





## GUIDELINES TO ASSIST SCHOOLS TO MEET STANDARDS OF REGISTRATION

Vocational Education and Training (VET) courses can provide you with industry skills, knowledge and experiences that will improve your job prospects and prepare you for the world of work and further study after school.

The Catholic Education Office, Archdiocese of Canberra & Goulburn, is the Registered Training Organisation (RTO 91369) for your school. The RTO is responsible for ensuring a high quality of VET course delivery and assessment.

This means:

- the training you receive meets national industry standards; and
- the awards and qualifications you receive will be recognised nationally by employers and other training organisations.

Our aim is that, through the quality training we provide, you will have an improved opportunity for meaningful employment supporting a productive and enjoyable life.

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AQF levels



- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- Level 4 – Certificate IV
- Level 5 – Diploma
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

Click on the level below to see the details of each level's criteria. If you are unable to view the details in the graphic, click on the level underneath the graphic.

AQF level 1 criteria	
<b>Summary</b>	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning
<b>Knowledge</b>	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work
<b>Skills</b>	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> <li>• undertake defined routine activities</li> <li>• identify and report simple issues and problems</li> </ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters

## AQF levels



- Level 1 – Certificate I
- Level 2 – Certificate II
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### AQF level 2 criteria

<b>Summary</b>	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning
<b>Knowledge</b>	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning
<b>Skills</b>	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"> <li>• undertake defined activities</li> <li>• provide solutions to a limited range of predictable problems</li> </ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters

## AQF levels



- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- Level 4 – Certificate IV
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### AQF level 3 criteria

<b>Summary</b>	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning
<b>Knowledge</b>	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning
<b>Skills</b>	Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: <ul style="list-style-type: none"> <li>• complete routine activities</li> <li>• provide and transmit solutions to predictable and sometimes unpredictable problems</li> </ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters



## Introduction and purpose of this handbook

The Vocational Education and Training (VET) Handbook aims to provide VET Teachers and all school personnel who have responsibilities for VET, within the Archdiocese of Canberra & Goulburn, with guidelines and support procedures designed to meet the standards of Registration as a Training Organisation.

Merici College is a Registered Training Organisation (88011) and as such, accepts responsibility for ensuring compliance with all Standards for Registered Training Organisations (RTOs) 2015. Merici College monitors on-going compliance with the RTO standards through the use of compliance and internal audit procedures for schools. The College demonstrates commitment to the legislated standards through the development of quality management processes. These processes are used to inform RTO policies and procedures to be followed at school level.

## Context of vocational education and training in schools

Vocational learning helps secondary students explore the world of work, identify career options and pathways, and build career development skills.

Vocational education and training (VET) provides students with the opportunity to acquire workplace skills and knowledge through nationally recognised qualifications from industry-developed training packages or accredited courses while still at school and is delivered within the broader school curriculum.

It's important to note the VET delivered to secondary students is nationally recognised, is the same as VET delivered in non-school settings and held to same quality standards.

VET delivery in schools is supported by the Department ACT Department of Education Directorate. <http://www.education.act.gov.au/>

VET delivery in Catholic schools is supported by:

Vocational Education and Training (VET) courses for the Senior Secondary Certificate in the ACT

policies, procedures and guidelines for workplace learning programs

guidance for Australian school-based traineeships and apprenticeships

distribution of Commonwealth VET funds to support the implementation of VET in Schools

The COAG Melbourne Declaration on Education Goals for Young Australians (MDEGYA) clearly establishes the context for VET programs. Goal 2.7 states that when students leave school they:

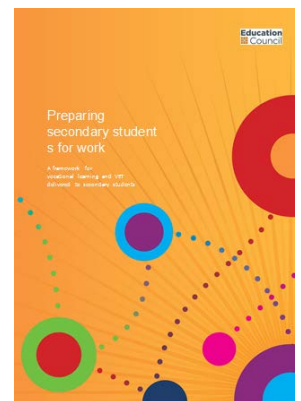
"...are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives."

*Preparing Secondary Students for Work (2014)*, is the National framework released by the Education Council in accord with the direction of the Council of Australian Governments (COAG). This framework will guide future policy to meet the contemporary needs of schools, training providers, industry and employers.

Preparing Secondary Students for Work focuses on the following vision

All secondary students experience quality vocational learning and have access to quality VET courses

VET is seamlessly integrated into secondary learning and valued by students, parents, teachers and employers



### Key messages

For schools:

Schools and education systems must continue to adapt to meet the changing needs of students, employers, and the broader economy.

Schools now need to prepare students to meet higher demands in the workplace and a globally competitive environment

Students should be aware of the range of vocational programmes activities that help them understand the world of work, to more formal vocational education and training (VET), including school-based apprenticeships and traineeships, which can lead towards a nationally recognised qualification

Bringing schools and employers together is vital to the success of vocational learning and VET. Contact with employers gives students a real-world insight into what jobs exist (and what may exist in the future), what jobs are like and what skills and qualifications are needed

Students should have the confidence that the pathways they take will lead to attainment of their goals

Employer confidence is increased when students have adequate quality on-the-job learning as part of their VET training, and experience the workplace through their curriculum delivery and career exploration

#### **For employers and industry:**

Stronger school and employer collaboration is critical to improving the outcomes for students undertaking vocational activities during their secondary schooling

Engaging with schools to support the delivery of vocational learning and VET, can provide a valuable opportunity for employers to connect with potential employees and directly influence their future workforce

The provision of suitable structured work placement opportunities for students supports the delivery of high-quality VET

Ultimately, industry and employers are the beneficiaries of skilled, qualified and work-ready graduates entering the labour market and

Australia needs employers to be active partners in young peoples' learning and development.

For parents and students:

Students should be aware of the range of vocational programs available to them, from vocational learning activities that help them understand the world of work, to more formal vocational education and training (VET), including school-based apprenticeships and traineeships

Vocational learning supports students to explore the world of work, identify career options and pathways, and build career development skills

Undertaking VET in secondary schools can provide multiple pathways to a career

VET delivered in secondary schools is the same as all other VET and held to the same standards

Undertaking VET in secondary schools does not limit a student's options post-school – rather it provides a good basis to successfully transition to further education, training and employment

<http://www.pssfw.myskills.gov.au/>

## **Catholic context for VET**

The National Catholic Education Commission's 2007 *Scoping Paper on Vocational Education and Training* states that "In promoting the welfare of individuals and of society, Catholic school communities are challenged to provide:

curriculum frameworks that cater for the different talents and skills of young people and enable and value different ways of learning and knowing

a range of pathways to further education, training or work

an opportunity for individuals to develop their capacity to contribute to their own economic and social wellbeing and to the wellbeing of society as a whole

flexible schooling structures



a range of effective partnerships with agencies external to the school and with the wider community."

The mission of Catholic education is to promote the integral formation of young people in accordance with the beliefs and practices of the Catholic Church.

When considering VET provision, schools consider the following as integral to learning and teaching in a Catholic School:

ensuring social equality in providing vocational education and training to meet the assessed needs of each student

ensuring equitable opportunities of engagement across a diverse framework of career opportunities

enabling students to engage in programs and activities which foster and develop employability skills and attributes

support each student to work towards a nationally recognised qualification

At all times the student is at the centre of the learning process. At school level, VET encompasses training and assessment practices which place students in control of their own learning, and assists them to develop qualities of independence, initiative and self-determination which will benefit them in employment and life.

## National VET framework

### The VET Quality Framework

The Vocational Education and Training (VET) Quality Framework comprises the:

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

[Australian Qualifications Framework](#)

[Fit and Proper Person Requirements](#) (which, as of 2015, are part of the Standards)

[Financial Viability Risk Assessment Requirements](#)

[Data Provision Requirements](#).

The VET Quality Framework aims to achieve greater consistency in:

the registration and monitoring of RTOs, and

the enforcement of standards in the VET sector.

To maintain registration as a registered training organisation (RTO), organisations must comply with every component of the framework.

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

The [Standards for Registered Training Organisations 2015](#) are the standards ASQA uses to ensure nationally consistent, high-quality training and assessment across Australia's VET system. Compliance with the standards is a requirement for all Registered Training Organisations.

### Australian Qualifications Framework

The [Australian Qualifications Framework](#) (AQF) establishes the quality of Australian qualifications.

The AQF is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework and guides expectations of competence level.

AQF levels go from level 1 which is certificate I to level 10. As an example, application of knowledge and skills of graduates at level II will be to demonstrate autonomy and limited judgement of knowledge in structured and stable contexts and within narrow parameters

The [AQF Second Edition January 2013](#) can be obtained downloaded from [http://www.aqf.edu.au/](http://www.aqf.edu.au)

### Fit and Proper Person Requirements

The [Fit and Proper Person Requirements](#) are designed to ensure that key registered training organisation (RTO) personnel have the characteristics and principles necessary to ensure

the delivery of high-quality services and outcomes for VET graduates.

These requirements are set to protect and inspire confidence in the VET system, and to safeguard Australia's reputation as a premier provider of VET (both locally and internationally).

The Fit and Proper Person Requirements determine standards of behaviour by individuals who are in a position to influence an RTO's management.

## Financial Viability Risk Assessment Requirements

The [Financial Viability Risk Assessment Requirements](#) ensure that organisations can demonstrate their financial viability to deliver high-quality training to VET students.

## Data Provision Requirements

The [Data Provision Requirements 2012](#) ensure RTOs provide ASQA with a range of accurate and complete data about their business and operations.

These requirements allow ASQA to identify trends and risks within the industry, and to further monitor and improve Australia's world-class VET system.

The Data Provision Requirements also ensure ASQA has a record of all student records, qualifications and statements of attainment.

## Catholic Schools Office RTO scope

Teachers are reminded that they may only deliver qualifications and Units of Competency that are registered on the scope and are in line with their own VET teaching qualifications. Further scope and registration details can be checked on the training.gov.au website at: <http://training.gov.au/Home/Tga>.

RTO Name: Merici College (Delegate)

National RTO Number: 88011

Delivery Site: Wise Street, Braddon, ACT

Period of Registration: 21 Oct 2012 to 20 Oct 2017

Scope of Registration: AQF Qualifications in:

[BSB10115- Certificate I in Business \(Release 1\)](#)

[BSB20115 Certificate II in Business \(Release 1\)](#)

[BSB30115 Certificate III in Business \(Release 1\)](#)

[ICT10115 Certificate I in Information, Digital Media and Technology \(Release 1\)](#)

[ICT30115 - Certificate III in Information, Digital Media and Technology \(Release 1\)](#)

[ICT30115- SOA in Certificate III in Information, Digital Media and Technology \(Release 1\)](#)

[SIS20115 - Certificate II in Sport and Recreation \(Release 1\)](#)

[SIT10216 - Certificate I in Hospitality \(Release 1\)](#)

[SIT30616- - Certificate III in Hospitality \( Release 1\)](#)

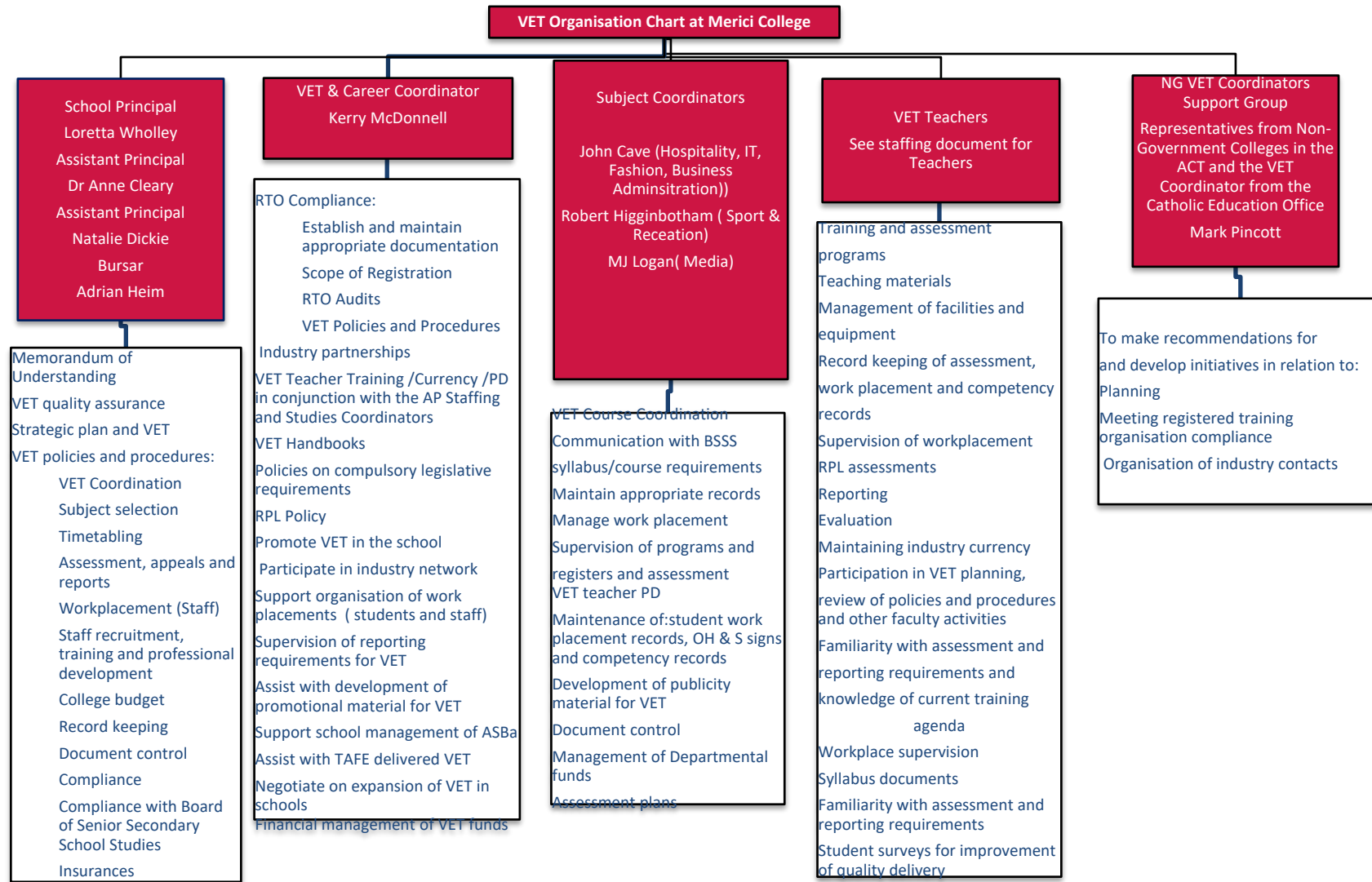
[CHC14015 - Certificate I in Active Volunteering \(Release 2\)](#)

[MST20616 - Certificate II in Applied Fashion Design and Technology \(Release 1\)](#)

[CUA20215 - Certificate II in Creative Industries \(Media\) \(Release 1\)](#)



# RTO Organisation Responsibilities Chart







## Legislative compliance

Standard 8.5 of the Standards require compliance with all relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its scope of registration.

### Commonwealth Work Health and Safety (WHS) Act 2011

Work, health and safety is an essential focus of any workplace and is also a fundamental part of all VET courses. The WHS Act 2011 is administered by the Safe Work Australia and outlines general health and safety requirements of workplaces.

#### WHS Requirements for Schools

All delivery sites:

participate in internal and external WHS audits.

implement WHS continuous improvement actions following audits.

display and adhere to Safe Operating within the learning spaces where VET courses are delivered.

require students to participate in OnGuard training and assessment before the use of equipment. Due diligence is applied to risk management procedures in line with Diocesan policy.

have available and require the use of appropriate PPE.

All schools should implement and model appropriate WHS practices in VET classes. Examples include:

providing students of Information Technology and Business Services adequate work breaks when working at computers for an extended period of time e.g. longer than one hour and during double periods

implementing and practising appropriate Hygiene and Food Handling procedures in Hospitality e.g. based on HACCP principles

implementing and practising appropriate risk management procedures including the use of OnGuard Learning Management System when using tools and machinery in VET courses

awareness of dangerous activities within Work Placement exclusions is identified in advance

#### Anti-Discrimination Legislation

Anti-discrimination Act 1977 (NSW)

Racial Discrimination Act 1975 (Commonwealth)

Sex Discrimination Act 1984 (Commonwealth)

Human Rights and Equal Opportunity Commission Act 1986 (Commonwealth)

Disability Discrimination Act 1992 (Commonwealth) and Disability Standards for Education (2005)

#### Privacy Act 1988 (Amendment (Enhancing Privacy Protection) Act 2012

The CE Privacy Policy is available to assist all schools to implement the Commonwealth privacy laws. <https://curianet.dbb.org.au/Catholicschoolsoffice/dsresources/Documents/Policies/Privacy%20Policy.pdf>

A key component of the new legislation is the mandatory requirement for organisations to comply with the National Privacy Principles (NPPs). The NPPs set minimum standards that relate to the collection, security, storage, use, access, correction and disclosure of personal information.

#### Child protection

The Archdiocese of Canberra & Goulburn is committed to making every effort to protect students in system schools from any form of harm.

Recruitment screening, educational training programs, rigorous supervision of practice and clearly articulated policy and procedure for expectations and requirements of 'duty of care' are specifically designed to create a culture of care in schools.

## Copyright

All schools comply with the Copyright Act 1968 and Copyright Amendment (Digital Agenda) Act 2000 and have policies to ensure that all copying is carried out in accordance with provisions of the Act.

Copyright is the ownership of 'intellectual property' by the creators of original material. Owners of copyright material are entitled to the protection of their property by the Copyright Act 1968 and to be compensated for the use of their property by other persons.

Copyright applies to books, magazines, newspapers, photographs, films, videos, compact discs, music, theatrical works, computer software programs and digital information, images, and sound and video broadcast over the Internet.

### Other legislation relevant to VET

#### Student Identifiers Act 2014

From 1 January 2015, the Australian Government required all students undertaking VET training to have a Unique Student Identifier (USI). The 10-digit number and letter identifier will allow you to access your VET training records and transcripts relating to all Vocational training from your online USI account.

#### National Vocational Education and Training Regulator Act 2015

The legislation established national regulation in the vocational education sector in Australia. The national regulator, Australian Skills Quality Authority (ASQA) is responsible for registering training organisations and accrediting courses.

#### Apprenticeships and Traineeships Act 2001

This Act provides for the recognition of trade vocations and sets out roles and responsibilities of employers, apprentices and trainees.

The Standards for RTOs 2015, Clause 2.2b, requires that the RTO systematically evaluates the following data, and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. The RTO is responsible for developing, implementing, monitoring and evaluating quality training and assessment strategies and practices that meet training package and VET accredited course requirements.

The RTO compliance and quality assurance processes outlined are designed to meet ASQA & BSSS requirements for the delivery of VET courses. These processes include:

Quality Indicator Reporting of data that outlines the level of learner engagement and employer satisfaction.

Client and trainer and assessor feedback obtained from mandated quality indicator surveys.

Complaints and appeals.

Validation outcomes from a process that insures that each training product is validated over a 5-year period.

RTO Audit conducted independently within determined time frames.

ICIG Checklist to insure the required resources and facilities remain current.

The Registered Training Organisation monitors and reviews the RTO using the data above and plans actions to match the outcomes of reviews using the Quality Assurance Plan.

### ICIG checklist

An Industry Curriculum Implementation Guide for each Framework course is available from the NSW CEC website. Included in the Implementation Guide is a trainer qualification list and a resource / equipment checklist.

ICIG documentation can be found at:

<http://www.cecnsw.catholic.edu.au/dbpage.php?pg=view&dbase=programs&id=43>



## Quality assurance plan

Merici College uses the data collected via Quality Indicator Surveys, unit evaluations, validation feedback and trainer feedback to assess its performance against the Standards for Registration and to plan for quality assurance. Quality assurance is designed to ensure that:

the RTO provides quality training and assessment across all of its operations.

the RTO adheres to principles of access and equity and maximises outcomes for its clients.

management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates.

quality can be monitored over time to identify both improvements and any downward trends.

## Risk management

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 effective strategies to mitigate those risks. It is an integral component of the RTO quality assurance process.

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

## RTO audit

**As a RTO Delegate Merici College may be asked at any point in time by ASQA to conduct an external audit.**

To ensure that all of our policies and procedures are in order we have to undertake the following:

an internal audit event.

as part of the School Registration Process.

An independent external audit.

RTO internal audits will be conducted in each secondary school approximately every year. The

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schools to be audited each year will be determined by the CE in consultation with College VET Coordinators. In determining the audit schedule each year, the CE will use risk management principles to determine schools to be reviewed.

## Purpose of Internal Audits:

- to confirm that each school meets legislated standards for the delivery of VET courses.
- to confirm and make recommendations for areas which may need improvement.
- to recognise and affirm evidence of quality processes and procedures in VET course provision.

Internal Audits will be conducted by a panel that may be comprised of:

- VET Coordinator
- VET teachers with experience in each of the frameworks offered at the school
- Education Officer VET
- other personnel with knowledge and expertise in VET, such as industry representatives.

The internal audit will examine the way in which our school meets the NVR standards and protocols implemented by the RTO and how each trainer / teacher delivers and assesses the required skills and knowledge of units of competency. You will be required to demonstrate the tracking of competency capture throughout your assessment procedures, i.e, a drill down of assessment of the required skills and knowledge within each unit of competency.

A formal report will be developed after each internal audit. The Report should then assist the school to plan for quality assurance in VET. The CE Education Officer- VET will be available to advise and assist schools to meet RTO requirements.

Schools should note that the above requirements are additional to normal BSSS requirements.

## Complaints and grievances

Under Standard Six, complaints and appeals must be recorded, acknowledged and dealt with fairly and efficiently.

A complaint is any type of problem, and may be about an act, omission, situation or decision that a client thinks is unfair, discriminatory or unjustified. The RTO must manage and respond to allegations involving:

- the conduct of the RTO, its trainers, assessors or other staff
- a third party providing services on the RTO's behalf
- a learner of the RTO

All records and outcomes of the complaints and appeals are securely maintained at the delivery site and made available on request to the CSO.

Each delivery site provides the RTO with a summary of complaints and appeals received and the outcome of complaint with identifying information removed. This information is used to review the RTO's processes and practices to ensure the issue doesn't happen again.

### Complaints and Grievances Process

The following complaints procedure will be followed:

- Initially, complaints are raised with the relevant VET trainer, or if that is not suitable, the VET Coordinator. (In the first instance of all complaints and grievances, informal procedures should be used to try to bring about a resolution)
- If informal procedures fail to bring about a resolution then complaints are directed to the Principal
- The Principal/and or VET Coordinator should arrange to interview the student and if required the parents. Notes of the meeting are to be taken and agreed on at the end of the interview
- The complaint is handled efficiently in less than 60 days. If more than 60 days are required to process and finalise the complaint or appeal, the school informs the complainant

including reasons for the delay and regularly updates the complainant on the matter

- If the matter is not resolved at the school level the complainant is referred to the Catholic Education Office HR department
- After all opportunities to resolve the matter through the school and system internal complaints process are exhausted, complainants may seek to have their complaint investigated by ASQA.

Complaint forms can be found on the ASQA website at:

<http://www.asqa.gov.au/forms.html#Complaints>

### Use of Nationally Recognised Training (NRT) logo



The Nationally Recognised Training (NRT) logo is a distinguishable mark of quality for promoting and certifying national vocational education and training leading to Australian Qualifications Framework (AQF) qualifications or Statements of Attainment. The NRT logo is a registered trade mark and rules for use are identified in Schedule 4 of the Standards for Registered Training Organisations (RTOs) 2015.

Schools delivering VET are to only use the NRT logo within the agreed policy and scope of registration of the Diocesan RTO.

Use of the NRT Logo is **only** permitted where there is a direct relationship to an AQF qualification and/or unit of competency as specified within training packages or VET accredited courses. This is not appropriate for school reports.

The NRT Logo must be depicted on all AQF certification documentation issued by the RTO. These can only be issued by an RTO when the qualification and/or unit of competency are within the RTO's scope of registration. The NRT Logo must not be depicted on other testamurs or transcripts of results.

<http://www.asqa.gov.au/users-guide-to-the-standards-for-registered-training-organisations-2015/about-the-standards-for-rtos/standard-four/clauses/clause-4.1.html>

### Quality indicator reporting

Under Standard 8.1c, Merici College is required to provide ASQA with quality/performance indicator data.

All RTOs will provide an annual summary report to their Registering Body against the three Quality Indicators. The following Quality Indicators are collected by the VET Coordinator through the Student Management System, AXCELERATE. Students are sent an email with the survey to be completed and the data is collected and sent to ASQA.

These **Quality Indicators** are:

**Learner engagement** – This indicator focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes and includes learner perceptions of the quality of their competency development and the support they receive or have received from RTOs. The Learner Survey Results are made available to the trainers to act upon as part of the Quality Assurance process.

**Employer satisfaction** – This indicator focuses on employer evaluation of learner competency development and the relevance of learner competencies for work and further training, as well as employer evaluation of the overall quality of the training and assessment. This survey would only be sent out to students who are completing an ASBA where Merici College is the RTO.

**Competency completion** – This indicator shows the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year by each RTO.

## Teacher training and professional development

We are committed to providing relevant professional development (PD) opportunities for all staff. The VET Coordinator will regularly update any relevant opportunities at the VET Staff Meetings.

A Qualification Mapping & Industry Currency document will be maintained to demonstrate the involvement in PD of all trainers and assessors, therefore, evidence of attendance at, and /or involvement in PD sessions.

Time will be allocated as a standing item in the VET Meeting agenda to update this document for compliance.

The completed Qualification Mapping & Industry Currency document and any supporting evidence should be made available to the VET Coordinator as evidence of **industry currency** (mapped against the relevant industry qualification) and VET trainer **professional development** (mapped against the current Certificate IV in Training and Assessment).

The documents are located at

**Corp/Vet & Careers/VET/Professional Development**

**Any transcripts of PD sessions or completed qualifications will be scanned and uploaded into the teacher folder.**

## VET trainer qualifications and industry currency

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

*Trainers and Assessors have:*

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

*Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.*

## Currency of teacher qualifications

Schools must address this issue of currency by developing policies and procedures for the continuity and frequency of professional development experiences for all VET trained teachers. Strategies that may be considered for teachers that have not had opportunity to teach in the area of training may include:

- qualification upgrade
- rotation of classes across of trained teachers between classes where possible while recognising that the best interest of students is the prime staffing consideration
- working with trainers & assessors during VET Meetings to collaborate with the development of assessment strategies

## Replacing a VET teacher

In the event of the absence of the VET trained teacher, Principals are required to ensure that the substitute teacher is eligible to deliver the part(s) of the course taught during the period of absence.

It is essential that the school makes adequate provision for students during teacher absences, otherwise recognition of student training may be jeopardised.

Principals should be aware that if a trained VET teacher delivering a vocational BSSS course takes any kind of leave, special provision must be made to ensure that conditions for BSSS and industry recognition of a vocational course are met.

**It is essential that vocational courses are only delivered by a trained VET teacher.**

### Short term absence

Principals are required to ensure that the substitute teacher is eligible to deliver any part of the course taught and that specific course requirements are met during the vocational education trained teacher's absence.

Some options may include:

- re-organising the school timetable to ensure another trained teacher teaches the class. A teacher with the same subject specialisation may teach the class but the Principal must ensure that the substitute teacher delivers

only those parts of the course she or he is eligible to deliver

- employing a suitably qualified VET teacher to deliver some elements of the course

### Long term absence

It is essential that the RTO is notified as soon as the school is aware of a long term absence (that is, more than 30 days), transfer, resignation or withdrawal from training of a trained VET teacher.

## Application to deliver a new VET course

RTOs can only deliver courses based on their approved scope (refer page 10).

However, as a Delegate RTO we can take responsibility to adopt new courses to our scope.

Once consultation has taken place, the VET Coordinatoe will make an **application to deliver a new VET course** that provides a rationale and demonstrates the viability of the new course.

This application should demonstrate that:

- there is local industry support for the addition of the course.
- the course will meet students' educational and vocational needs.
- the industry area proposed will expand students' employment opportunities.
- the school can effectively manage the delivery of the course including in-school organisation, resource requirements and student work placements.
- teachers, students and parents are familiar with the course requirements, particularly where the course has a significant resource requirement that may be reflected in the subject fees.
- there is significant student interest and a school commitment to deliver the course.

## Document version control

Schools are asked to ensure that the following steps are in place so that there is effective management of

documentation in the VET area:

- a copy of print records and materials are filed and archived in Axcelerate (VET Management Software) when no longer current
- extra copies of print materials and computer files of these materials are discarded once they have been replaced by later versions
- all assessment records are stored in Corp Drive/VET
- all staff with responsibility for management, decision-making and implementation of VET courses have copies or easy access to essential documents in Corp Drive/VET
- all VET related information materials produced by the school are checked for accuracy
- all VET documents are checked regularly for currency

## BSSS and VET

The purpose of the BSSS program of study is to provide a curriculum structure which encourages students.

VET allows students in Years 10-12 to study vocational courses as part of their curriculum. These courses allow students to develop work-related skills as well as articulate to further education at CIT/TAFE or University. In combination with other parts of the BSSS curriculum, students can achieve a Senior Secondary Certificate.

All accredited VET programs, including those for BSSS students, must meet the requirements of the Vocational Quality Framework.

## VET syllabus documentation

The ACT Board of Studies, Teaching and Educational Standards Industry Curriculum Frameworks have been developed to satisfy the requirements of the Vocational Quality Framework for the purposes of the Senior Secondary Certificate.

Each framework describes the range of units of competency from relevant training packages. The ACT Board of Studies endorses them for inclusion in the Senior Secondary Certificate. The frameworks

also describe groupings of units of competency that define specific VET courses. These are determined largely by their suitability for school students attempting the BSSS

In addition to the relevant framework documentation from the BSSS, Teaching and Educational Standards, teachers should ensure they are familiar with and have regular access to the Industry Curriculum Implementation Guide (ICIG) available on the NSW CEC website:

<http://www.cecnsw.catholic.edu.au/dbpage.php?pg=view&dbase=programs&id=43>

The ICIG is essential to ensuring that the outcomes of vocational courses delivered by schools are recognised by industry and other RTOs. The purpose of this package is to provide schools with:

- information on teacher qualification and resource requirements that must be adhered to for the delivery of vocational courses
- quality assurance checklists to be used to demonstrate compliance within the principles and standards of the Australian Quality Training Framework for the delivery and assessment to industry standards

VET Teachers should ensure that they have incorporated the most recent version of the ICIG into the relevant Training and Assessment Strategy. The Training & Assessment Strategies represent a key mechanism through which the RTO and schools will demonstrate compliance with the standards.

## Catholic Education Commission

Industry Curriculum Implementation Guide (ICIG), <http://www.cecnsw.catholic.edu.au/dbpage.php?pg=view&dbase=programs&id=43>

## Structured Work placement

Structured work placement is a component of some vocational courses within industry curriculum frameworks. The program is developed in partnership between the VET Coordinator and / or teacher and the workplace supervisor/employer.

Work placement may involve the collection of supplementary evidence of skills and knowledge the

student demonstrates in the workplace and is reported through 3<sup>rd</sup> Party Reports.

### Co-ordination of Work placement

The establishment and maintenance of effective and ongoing partnerships with industry is dependent on schools working collaboratively with their VET Coordinator.

The VET Coordinator and VET teacher will assist in providing a work placement but it also must involve student input.

### School Work placement responsibilities

Students should be advised about whether it is a compulsory requirement for their course of study or it is recommended only.

Where SWL is recommended, the College will provide a simulated work placement experience.

### Facilities and equipment for VET courses

VET training and assessment facilities and equipment resourcing is a legislated requirement under Standard.

Resources and equipment requirements for qualification delivery can be found in the relevant ICIG, and /or the Training and assessment strategy for each qualification

It is essential that the checklist be completed for each vocational course being delivered.

Student access to resources and equipment should be sufficient to enable students to acquire and demonstrate competency

Each College management plan should address the issue of adequate resourcing and facilities for the delivery and assessment of VET within each school.

### Access to VET courses

#### Subject Selection

Subject selection procedures in schools must ensure that VET courses are an **integral** and **equally valid** part of subject offerings. All students and parents have a right to clear and accurate information about:

- the accreditation of VET courses
- competency based assessment and certification
- applying for RPL
- ATAR inclusion
- work placement and out of school time requirements
- legislative requirements that may affect VET students
- appeals and complaints

Schools should ensure that subject selection counselling processes provide **equality of access** to VET courses for **all** students who see these as desirable and relevant for their tertiary and work pathways. Provisions must be made for students with disabilities and financial hardship to access and successfully undertake VET courses.

#### Access to VET Courses for Students with Special Needs

VET courses are available for special education students under the BSSS guidelines.

**Education Plans** are used to identify students who are interested and able to do VET courses. Successful participation in these courses for such students is dependent on:

- structured transition planning to meet individual needs
- pre-vocational preparation
- appropriate methods for course delivery and assessment
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community

To develop competency to industry standard, students with special education needs may require extended time and additional support off-the-job and in the workplace. Careful planning is needed to ensure that students can maintain and apply the competencies being developed.

## Programming a VET course

A VET course is based on giving the students the opportunity to develop skills and to have multiple opportunities to demonstrate that they possess the necessary combination of these skills to industry standard so that a qualification may be issued.

The VET teaching program must reflect the information contained within the Qualification Training and Assessment Strategy.

VET training and assessment is underpinned by the following:

- The content is reflective of industry standards
- VET programs, resources, training materials and equipment used are regularly evaluated for compliance with the standards and industry currency
- Structured Work Placement may contribute to the overall program
- Assessment schedules comply with training package assessment guidelines
- Assessment is clearly linked to delivery, with students having current and multiple opportunities to demonstrate competency if required

## Assessment process for industry framework courses

Assessment is the process where evidence is gathered and a decision or judgement is made based on that evidence against nationally endorsed competency standards.

**Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.**

### Competency based assessment

The purpose of assessment is to judge competence.  
**Extensive information can be found in the**

**Assessment Documents folder located in the DBB VET General folder on Google Drive.**

Performance and knowledge evidence describe what a learner must demonstrate in order to be considered competent. Assessment conditions describe the conditions under which a learner must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment.

**Note that some training packages and courses may not have been updated to this format.**

In these cases, 'required skills and knowledge' and 'evidence guide' or similar terms are used.

When planning assessment, ensure you address all of the requirements of the unit or module. This does not mean you have to develop separate assessment activities for each item, but that, as a whole, your assessment activities cover every area required. To achieve a 'competent' result, learners must meet all the requirements of the unit.

As similar requirements are often expressed in multiple units of competency, you can often 'cluster' a number of units together for assessment to avoid repeating assessment of the same tasks. If you do this, take care to address all relevant environments and contexts in the assessment process and to meet any pre-requisite requirements for every unit or module in the cluster. Analysis of each individual requirement across the cluster of units will reveal where such assessment methods are appropriate and where discrete assessment activities may be required.

## Principles of assessment

Competency based assessment must meet the four principles of validity, reliability, fairness and flexibility.

### Fairness

The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.

The RTO informs the learner about the assessment

process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

## Flexibility

Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how or where they have been acquired
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

## Validity

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills is integrated with their practical application
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements

## Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## Rules of evidence

Assessment must also be designed to meet the rules of evidence:

### Validity

The assessor is assured that the learner has

the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

## Sufficiency

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

## Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work.

## Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

## Assessment validation

Validation is a review of assessment judgements made by your RTO. Validation is generally conducted after assessment is complete. The process must be undertaken in a systematic way to confirm our RTO's assessment system:

- produces valid assessment judgements.
- ensures graduates have the skills and knowledge required by industry, as expressed in the training package or accredited course.

## Validation Requirements

- Each training product on our RTO's scope of registration must undergo validation at least once every five years.
- At least 50 per cent of the training products must be validated in the first three years of that cycle.
- You may need to validate certain training products more often where specific risks have been identified, for example, if your RTO's industry consultation identifies areas of particular risk.

ASQA may from time to time determine specific training products that must have particular attention paid to them and this advice would be published to <http://www.asqa.gov.au/>



Further detail can be found in Merici's policy on Assessment Validation.

## Recording Student Achievement of Competency

Achievement of units of competency should be progressively recorded in Student Management System, AXCELERATE.

Student access to data:

- provision must be made for students to access their competency records in AXCELERATE
- each school must make provision for the reporting of student competency achievement at regular intervals and upon request from students. There should be provision for reporting to the level of achievement of competency if required

## Retaining Student Assessment Tasks

ASQA's General direction – retention requirements for completed student assessment items requires that RTOs retain all completed assessment items relating to each unit or module for six months from the date on which the decision on competence for the individual unit or module was made.

You are expected to retain evidence that clearly demonstrates attainment of competency in the given task (e.g. construction projects or perishable items), retain evidence, such as photographs and criteria sheets, to demonstrate that the item or work completed validates the assessment outcome.

All student assessment evidence is to be scanned and stored at each College and then purged six months after cohort completion of the qualification.

## Mutual recognition obligations- credit transfer

Credit transfer will be awarded if students provide certified documentation from another RTO or a transcript from the USI portal, attesting to achievement of identical units of competency drawn from national training packages.

Under Clause 3.5 Standards for RTOs 2015 RTOs must recognize AQF qualifications and Statements of Attainment issued by other RTOs.

Examples of situations that may present themselves at school level:

- student transferring from another school
- student re-enrolling in school after a period of absence who has undertaken studies at CIT/TAFE or another RTO
- student repeating a year of senior study within the same school or from any of the above situations

Schools should ensure that the student presents a certified RTO transcript for the VET course where Credit Transfer is sought. Recognition will be awarded where verification supports the evidence presented.

## Recognition of prior learning (RPL)

Under clause 1.12 of the Standards for RTOs 2015, RTO's must offer recognition of prior learning (RPL) to learners.

RPL is an assessment of existing competency of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree)

b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business), and

c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative)

A formal RPL process including a range of assessment methods is followed and documented using the RTO RPL application form. It is the responsibility of the student to collect and provide a portfolio of evidence to their trainer and assessor.

In assessing achievement of competencies in framework courses the teacher and assessor will need to make a judgement according to the criteria set out in the national training package and the curriculum framework.

**Recognition of prior learning must be conducted with the same rigour as any other form of assessment.**

Recognition of Prior Learning for an entire unit of competency should only be granted where the student is able to demonstrate achievement of **all** elements of the unit of competency.

If students are unable to demonstrate competency on all units of the qualification, a skills gap analysis will be undertaken to determine a skills gap training program.

### Checklist for Implementing RPL

- All enrolling VET students are provided information about the RPL process and offered the opportunity to apply for RPL
- RPL forms are available from the VET Coordinator
- It is the responsibility of students to apply for RPL and provide evidence
- All participants have their applications for RPL treated fairly and equally
- RPL decisions are based on the participant's performance in relation to the Unit of Competency
- Decisions are based on sufficient authentic and appropriate evidence
- Participants are notified in writing of the outcome of their application
- Participants are provided with the opportunity to request a review of the RPL's assessor's decision

### Assessment quality assurance

#### Assessment Quality Assurance Responsibilities of the RTO

The RTO has a vital role to play in ensuring that effective assessment practices are developed, documented and implemented in each school. Quality testing of assessment tools should take place prior to initial implementation and again during the assessment validation process as defined in the RTO assessment policy.

The RTO is responsible for:

- facilitating VET faculty meetings where the VET teachers are provided with information regarding quality assessment practice
- being the first point of reference for VET teachers requiring information and guidance with assessment development
- maintaining records and documenting any action taken to improve the quality and consistency of assessment

## Assessment Quality Assurance Responsibilities of VET Teachers/Coordinators

VET Teachers are responsible for:

- participating in assessment development activities
- documenting any other training and assessment development activities undertaken with the aim of improving the quality and consistency of assessments
- co-operating with VET Coordinators in maintaining records of any action taken to improve the quality and consistency of assessment
- providing assessment validation records to the RTO as required to meet Standards for Registered Training Organisations

### Assessment Appeals

Students have the right to appeal assessment decisions in accordance with the RTOs assessment appeals policy.

Students have the right to lodge an appeal against the assessment of their competency due to circumstances that will be considered on an individual basis.

If informal discussion fails to resolve the issue then a formal appeals process needs to be implemented. Formal appeals need to be based on identified problems with the assessment process.

Students should also refer to the Appeals section of their School Handbook for details on the Appeals process.

## Glossary of terms

**Australian Qualifications Framework (AQF)** - Defines all nationally recognised qualifications for vocational training and the higher education sector. It is designed to ensure national consistency in the standard of skills and knowledge at a particular AQF level.

**Access and equity** - means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender,

cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

**Assessment** - means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessment criteria** - Specify what the learner is expected to do in the learning environment in order to demonstrate that they have gained and can apply the necessary knowledge and skills to achieve the related outcome.

**Assessment system** - is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2. (Standards for Registered Training organisations RTOs 2015).

**Assessors** - are persons who assess a learner's competence in accordance with Clauses 1.13 to 1.16. (Standards for Registered Training organisations RTOs 2015).

**Code** - means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

**Competency** - means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Competency Based Assessment** - Assessment of competencies is criterion referenced, that is, a participant's performance is judged against a prescribed standard, not against the performance of other participants.

**Competency Based Training** - Training geared to the attainment and demonstration of skills to meet industry-specified standards, rather than to an

individual's performance relative to that of others in the group.

**Competency Standards**- These detail what is expected or required of people to do their jobs successfully and satisfactorily to a particular level. They have been developed and agreed upon by industry as the specification of performance. The competencies identified are regarded as the building blocks that can be assembled to complete the different tasks necessary to any job performance.

**Credit transfer**- Advanced standing obtained by those who have documented, certified evidence of achievement in the relevant courses/programs.

**Current industry skills**- are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

Current industry skills may be informed by consultations with industry and may include, but is not limited to:

- a) having knowledge of and/or experience using the latest techniques and processes.
- b) possessing a high level of product knowledge.
- c) understanding and knowledge of legislation relevant to the industry and to employment and workplaces.
- d) being customer/client-oriented.
- e) possessing formal industry and training qualifications; and
- f) training content that reflects current industry practice.

**Educational and support services**- may include, but are not limited to:

- a) pre-enrolment materials.
- b) study support and study skills programs.
- c) language, literacy and numeracy (LLN) programs or referrals to these programs.
- d) equipment, resources and/or programs to increase access for learners with disabilities

and other learners in accordance with access and equity.

- e) learning resource centres.
- f) mediation services or referrals to these services.
- g) flexible scheduling and delivery of training and assessment.
- h) counselling services or referrals to these services.
- i) information and communications technology (ICT) support.
- j) learning materials in alternative formats, for example, in large print.
- k) learning and assessment programs contextualised to the workplace; and
- l) any other services that the RTO considers necessary to support learners to achieve competency.

**Independent validation**- means, for the purposes of Clause 1.25, that the validation is carried out by a validator or validators who:

- a) are not employed or subcontracted by the RTO to provide training and assessment; and
- b) have no other involvement or interest in the operations of the RTO.

**Industry**- means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- a) enterprise/industry clients, e.g. employers.
- b) group training organisations.
- c) industry organisations.
- d) industry regulators.
- e) Skills Service Organizations.
- f) industry training advisory bodies, and unions.

**Industry engagement**- for the purposes of Clauses 1.5 & 1.6, may include, but is not limited to, strategies such as:

- a) partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs.
- b) involving employer nominees in industry advisory committees and/or reference groups.

- c) embedding staff within enterprises.
- d) networking in an ongoing way with industry networks, peak bodies and/or employers.
- e) developing networks of relevant employers and industry representatives to participate in assessment validation; and
- f) exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

**Mode of delivery**- means the method adopted to deliver training and assessment, including online, distance, or blended methods.

**Nationally Recognised Training (NRT) logo** - means the logo used nationally to signify training packages and VET accredited courses.

**Off-the-job training** - Training which takes place away from the normal work situation either off the premises (for example at school or at TAFE) or on the premises in an area specially equipped for training purposes. Off-the-job training is the structured training provided by an accredited training provider.

**On-the-job training** - Training that occurs in the workplace as part of the normal work routine of the enterprise.

**Professional development** - means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment. Examples of professional development activities include:

- a) participation in courses, workshops, seminars, conferences, or formal learning programs.
- b) participation in mentoring, professional associations or other learning networks.
- c) personal development through individual research or reading of publications or other relevant information.
- d) participation in moderation or validation activities, and
- e) participation in industry release schemes.

**Qualification** - The credential awarded by an RTO (or Board of Studies, Teaching and Educational Standards) which demonstrates the achievement of a defined set of competencies, expressed in accordance with the titles of the AQF.

**Quality assurance**- The planned and systematic process of ensuring the consistent application of registration requirements by RTOs.

**Quality management** - All the activities that determine quality policy objectives and responsibilities, implemented by means such as quality planning, quality control, quality assurance and quality improvement within a quality system.

**Record**- means a written, printed, or electronic document providing evidence that activities have been performed.

**Recognition of Prior Learning (RPL)** - means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree).
- b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business); and
- c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

**Registration** - means registration as an RTO by the VET Regulator, where that registration is then entered on the National Register.

**RTO** - means a Registered Training Organisation.

**RTO code**- means the registration identifier given to the RTO on the National Register.

Scope of registration- means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.

**Standards for Registered Training Organisations (RTOs) 2015**- This is a collection of nationally agreed standards designed to ensure both the quality and mutual recognition of vocational education and training (VET) across Australia.

**Statement of Attainment**- means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

**Statistically valid**- means for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.

**Unique Student Identifier**- has the meaning given in the **Student Identifier's Act 2015**:

**Trainers**- are persons who provide training in accordance with Clause 1.13, 1.14 and 1.16.

**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.

**Training Package**- means the components of a training package endorsed by the Industry and

Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency assessment requirements (associated with each unit of competency) qualifications and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

**Units of competency**- means the specification of the standards of performance required in the workplace as defined in a training package.

**Validation**- is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

**VET Quality Framework**- comprises:

- c) the Standards for Registered Training Organisations
- d) the Australian Qualifications Framework
- e) the Fit and Proper Person Requirements
- f) the Financial Viability Risk Assessment Requirements
- g) the Data Provision Requirements

**VET Regulator**- means:

- a) the National VET Regulator, and
- b) a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State.

## Australian Quality Framework Levels

## AQF levels



- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- Level 4 – Certificate IV
- Level 5 – Diploma
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

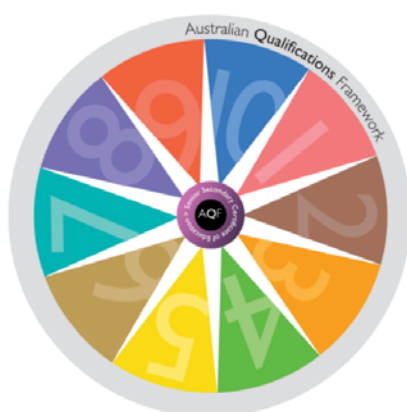
The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

Click on the level below to see the details of each level's criteria. If you are unable to view the details in the graphic, click on the level underneath the graphic.

### AQF level 1 criteria

<b>Summary</b>	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning
<b>Knowledge</b>	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work
<b>Skills</b>	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> <li>• undertake defined routine activities</li> <li>• identify and report simple issues and problems</li> </ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters

## AQF levels



- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- Level 4 – Certificate IV
- Level 5 – Diploma
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

Click on the level below to see the details of each level's criteria. If you are unable to view the details in the graphic, click on the level underneath the graphic.

### AQF level 2 criteria

<b>Summary</b>	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning
<b>Knowledge</b>	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning
<b>Skills</b>	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"> <li>• undertake defined activities</li> <li>• provide solutions to a limited range of predictable problems</li> </ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters



## AQF levels



- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- Level 4 – Certificate IV
- Level 5 – Diploma
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

Click on the level below to see the details of each level's criteria. If you are unable to view the details in the graphic, click on the level underneath the graphic.

AQF level 3 criteria	
<b>Summary</b>	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning
<b>Knowledge</b>	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning
<b>Skills</b>	<p>Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to:</p> <ul style="list-style-type: none"> <li>• complete routine activities</li> <li>• provide and transmit solutions to predictable and sometimes unpredictable problems</li> </ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters



