in the workplace	24/11/2015	
✓	e BSBCUS201 Deliver a service to customers	23/10/2014	
✓	e BSBCUS301 Deliver and monitor a service to customers	24/11/2015	
✗	e BSBDIV301 Work effectively with diversity		
✗	e BSBINM301 Organise workplace information		
✓	e BSBITU301 Create and use databases	23/11/2015	
✓	e BSBITU302 Create electronic presentations	23/10/2014	
✓	e BSBITU303 Design and produce text documents	24/11/2015	
✓	e BSBITU304 Produce spreadsheets	24/11/2015	
✓	e BSBITU306 Design and produce business documents	24/11/2015	
✓	e BSBITU307 Develop keyboarding speed and accuracy	7/11/2014	
✓	e BSBITU309 Produce desktop published documents	24/11/2015	
✓	e BSBWOR301 Organise personal work priorities and development	24/11/2015	
✓	e BSBWRT301 Write simple documents	24/11/2015	



## Merici College VET Meeting Agenda

### Merici VET Meeting

Date	9/01/2017
Present:	<i>Kerry McDonnell, Trish Young, Matthew Reynolds, Laura Withers, Corinne Preston, Emma Kennedy, Rob Higginbotham, PC Fothergill, Andrew Blakey, Brooke Wood</i>

Agenda Items for discussion	Comments / Action / Changes Required
Updates on ASQA/changes to Qualifications	
Professional Development opportunities	
Update Teacher qualification & industry currency record	
Update competencies into AXCELERATE/check class lists for changes	



## Training & Assessment Strategy (sample)

### Training & Assessment Strategy

The Training & Assessment Matrix provides a structure for the delivery of a program of learning and assessment which results in a nationally recognised qualification. As well as stating the desired outcomes, it outlines the units to be undertaken, the structure of the course, an assessment summary, resources to be used and other assessment and validation processes.

RTO Name	Merici College
RTO Code	88011
Qualification	BSB20115 Certificate II in Business (Release 1)
Learner Group	10
Date	2017

The Training and Assessment Strategies and practice are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

*Glossary, Users' Guide to the Standards for Registered Training Organisations (RTOs) 2015, ASQA, 2*



## 1. Qualification Overview

1.1 Identifying Information	
This section states the information identifying the RTO and the training products, as well as the person authorising the use of the strategy document.	
RTO Name	Merici College
RTO Code	88011
Training Package Code & Title	BSB Business Services Training Package
Version (Release) of Training Package	1.0-2.0
Link to Training Package	<a href="https://training.gov.au/Training/Details/BSB">https://training.gov.au/Training/Details/BSB</a>
Qualification Code & Title	BSB20115 Certificate II in Business (Release 1)
Delivery Period	2017
Contact Person	Kerry McDonnell
Contact Details	Kerry.mcdonnell@merici.act.edu.au

1.2 VET Qualification Packaging Rules
<p>Based on information available from <a href="http://www.training.gov.au">www.training.gov.au</a> the following packaging rules apply for completion of this qualification:</p> <p><b>Packaging Rules</b> Total number of units = 12</p> <p>1 core units plus</p> <p>11 elective units of which:</p> <ul style="list-style-type: none"> <li>7 elective units must be selected from the elective units listed below</li> <li>4 elective units may be selected from the elective units listed below, or any currently endorsed Training Package or accredited course at the same qualification level</li> <li>if not listed below, 2 of the 4 elective units may be selected from either a Certificate I or a Certificate III qualification.</li> </ul> <p>Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.</p>



Code & Competency	
Core	<a href="#">BSBWHS201</a> Contribute to health and safety of self and others
Electives	<a href="#">BSBCUS201</a> Deliver a service to customers
	<a href="#">BSBIND201</a> Work effectively in a business environment
	<a href="#">BSBITU307</a> - Develop keyboarding speed and accuracy
	<a href="#">BSBCMM201</a> Communicate in the workplace
	<a href="#">BSBITU201</a> Produce simple word processed documents
	<a href="#">BSBITU202</a> Create and use spreadsheets
	<a href="#">BSBITU203</a> Communicate electronically
	<a href="#">BSBWOR203</a> Work effectively with others
	<a href="#">BSBSUS201</a> Participate in environmentally sustainable work practices
	<a href="#">BSBWOR204</a> Use business technology
	<a href="#">BSBITU302</a> Create electronic presentations



## 2. Program of Delivery

Semester Unit	Competency Name & Code
Working in Business Administration 1	BSBWHS201 Contribute to health and safety of self and others CORE
	BSBIND201 Work effectively in a business environment
	BSBITU201 Produce simple word processed documents
	<a href="#">BSBWOR203</a> Work effectively with others
	BSBSUS201 Participate in environmentally sustainable work practices
	BSBCMM201 Communicate in the workplace
Working in Business Administration 2	BSBITU307 Develop keyboarding speed and accuracy Ongoing
	BSBITU202 Create and use spreadsheets
	BSBITU302 Create electronic presentations
	BSBITU203 Communicate electronically
	BSBCUS201 Deliver a service to customers
	BSBWOR204 Use business technology

### 3. Assessment/Mapping of Evidence

#### Evidence Gathering Techniques

The following table provides a general overview of the evidence gathering techniques that will be used to assess each unit of competency. Assessors have flexibility in selecting which techniques or tools they will use to gather sufficient evidence, in a range of contexts, to meet the requirements of the training package and made a decision regarding competence.

More detailed information regarding the assessment of each unit of competency, including timing and resources can be found in the assessment planners for each unit which are saved on the network in the following location: [Click here to enter text.](#)

Assessment Matrix			
BSBWHS201 Contribute to health and safety of self and others CORE	Student workbook	Portfolio	3rd Party Report
BSBIND201 Work effectively in a business environment	Student workbook	Class Test	Evidence
BSBITU201 Produce simple word processed documents	Student workbook	Class Test	Evidence
<a href="#">BSBWOR203</a> Work effectively with others	Student workbook	Observation 1	E-learning
BSBSUS201 Participate in environmentally sustainable work practices	Student workbook	Portfolio	E-learning
BSBCMM201 Communicate in the workplace	Student workbook	E-learning	Evidence
BSBITU307 Develop keyboarding speed and accuracy Ongoing	Class Test	Class work activities	Evidence
BSBITU202 Create and use spreadsheets	Student workbook	Class Test	Evidence
BSBITU302 Create electronic presentations	Project	Evidence	Evidence
BSBITU203 Communicate electronically	Student workbook	Project	Evidence
BSBCUS201 Deliver a service to customers	E-learning	Observation 1	Evidence
BSBWOR204 Use business technology	Observation 1	Questioning	Evidence

## 4. Delivery Requirements

### 4.1 Learners & Clients

The target participants for this instance of course delivery are:

- Participants in this program are all enrolled in the ACT Board of School Studies or Board of Senior School Studies.
- They include students in the 15 – 19 year age group.
- Participation is inclusive and may include:
  - Students completing Year 10, 11 & 12 units
  - Australian School Based Trainees
  - Students who require literacy and numeracy support
  - The students may have varied previous experiences in related workplaces and in related areas of school and other studies. They will therefore bring a variety of background knowledge and skills to the course.
- They may have chosen the course to gain:
  - qualifications leading to further study or employment in this industry

skills that will enhance general employment opportunities

In accordance with the *Standards for RTOs 2015*, at a minimum, support should include:

- Identifying particular requirements (such as literacy, numeracy, English language or physical capabilities) learners would need to complete each course, and
- Developing strategies to make support available where gaps are identified.

This may include providing:

- Language, Literacy & Numeracy (LLN) support
- Assistive technology
- Additional tutorials, and/or
- Other mechanisms, such as assistance in using technology for online delivery components

The following learning support will be available to learners at Merici College: see <http://www.merici.act.edu.au/node/28>

### 4.2 Environment & Location

The environment where the qualification will be delivered includes:

- Institutional delivery
- Simulated work/industry environment
- Work in industry/work placement
- Other (specify) [Click here to enter text.](#)

The simulated work environment will be achieved by (provide examples/descriptions):

**Working in Canteen – serving customers and operating POS**



Identify any Work Placement (provide examples/descriptions):

[Click here to enter text.](#)

The location of training facilities for this target group will be (list all addresses and type of facility e.g., library, computer room, commercial kitchen, etc):

Computer room, canteen POS

#### 4.3 Duration & Amount of Training

AQF volume of learning indicators

(Note these indicators are considered to be a starting point and many factors can affect the amount of training required).

Certificate I 0.5 –1.0 year 600–1200 hours	Certificate II 0.5–1.0 year 600–1200 hours	Certificate III * 1.0–2.0 years 1200–2400 hours	Certificate IV ** 0.5–2.0 years 600–2400 hours	Diploma 1.0–2.0 years 1200–2400 hours	Advanced Diploma 1.5 – 2.0 years 1800 – 2400 hours
--	--	---	--	---	--

The amount of training provided in this instance through program delivery is:

600 - 1200 hours of independent online study monitored by a teacher, who will provide individual support as required by the student,

Or a combination of teacher facilitated learning and independent online study, Or classroom based teacher facilitated learning.

Negotiated individual or group study support sessions are available with a teacher depending on the needs of the participant/s.

A number of hours of work placement

Participants with existing underpinning skills and knowledge may complete the qualification within a shorter timeframe based on their application to achieving completion of the required learning and assessments.

#### 4.4 Mode of Delivery

Delivery will mainly be:

- Face to face
- Online
- On-the-job (indicate number of days/hours [Click here to enter text.](#))
- Combination (describe [Click here to enter text.](#))
- Other (describe) [Click here to enter text.](#)

#### 4.5 Pathways



#### Study Pathways

The further study pathways available to learners who undertake this qualification include:

Entry into further study – continue on to a Vocational qualification or use qualification as credit transfer into university

#### Employment Pathways

The following employment pathways are available to students who complete this qualification:

Click here to enter text.

#### 4.6 Entry Requirements

The specific course entry requirements are (for example, LLN, technology skills or pre-requisite qualifications):

NIL

#### 4.7 Employability Skills Summary/Foundation Skills

The Employability Skills Summary for this qualification can be accessed from the training.gov.au website at the following link:

<http://training.gov.au/Home/Tga>

OR

The Employability Skills Summary for this qualification can be accessed from the National Quality Council website at the following link:

[http://www.nssc.natase.gov.au/\\_data/assets/pdf\\_file/0004/69457/Learner\\_pamphlet\\_Improve\\_your\\_employability\\_skills\\_web\\_version.pdf](http://www.nssc.natase.gov.au/_data/assets/pdf_file/0004/69457/Learner_pamphlet_Improve_your_employability_skills_web_version.pdf)

Foundation Skills  Drawn from Unit of Competency and Australian Core Skills Framework	<b>Learning</b>	Learning skills to interpret information gained from classwork, key provisions of relevant legislation and organisational policies, plans and procedures.
	<b>Reading</b>	Literacy skills to read and understand the organisation's work procedures, understand simple tasks
	<b>Writing</b>	Literacy skills to write simple instructions for particular tasks
	<b>Oral Communication</b>	Student is able to Identify any linguistic and cultural differences in communication styles and respond appropriately  communication skills to request advice, to receive feedback and to work with a team



#### 4.8 Recognition Process

Learners are able to have their competency from prior learning and work experience recognised in this qualification through the following arrangements:

Students who hold a relevant certificate, will need to submit verified Certificate/Statement of Attainment (issued by an RTO) for recognition purposes. Students with either a Certificate or Statement of Attainment for Certificate II and/or individual units will be exempted from common or elective units.

#### 4.9 Educational & Support Services

In accordance with the *Standards for RTOs 2015*, at a minimum, support should include:

- Identifying particular requirements (such as literacy, numeracy, English language or physical capabilities) learners would need to complete each course, and
- Developing strategies to make support available where gaps are identified.

This may include providing:

- Language, Literacy & Numeracy (LLN) support- Merici College is committed to provide education opportunities to its students , Merici recognises the need to pay particular attention to issues related to language in its training and assessment, in order to cater to the needs of the largest section of its student audience, will take all reasonable measures to ensure that its staff are aware of the students' specific learning needs and make reasonable adjustments to training and assessment practices to cater for such needs.
- Assistive technology
- Additional tutorials, and/or

Other mechanisms, such as assistance in using technology for online delivery components

Students requiring any assistance or support with language, literacy or numeracy should speak confidentially with their trainers and assessor who will call on the Learning Support Coordinator/or other assessors for assistance and guidance as required.

#### 4.10 Physical Resources

All staff involved in the delivery and assessment of this qualification have:

- Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion volumes
- Access to appropriate support materials relevant to their areas of delivery and assessment
- Access to the latest copy of assessment tools used for this program
- Access to training and assessment resources to meet the requirements of learners with special needs including procedures for making reasonable adjustments to the assessment process
- Access to equipment and facilities to meet the requirements of each unit of competency and successfully implement the program (further information provided below).

Specifically, the following physical resources are available for the delivery and assessment of the units of competency selected for this qualification. Where there is more than one training location, specify the location for the specific resources. *(If there is not sufficient space, indicate where to find a comprehensive listing of resources).*





Click here to enter text.

The following physical resources owned by external organisations are available for use during delivery and assessment, and a Third Party Agreement outlining the details of this arrangement is in the following location:

Click here to enter text.

#### 4.11 Learning Resources

The following learning resources will be available to ensure learners are able to obtain and absorb the required skills and knowledge required prior to assessment:

This course is delivered at the Merici College in a classroom environment in which participants attend regularly to class and an on-the-job and a component completed in a professional related working environment.

Trainers and Assessors deliver the learning sequence using methods such as: Student Workbooks & Learner Guides, Discussions, Case studies, Demonstrations, Assignments and research activities or via the Online Learning modules.

Students will have at their disposal their laptop with the necessary resources, such as library, broadband internet connection, and computer equipment to create presentations or research topics using the Internet.

Emphasis will be made to reflect real work situations in order to develop skills identified in the “employability skills” for this qualification. Those skills may include:

- Conducting research
- Consulting with others
- Communicating with others
- Developing solutions
- Working under supervision and completing assigned tasks
- Encouraging creative and innovative workplace solutions



## 6. Assessment Moderation

### 6.1 Moderation Meetings

Moderation meetings will be held according to a set schedule to ensure a systematic approach. This is separate to the validation process and is intended to ensure reliable judgements have been made prior to issuing results to learners.

**Moderation of judgements** will occur on a regular basis, prior to issuing results to students, at least every term. The moderation process involves the review of samples of evidence (assessments and RPL submissions) to confirm reliability and consistency of judgements that meet the requirements of the training package as well as meet industry standards. Materials such as learning and reference materials, training package assessment guidelines, feedback forms and other resources will be utilised.

Moderation Procedures - Each semester VET teachers meet to moderate student work and assessment as a BSSS requirement. The moderation process involves the review of samples of evidence (assessments and RPL submissions) to confirm reliability and consistency of judgements that meet the requirements of the training package as well as meet industry standards. Moderation may also include (when possible) assessors from other RTOs. Materials such as learning and reference materials, training package assessment guidelines, feedback forms and other resources will be utilised.

Discussions and recommendations during moderation meetings will be recorded on a Moderation Form and stored in the following location: VET Coordinator Filing cabinet

### 6.2 Validation

Validation will occur in alignment with the RTO's 5 year plan. Refer to the plan/schedule in the following location: [Validation Schedule Merici.xlsx](#)

A systematic approach is taken towards assessment validation. Validation of assessment occurs according to the established Assessment Validation Procedure that references the Validation Schedule and validation meeting recording tools. Stakeholders in the assessment validation process include RTO management staff, supervisors, VET Trainers and, where possible, industry representatives.

These stakeholders initially discuss and reach agreement about the validity, reliability, fairness and flexibility of the assessment process and assessment tools/instruments; and subsequently meet, post-assessment, to validate the assessment evidence and the judgements made on the evidence to ensure it is valid, authentic, current and sufficient.

Agreed outcomes from these validation meetings are used to continuously improve all aspects of assessment. Records of validation activities are maintained.

Validation strategies include:

- Network validation meetings where common tasks, tools and benchmarks are developed
- Validation workshops with a range of stakeholders
- In school staff meetings across industry areas
- Partnerships with other trainers, mentors and/or industry experts for delivery and assessment
- Analysing and comparing work samples to support consistent VET Trainer judgement
- VET Trainers returning to industry to observe and update knowledge of industry standards



### 6.3 Assessment Feedback

Feedback and input from students and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and in the validation and moderation processes. Feedback will be sought through the following process:

[Click here to enter text.](#)

### 6.4 Transition Arrangements

The RTO Manager is subscribed to the following email updates to ensure the RTO is advised of any changes to the Training Package:

- Australian Skills Quality Authority
- Training.gov.au
- VET Reform Taskforce
- Velg Training Newsletters

When there is a change to the Training Package that impacts on this TAS, the RTO Manager will notify all staff affected as soon as possible.

The RTO complies with clauses 1.26 & 1.27 of the *Standards for RTOs 2015*. When there are major changes to the Training Package, the RTO Manager and management team will review the changes made and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. The progress of the transition will be monitored by the RTO Manager and the management team.

Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products (except Skill Sets and units of competency which are 12 months).



## 5. Human Resources

All trainers and assessors must meet the training and assessment and vocational requirements specified in the Standards for Registered Training Organisations 2015.

Merici College Trainer/Assessor Qualifications are located in CORP Drive. Copies of qualifications are stored together with the Professional Development folder . Physical certified copies are kept in the VET Coordinator filing cabinet. Documentation can also be found uploaded on the VET Management system, Axcelerate.

<T:\Careers & VET\VET\Professional Development>

The table below outlines the Vocational Qualifications for trainers and assessors.

Qualification Delivering/ Assessing *	Staff Member/s	Trainer	Assessor	Training and Assessment Competencies held (TAE40110)	Vocational Qualification
Choose an item.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
Choose an item.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.



Click here to enter text.	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.
	Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	TAE40110 - Certificate IV in Training and Assessment (Release 4)	Click here to enter text.

\* Add rows as required



## RPL Application Form

### Merici College RPL Application Form

This form is to be used as an initial expression of interest in seeking RPL for a unit or a number of units. It is intended as a first step only and more detail regarding the RPL process will be provided on receipt of the application.

Student Name	<input type="text"/>
ID Number	<input type="text"/>
Phone Number	<input type="text"/>
Email	<input type="text"/>

#### Employment Details

Currently Employed Yes/No	<input type="text"/>
Employer or type of employment	<input type="text"/>
Position Title	<input type="text"/>

#### Training Program Details

Name of Training Program	<input type="text"/>
Are you currently enrolled in this Training Program?	<input type="text" value="Yes/No"/>

Name of competency RPL applied for	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>



Please supply a brief summary of evidence that can be supplied to support the RPL application

Do you have a resume or a CV?

Y/N

Give details of any relevant past training, workshops or courses

Give details about relevant employment history or work experience

Give details of relevant life experiences or other evidence

Signature of Applicants

Date

Return Form to

*Mrs McDonnell*



## Credit Transfer Application

### Credit Transfer Application Form

Please complete this form and return with Certified Copies of your Qualifications or Statements of Attainment to: VET Coordinator

Student Name  Phone Number

Teacher

Email

Name of Qualification

Are you currently enrolled in this Training Program 

yes/no	<input type="text"/>
--------	----------------------

Code and name of competency for which application is made	Existing Unit: code, name and Issuing RTO (name and number)	Certified copy retained Yes/No	Credit Transfer Awarded Yes/No
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Name of Person and position of responsible for awarding CT

Signature  Date





## Validation Plan

# VALIDATION SCHEDULE

Time: 2015-2020

Year of Validation	Proposed Date	Industry Engagement/Quality Assurance	Validation/NGVET	Qualification	Identification of Units of Competencies for Validation	
Yr 1		Insert Name & Business Name	NGVET	BSB20115 Business II	BSBWHS201 Contribute to health and safety of self and others	BSBITU302 Create electronic presentations
Yr 1		Insert Name & Business Name	NGVET	BSB30115 Certificate III Business	BSBITU306 Design and produce business documents	BSBITU302 Create electronic presentations
Yr 1	Jun	Tookie Capezio & 'Food by Karalee'	NGVET	SIT10213 - Certificate I in Hospitality	SITXWHS101 Participate in safe work practices	SITXFSA101 Use hygienic practices for food safety
Yr 1	Jun	Tookie Capezio & 'Food by Karalee'	NGVET	SIT20213 - Certificate II in Hospitality	SITXWHS101 Participate in safe work practices	SITXFSA101 Use hygienic practices for food safety
Yr 1	May	Tookie Capezio & 'Food by Karalee'	NGVET	SIT20416 - Certificate II in Kitchen Operations	SITXFSA101 Use hygienic practices for food safety	SITXWHS101 Participate in safe work practices
Yr 2	Month	Insert Name & Business Name	NGVET	ICT10115 Certificate I in Information, Digital Media and Technology	ICTICT101 Operate a personal computer	ICTICT106 Operate presentation packages



Yr 2	Month	Insert Name & Business Name	NGVET	LMT21707 - Certificate II in Applied Fashion Design and Technology	LMTCL2003B Identify fibres and fabrics	LMTCL2011B Draw and interpret a basic sketch
Yr 2	Month	Insert Name & Business Name	NGVET	CHC14015 - Certificate I in Active Volunteering	CHCVOL001 Be an effective volunteer	FSKWGTG06 Write simple workplace information
Yr 3	Month	Insert Name & Business Name	NGVET	CUA20215 Certificate II in Creative Industries	CUFPOS201A Perform basic vision and sound editing	BSBDES201A Follow a design process
Yr 3	Month	Insert Name & Business Name	NGVET	ICT20115 Certificate II in Information, Digital Media and Technology (Release 1)	BSBWHS201 Contribute to health and safety of self and others	ICTICT210 Operate database applications



## Validation Checklist

### Assessment Validation Checklist

The purpose of this validation tool is to review the evidence in the presented sample to check if it is valid, reliable, sufficient, current and authentic. (Note: only the evidence presented should be analysed – discussion and explanations by others in the panel should not be taken into consideration)

The Validation Process is in 2 parts:

- Industry Engagement of Assessment Tools for competency/s being validated
- Validation of sample sets

During the process validators should decide if the assessment tool meets the following requirements:

- Does it meet the principles of fairness, flexibility, validity and reliability?
- Is the evidence valid, sufficient, authentic and current?
- Does it comply with the assessment requirements of the training product?
- Is the assessment context appropriate e.g. does it reflect real work- based situations and meet industry requirements)?
- Are the tasks appropriate in the level of difficulty in relation to the skills and knowledge requirements of the unit?
- Are the instructions clear and sufficient to explain the assessment requirements to the learner and the evidence to be gathered?
- Does it explain reasonable adjustments that could be made?
- Does it provide sufficient instructions for the assessor regarding the evidence to be collected, making appropriate judgments and the records to be used to record the outcomes of the assessment?
- Does it provide evidence criteria to allow the quality for performance to be judged?
- Is it consistent with the assessment systems and processes of the RTO?

#### Training Product Details

Training Product Code & Title      Click here to enter text.

Unit/s of Competency      Click here to enter text.  
Code & Title

Assessment Tool/s      Click here to enter text.

Date of Validation      Click here to enter text.



Validation Participants			
Name	Position	Organisation	Signature
Click here to enter text.	Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	Click here to enter text.	

## Validation of Assessment Tools

Resources Reviewed/Provided	
Assessment Instrument/s	Click here to enter text.
Marking Guide/s	Click here to enter text.
Unit Mapping	Click here to enter text.
Other	Click here to enter text.

Principles of Assessment - to ensure quality outcomes, assessment should be valid, reliable, fair and flexible	Comments
<b>Valid assessment</b>	
<input type="checkbox"/> Elements and Performance Criteria are addressed <input type="checkbox"/> Assesses the Required Knowledge / Knowledge Evidence <input type="checkbox"/> Assesses the Required Skills / Performance Evidence <input type="checkbox"/> Addresses the Critical Aspects of assessment (where applicable) <input type="checkbox"/> Covers the Range Statement (where applicable) <input type="checkbox"/> Context and (where relevant) consistency of assessment <input type="checkbox"/> Assessment methods are appropriate for the AQF level <input type="checkbox"/> Practical application <input type="checkbox"/> Ensures transferability of skills <input type="checkbox"/> Dimensions of competency are incorporated <input type="checkbox"/> Evidence is gathered over time where required by the unit of competency <input type="checkbox"/> The assessment tasks are based on realistic workplace activities	Click here to enter text.
<b>Reliable assessment</b>	
<input type="checkbox"/> Supported by consistent marking solutions for acceptable performance <input type="checkbox"/> Is supported by clear information for assessors about assessment requirements <input type="checkbox"/> Consistent instructions and guidelines are available for students including information	Click here to enter text.



about ensuring authenticity and currency of the evidence they provide

#### Flexible assessment

- Allows for reasonable adjustment to meet student needs Click here to enter text.
- Adjustments can be made to meet the needs of the workplace (where required)
- Timing of the assessment can be negotiated (where required)
- Allows for recognition of existing competencies
- Draws from a range of assessment methods

#### Fair assessment

- Students are provided with clear information about what is expected of them Click here to enter text.
- Reasonable adjustments, including Language, Literacy and Numeracy, can be made while ensuring the integrity of the assessment
- Ensures students are provided with objective assessment feedback
- Allows for appeals against assessment decisions

#### Overall comments and recommendations from validator/industry representative on assessment tools

Comments Click here to enter text.

Recommendations for action Click here to enter text.

Validator Signature Click here to enter text.

Date of Validation Click here to enter text.



## Validation of Evidence – Assessment Judgements

Assessment judgements are validated according to the selection of a statistically valid sample, as outlined in the Standards for RTOs 2015. Refer to the RTO's procedures on selecting a statistically valid sample to be used for these validation activities.

### Statistically Valid Sample

Total population Click here to enter text.

Number of judgements required for validation Click here to enter text.

### Evidence to be validated

Click here to enter text.

Click here to enter text.

Click here to enter text.

Click here to enter text.

### Rules of Evidence – to ensure the collection of evidence is valid, authentic, current and sufficient

#### Comments

#### Valid evidence

- Assessment evidence relates directly to the unit of competency
- Assessment evidence is based on realistic workplace activities
- Assessment evidence is appropriate to the AQF level
- Assessment evidence addresses the Dimensions of Competency

Click here to enter text.

#### Authentic evidence

- Assessment evidence submitted by the student is their own work

Click here to enter text.

#### Current evidence

- Assessment evidence demonstrates current knowledge and skills of the learner (from the present or recent past)
- Assessment evidence reflects current industry practice

Click here to enter text.

#### Sufficient evidence



- Sufficient assessment evidence is gathered before competency is determined (quantity)
- Sufficient assessment evidence is gathered on the consistency of performance (quality)
- Sufficient relevant evidence is gathered

[Click here to enter text.](#)

#### Overall comments and recommendations from lead validator on assessment judgements

Comments

Recommendations for action

Lead Validator Signature

Date of Validation

## Risk Management Policy

### RISK MANAGEMENT ACTION PLAN AGAINST Standards for Registered Training Organisations (RTOs) 2015

Risk management involves the identification, analysis and evaluation of an RTO's risk of compliance with the Standards for Registered Training Organisations 2015 and the development of cost effective strategies to treat those risks. Meeting minutes with VET Coordinator and VET staff from Merici College are documented, emailed to the executive and acted upon. Correspondence and information papers indicating the involvement of the Principal in the process is to be documented and maintained.

Risk management is an integral component of good management. It is about knowing and understanding what could cause harm to the RTO and preparing for it. Risk management is about asking:

- What could go wrong?
- What will we do to prevent it?
- - What will we do if it happens?

Risks are allocated ratings of Low (L), Medium (M) or High (H)

### RISK ASSESSMENT

Risk assessments are conducted to identify any potential difficulties that might affect the delivery of high quality training. Risk assessment will occur during:

- Annual strategic planning processes
- Addition to scope of new training packages
- Biannual internal auditing processes
- Specific events / notification that requires a risk assessment
- Renewal of Registration as an RTO

Recommendations are followed up and documented in the Risk Management Plan and presented at VET Staff Meetings as required.



RISKS				
Identified Risks	Standards for 2015 Compliance (Risk)	Risk Rating	Strategy	Personnel
Quality Indicator Data not collected for continuous improvement	<b>Standard 8</b> Clause - 8.1(c)	H	Inform staff at induction Regular staff meetings Advise errant staff of the required procedure Send Quality Indicator data, i.e Competency completion Student satisfaction and Employer Satisfaction surveys to ASQA prior to due date	VET teacher VET Coordinator Principal
Data not analysed for quality assurance	<b>Standard 8</b> Clause - 8.1 ©	M	Seek third party company to analyse data if required Inform and discuss with staff at VET meetings items identified for the quality assurance plan	Principal VET Teachers VET Coordinator
Actions from data not actioned and recorded	<b>Standard 8</b> Clause - 8.1(c)	M	Regular checks of the Quality Assurance Plan improvements, Review Merici College VET Strategic Management Plan Interviews with staff/students. Review VET School Improvement Plans for following year Review RTO Annual Plan based on delivery site information	Principal VET teacher VET Coordinator
Advice of key stakeholders is not sought on training and assessment tasks and RTO resources and facilities.	<b>Standard 1</b> Clauses - 1.5, 1.6, 1.9, 1.10, 1.11	M	Involve the relevant industry bodies in systematic quality assurance and validation of assessment Maintain knowledge of current industry requirements Communicate information/action to all stakeholders within the RTO.	Principal VET teacher VET Coordinator
Facilities unsuitable whether physical or virtual and insufficient to support the number of learners	<b>Standard 1</b> Clauses - 1.3(d) & 1.4	H	Ensure WHS checklist and physical equipment checklist is updated in line with Training Package requirements	Principal VET Teacher

Inadequate funding to maintain human and physical resources	<b>Standard 1</b> Clauses - 1.3(a)(d) & 1.4	H	Ensure checklist for venue is monitored and verified annually Review checklist for equipment and update equipment.	Principal VET Teacher
Equipment unsuitable	<b>Standard 1</b> Clauses - 1.3(d) & 1.4	H	Ensure checklist for equipment is monitored and verified annually Ensure checklists are completed Review checklist for equipment and update equipment.	Principal VET Coordinator VET Teacher
Staff non-compliant with current VET qualifications and requirements	<b>Standard 1</b> Clause - 1.13(a)	H	Check qualifications are appropriate Appoint suitably qualified staff Enrol teacher in teacher training program immediately	Principal VET Coordinator
Current Industry skills & knowledge of staff competency is not maintained and updated regularly	<b>Standard 1</b> Clauses -1.13(b) & 1.13(c)	M	Monitor staff competencies against current requirements Provide funding for professional development/teacher training upgrades/return to industry, as required Maintenance of Teacher Training Records Mentor new staff - ensuring induction procedures are carried out.	VET teacher VET Coordinator
Staff files are incomplete	<b>Standard 1</b> Clause -1.13(b)	L	Maintain staff files Conduct regular staff file and competency checks Record all staff development activities Regularly check staff files and ensure suitable verification Maintenance of Teacher Training Records	VET teacher VET Coordinator
College Executive staff are not aware of VET regulated standards and legislation	<b>Standard 7</b> Clauses 7.1 (a); 7.5	H	Executive staff need to be aware of changes to VET Standards and legislation Provide quality assurance plan and risk management strategies of the RTO VET Coordinator has regular meetings with Principal	Principal VET Coordinator

Staff do not hold the qualifications required to deliver training or assessment	<b>Standard 1</b> Clause 1.13 - 1.16 Appendix 2 - Schedule 1	H	Organise teacher training based on schools' requirements Industry Currency information from previous year Do not allow unqualified staff to be allocated to a VET class Check school courses against teachers' qualifications at unit of competency level	Principal VET Coordinator
Employment and turnover of staff	<b>Standard 1</b> Clauses 1.3(a); 1.13 - 1.16	H	Develop a staff succession plan to manage the turnover of staff Conduct exit interviews to determine reason for resignation Address issues raised as appropriate	Principal
Assessment does not comply with the requirements of the relevant training package or VET accredited course	<b>Standard 1</b> Clause - 1.8(a)	M	Map assessment tools to each unit's requirements VET Coordinator & Subject Cos monitor assessment task design each term via program and assessment task submission VET Staff allocated time to maintain compliance	VET teacher VET Coordinator
Principals of Assessment Table 1.8-1 are not adhered to within the assessment system: Fairness, Flexibility, Validity & Reliability	<b>Standard 1</b> Clause - 1.8(b)	H	Training & Assessment strategies must include; performance evidence, knowledge evidence & assessment conditions Minimum of two assessment methods used per unit of competency Regular staff validation meetings to confirm adequacy of evidence gathered Assessment tools updated on a regular basis in line with unit requirements and validated	Principal VET teachers VET Coordinator
Rules of Evidence Table 1.8-2 are not adhered to: Validity, Sufficiency, Authenticity & Currency	<b>Standard 1</b> Clause - 1.8(b)	H	The Assessor is assured that the learner has the skills, knowledge and attributes as described in the module The Assessor is assured of quality, quantity and relevance of evidence is sufficient to enable judgement of competence The work is the student's own and is from the present.	Principal VET teacher VET Coordinator

The specific needs of the learners are not identified to enable them to successfully complete their training	<b>Standard 1</b> Clause - 1.7	M	Identify needs of each learner at enrolment VET teachers and VET Coordinator provide access to support throughout training & monitor Learner progress Student consultation & feedback Internal audits Staff feedback Implement learner support procedures to identify learner needs & produce an ILP	Principal Learner Support Teacher VET teacher VET Coordinator
Student feedback not collected or acted on	<b>Standard 2</b> Clauses 2.2 (b)	M	Collect course/unit evaluations from learners, Ensure a team approach (where more than one teacher delivers a course) is taken by the RTO for all training programs Course surveys Staff meetings Annual internal audits	VET teachers VET Coordinator
Inappropriate client/student communication methods employed	<b>Standard 4</b> Clause 4.1	L	Utilise a variety of communication media to provide information Review the communication modes annually	Principal VET teacher VET Coordinator
Accurate information is not provided to clients/student to enable informed decisions	<b>Standard 5</b>	M	Check the accuracy of information provided Client feedback Internal audits Staff feedback Correct any inaccuracies promptly	VET teacher VET Coordinator
Duty of Care processes not implemented for student Work placements	<b>Standard 5</b>	H	Clients/students are adequately prepared for SWL placements, and any additional requirements are met prior to work placement; ie white card, asbestos training New SWL placements found for any unsuitable placements. School/Employer agreement signed by all parties prior to placement Request Employer details from schools	Principal VET teacher VET Coordinator

Appropriate support services are not provided	<b>Standard 1</b> Clause 1.7	M	Communicate to parent and student, the range of support services that can be provided Provide support services or referrals, as required Engage support learner support team as required	Principal Learner Support Teacher VET teacher VET Coordinator
Learners are not advised that they can access their records / Procedure is not in place to enable personal access	<b>Standard 3</b> Clause 3.4	L	Provide information to clients at enrolment and regular reports from ACS database Prepare/edit Student Handbook Teachers deliver induction to new students and sign-off-retained by VET Coordinator	Principal VET teacher VET Coordinator
The Complaints and appeals procedure is not efficient or Learners are not advised of the procedure	<b>Standard 6</b>	M	Provide information to clients at enrolment Regular review of BSSS & school complaints policy and procedures is in place Prepare/edit Student/Parent Handbook	Principal VET teacher VET Coordinator
RTO does not maintain a systematic quality assurance approach to its operations.	<b>Standard 2</b>	H	Quality Assurance Plan to be written, Review Merici College VET Strategic Management Plan annually	Principal VET Coordinator
Funding agreements are not acquitted appropriately	<b>Standard 7</b>	L	Financial management of VETiS and internal budget funds, reconcile expenditure, prepare documents for audit of funds	Principal VET Coordinator Business Manager
Funding is used outside of Guidelines	<b>Standard 7</b>	M	Liaise with Bursar & Principal. Complete the annual audit VET teachers made aware of VET funding and its purpose	Principal VET Coordinator Business Manager

Records are not managed effectively Records destroyed due to fire and/or Computer crashes	Standard 8	L	Internal Annual audits Regular check on the accuracy and security of data Confirm with BSSS that data collected is AVETMISS compliant System participation in ACS data management meetings	OBSSS
Systems and procedures not maintained and/or implemented	Standard 8	H	Communicate changes in legislation to all stakeholders Monitor implementation of documented procedures and systems at staff meetings, network meetings and biannual audits Amend procedure and/or responsibilities, as required to maintain the currency of information. Review/edit VET Delivery Guidelines for Schools Prepare/edit Student/Parent Handbook	Principal VET teacher VET Coordinator
Standards for RTO's 2015 Non Compliance	Standard 8	H	Major internal audit visits (all delivery sites – 2 year cycle, desk audit then site audit): programs; facilities; assessment tasks, samples; policies relating to Standards for RTOs 2015 requirements; Review of Standards for Continuing Registration RTO, Update of Merici developed resources for schools.	Principal VET Coordinator
Organisational structure unclear	Standard 8	L	Review Organisational Structure chart Conduct regular internal audits Establish a Position Descriptor for each position	Principal VET Coordinator

New area of training on scope of registration	<b>Standard 8</b>	M	<p>Develop a checklist required for course. Ensure checklists are completed</p> <p>Review checklist for equipment and update equipment.</p> <p>Ensure accuracy and suitability of Training and Assessment Strategy.</p> <p>Ensure RTO has suitably qualified staff.</p> <p>Develop course materials collaboratively within RTO, across networks and with other Non-Government schools</p>	Principal VET teacher VET Coordinator/ Assistant Principal Curriculum
Work, Health and Safety Risks	Standard 1	H	<p>Ensure current WHS policy and systems in place at school and system level</p> <p>Check WH&amp;S Risk assessments/controls for VET classrooms</p> <p>Liaise with schools re. WH&amp;S Induction training where appropriate</p> <p>School visits – WH &amp; S, resources, facilities focus</p>	Principal VET Coordinator VET staff
Adequate and current insurance cover for the RTO operations is not maintained	<b>Standard 7</b> Clause 7.4	H	<p>Ensure that the insurance coverage of the RTO operations is appropriate to its scope of registration</p> <p>Conduct an annual check of the insurance cover in collaboration with Head of Finance and CCI insurances</p> <p>Correct any insurance problems identified in collaboration with CCI Insurance</p>	Business Manager Principal Catholic Education Office
Finances of RTO not managed	<b>Standard 7</b>	L	<p>Responsibility for financial management built into Business Manager and Principal duty statements</p> <p>Independent auditors monitor system and school finances and accounting practices</p>	Business Manager Principal
Certificates and Statements of Attainment do not comply with the current AQF Qualifications Issuance Policy	<b>Standard 3</b> Clause 3.3 <b>Standard 5</b> Clause 5.2 ©	M	Managed by OBSSS	BSSS VET Coordinator Assistant Principal

RTO does not recognise qualifications issued by another RTO	<b>Standard 3</b> Clause 3.5	M	Implement immediately Evidence of implementation of credit transfer	Principal VET Coordinator
RTO must retain student records who receive AQF certification certificate for a period of 30 years RTO must retain student records who receive a statement of attainment for a period of 30 years	<b>Standard 3</b> Clause 3.6 Schedule 5 4b) Schedule 5 8b)	L	USI scheme will manage the retention of AQF certification.  The above is managed by the RTO and OBSSS, although VET Coordinator keeps copies.	BSSS VET Coordinator
Students and/or staff are not advised of the national recognition process	<b>Standard 5</b> Clause 5.1	L	Implement immediately Evidence of implementation of credit transfer Communicate Policy to all stakeholders annually, on enrolment, through RTO Handbooks and immediately a breach of protocol is identified.	VET Coordinator VET Teachers
RTO must meet requirements for implementation of Unique National Student Identifier.	<b>Standard 3</b> Clause 3.6	M	Maze currently waiting for upgrade (Dec 2014) Student to apply for USI within two weeks of enrolling in any VET Course Use Axclerate system to manage all VET student's USIs Manual verification for non VET students	Principal VET Coordinator
Information disseminated about courses is inaccurate or out-of-date	<b>Standard 4</b> Clause 4.1(a)	H	Ensure that all information disseminated about courses is accurate and current. Include course information as part of the course survey conducted by students. Correct any inaccuracies in the information immediately.	Principal VET teacher VET Coordinator/ Assistant Principal Curriculum
NRT logo used incorrectly	<b>Standard 4</b> Clause 4.1(d)	M	Ensure information in any marketing of VET courses is in direct relationship to a AQF qualification before using the NRT logo i.e Qualification stated	Principal VET Coordinator VET teachers



<p>Nationally recognised training qualifications and/or units of competency are updated without RTO knowledge / Transition and Teach Out (Training package not current)</p>	<p><b>Standard 4</b> Clause 4.1(a)</p>	<p>H</p>	<p>Establish information networks Conduct regular checks of the TGA database Make arrangements to transition to newly endorsed qualifications/units</p>	<p>Principal VET Coordinator</p>
<p>Fit and proper person</p>	<p><b>Standard 7</b> Clause 7.1</p>	<p>L</p>	<p>All executive currently holds "Fit and Proper Persons" statement.</p>	<p>Principal VET Coordinator Assistant Principal</p>