



The Association of Independent  
Schools of New South Wales Ltd.

# **AISRTO**

## **Vocational Education & Training**

### **Delivery Guide 2011**

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# AISRTO Vocational Education & Training Delivery Guide 2011

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## ***Introduction***

The Vocational Education & Training (VET) Delivery Guide provides all VET teachers, coordinators and school executive personnel in independent schools with guidelines for compliance for the quality delivery of VET courses when delivered under the Association of Independent Schools as a Registered Training Organisation (AISRTO)

The AISRTO is the Registered Training Organisation (RTO) for Independent Schools in NSW and as such, accepts responsibility for ensuring compliance with all Standards for NVR Registered Training Organisations (SNR) while maintaining NSW Board of Studies standards and requirements. All delivery of VET courses leading to Australian Qualifications Framework certification must comply with the SNR.

The AIS must demonstrate commitment to the SNR through the development of processes for quality management and continuous quality improvement. These processes have been used to inform AISRTO policies and procedures implemented in schools and in the AISRTO office.

Independent schools have entered into partnership with the AIS for the purpose of membership of the RTO for VET delivery. The Memorandum of Understanding (MOU) between each Principal and the Executive Director of AIS defines this partnership.

## ***The VET Quality Framework***

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced.

The VET Quality Framework includes:

- the Australian Qualifications Framework.
- the Standards for NVR Registered Training Organisations
- Training Packages

## **The Australian Qualifications Framework (AQF)**

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. The Framework was developed and is endorsed by all Australian governments through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and therefore an AQF qualification is recognised around Australia and by other countries.

The AQF incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. It comprises:

- specifications for each of the current national qualifications issued in the senior secondary school, vocational education and training and higher education sectors

- policies and guidelines for pathways: articulation, credit transfer and recognition of prior learning
- register of authorities empowered by governments to accredit qualifications
- register of institutions authorised to issue qualifications
- policy for issuing qualifications, and
- a governance structure for monitoring the implementation of the AQF and for advising Ministers, including recommendations for change.

## **National Training Packages**

### **What are National Training Packages?**

National Training Packages are the fundamental building blocks of vocational education and training. They are nationally endorsed and recognised sets of integrated components for training and assessment for a specific industry, industry sector or enterprise that can be used for developing and recognising people's competencies. Training Packages are developed by industry: there are ten National Industry Skills Councils (ISC) covering Australian industries.

### **The key components of Training Packages**

Each Training Package is made up of three key components endorsed by the National Quality Council (NQC). These endorsed components are:

- Competency Standards- these:
  - specify the scope of knowledge and skills to be covered in the Training Package.
  - are the basis for designing Vocational Education and Training courses and assessment approaches.
- Assessment Guidelines- these:
  - provide a framework for accurate, reliable and valid assessment of the applicable competency standards.
  - ensure that all assessments are thorough, consistent and valid and provide important quality assurance in the issuing of qualifications.
  - include a statement on the qualifications required by assessors, guidelines for designing assessment materials and guidelines for conducting assessment.
- Qualifications Framework- qualifications:
  - are awarded when a learner has been assessed as achieving a combination of units of competency that provides a meaningful outcome at an industry level.

When trainers use Training Packages for training and assessment leading to nationally recognised qualifications, they must use the endorsed components—they provide the benchmarks for training and assessment and the rules that must be followed in assessing competency and issuing qualifications.

## **Training Package support materials**

To provide adequate learning and assessment services, trainers need more than the endorsed components — they also need a range of resources to facilitate the teaching, learning and assessment processes. These are referred to as the 'Training Package support materials' and can include learner guides, assessment tools, professional development materials, trainee record books and so on.

Trainers have the freedom to choose which particular Training Package support materials they use to meet the outcomes of the Training Package and the needs of students. They can select support materials from a range of sources including from the Training Package developer or other organisations that develop resources, or they can design or adapt their own support materials.

## **Standards for NVR Registered Training Organisations (SNR)**

The Standards for NVR (National Vocational Register) Registered Training Organisations are the standards guiding nationally consistent, high-quality training and assessment services in the vocational education and training system. The SNR outlines the standards required for initial and continuing registration as a Registered Training Organisation.

Under the SNR, an organisation wishing to provide training, assessment of competencies and issue AQF qualifications must be an NVR Registered Training Organisation (RTO). It is the responsibility of the RTO to ensure that quality assurance requirements for the delivery and assessment of VET courses are met. These requirements include access to adequate resources and appropriately qualified staff in order to deliver and/or assess training programs.

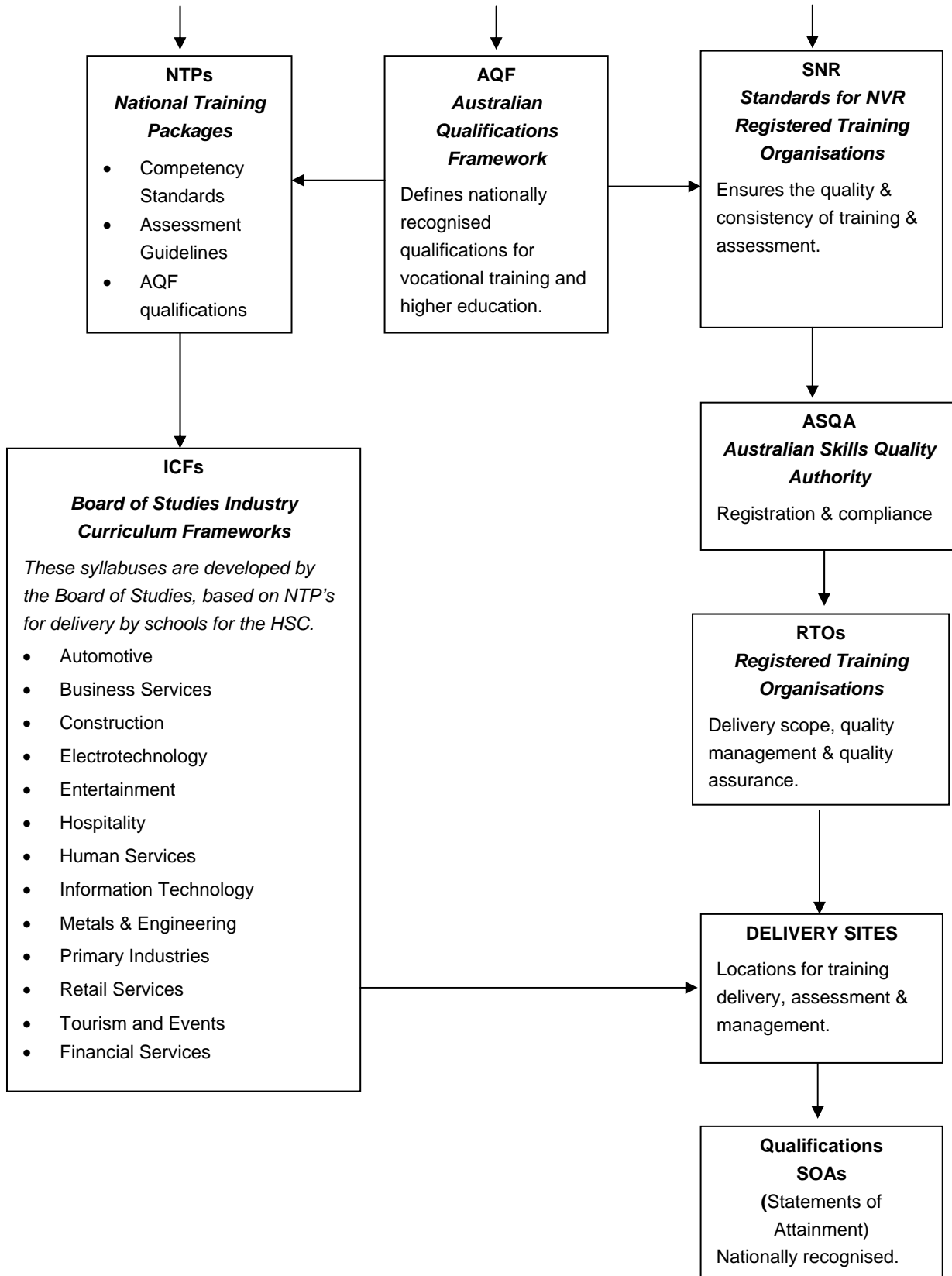
## **The Australian Skills Quality Authority (ASQA)**

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

ASQA conducts audits of applications by RTO's for: initial registration as an RTO; continuing registration of registered RTOs; additions to scope and re-registration every 5 years. ASQA also conducts audits in response to complaints regarding RTO's. ASQA is able to impose fines on RTO's and/or their officers that breach SNR standards.

## The VET Quality Framework

### Consistency in Training Qualifications & Recognition across Australia



## **Registered Training Organisations (RTOs)**

### **About RTOs**

A training organisation registered by ASQA to deliver AQF accredited Training Package qualifications is known as a Registered Training Organisation (RTO). RTOs are registered to deliver and assess a defined range of qualifications and/or competencies.

Every 5 years, to maintain registration, each RTO is required to submit an *Application for Registration* as a Training Organisation to ASQA that demonstrates compliance with the SNR. In addition to this application, each RTO must complete an internal audit every year for the duration of registration. At the conclusion of each registration period of 5 years, ASQA appointed assessors conduct an external audit of the RTO, which includes site visits.

Each HSC VET Industry Curriculum Framework course has an associated Industry Curriculum Implementation Guides (ICIG.) To be compliant with the SNR, schools must meet the teacher qualifications and physical resource requirements outlined in the ICIG.

Schools are not expected to have all these resources on site; however, they will be required to demonstrate access to the resources. Schools must have systems in place that ensure all students undertaking VET courses have access to the appropriate resources. The establishment of such systems will be subject to scrutiny as part of any internal or external audit.

### **The Scope of Registration**

The list of qualifications that an RTO is registered by ASQA to deliver is called the "scope of registration." Training and assessment of any qualification or competencies outside this scope is a serious breach of registration.

An RTO's scope of registration can be subject to frequent change: qualifications within a Training Package change; RTOs make successful applications for the addition of qualifications or competencies. The current scope of an RTO can be accessed on [Training.gov.au](http://Training.gov.au).

Any application for addition of qualifications or competencies to the RTO scope requires a full desk audit by ASQA involving all relevant documentation related to compliance with requirements.

### **The Association of Independent Schools RTO (AISRTO)**

Independent Schools in NSW are linked to AIS for delivery and assessment of VET courses as defined by the AISRTO scope. This enables schools to deliver Training Package qualifications that are within scope and that are linked to the AQF.

**AIS current term of registration is to 14 October 2014**

**The Association of Independent Schools RTO Codes:**

**National: 90413**

**BOS: Code 2737**

## ***Risk Management Procedures for Non-Compliance***

### **SNR Requirements**

RTOs are required to have risk management procedures in place to ensure that delivery is compliant with the SNR. These procedures are audited by ASQA when an RTO applies for its 5 yearly re-registration or when there is an application to include additional competencies or qualifications to the RTO's scope.

The SNR requirements can be very broadly summarised:

- Qualified trainers and assessors must have relevant units of competency to conduct training and assessment.
- RTOs must comply with all relevant legislation.
- Training supports the achievement of AQF outcomes.
- Suitable assessment tools and processes must be used for collecting evidence of competency.
- Accurate and confidential records of assessment must be maintained.
- Qualifications must only be issued to students who have achieved required competencies.
- Management and information systems must be appropriate for delivery of VET programs.

The AIS has implemented a multi-level system of review for managing and correcting the risks of non-compliance across all delivery sites. The system involves evaluation of policies, procedures and documentation relevant to VET delivery.

### **SNR Compliance: Self-Assessment Process for Schools**

School Principals, in consultation with VET Compliance Officers and teachers, are required to complete the following each year and return them to the AIS VET Consultants:

- annual Self-Assessment of RTO Compliance
- industry Curriculum Implementation Guide (ICIG) checklists
- annual Action Plan for Improvement

These processes represent the key mechanism through which the RTO demonstrates compliance to ASQA.

### **Annual Self-Assessment**

In Semester 1 of each year, VET delivery sites conduct a self-assessment of their compliance with SNR and ICIG standards and develop an action plan for quality improvement. The report of the self-assessment and the action plan for improvement are sent to the AIS VET Consultants.

The AIS VET Consultants conduct an annual AISRTO self-assessment and compile an annual improvement plan, which is reported to the Executive Director. Copies of school self assessment submissions will be retained as evidence of compliance for future ASQA audits of the RTO.

## **Annual Site Validation Visits**

Each year a selection of school delivery sites will be visited for the purpose of verifying evidence of compliance. The selection of sites will be based on a range of considerations such as:

- There are indications that a site has a particular need for AIS support.
- Follow-up is needed after annual self assessment from the previous year.
- The need to review all sites over a period of time.

The procedure for these visits will be negotiated with the school Principal and VET Consultant, but will be broadly based on the following steps:

- A team will be formed to conduct the audit, consisting of one or both VET Consultants and one VET Compliance Officer from another independent school.
- Terms and procedures for the audit will be negotiated with the Principal, VET Compliance Officer and the audit team.
- The team will examine documentation (programs, assessment, e-BOS records, policies and procedures associated with VET courses), visit facilities and VET classes.
- A written report will be prepared and a concluding meeting may be held with the Principal and VET Compliance Officer to discuss the outcomes of the validation visit.

## ***Guidelines for Advertising ASQA Accredited Courses***

### **Nationally Recognised Training (NRT) Logo Specifications**

The Nationally Recognised Training (NRT) logo is a registered trade mark used for promoting and certifying national vocational education and training leading to Australian Qualifications Framework (AQF) qualifications or Statements of Attainment.

The NRT logo should be used to distinguish courses that lead to AQF qualifications in advertising information such as subject information handbooks issued by schools. Use of the logo is restricted to course information at the time of selection of courses and Certificates and Statements of Attainment issued on completion of courses. Logos are not to be used on teaching materials or other information handouts given during courses. Care should be taken when using logos in advertising information such as subject information handbooks issued by schools. The following specifications for use of the NRT logo can be found at [www.asqa.gov.au](http://www.asqa.gov.au).

*Advertisements and promotional information in any medium (print, television, radio, banners, internet, etc)*

1. Training organisations registered by ASQA or any State or Territory registering/ course accrediting body may use the NRT logo to promote training recognised under the SNR provided that training is within the RTO's scope of registration.
2. Impressions must not be created that may lead an observer to conclude the NRT logo applies to all training provided by the RTO, if this is not the case. The NRT logo cannot be used by an RTO where the training is accredited, but is outside the scope of registration of the RTO. Where training is being promoted and does not meet the requirements stipulated in the SNR or is outside the RTO's scope of registration, it must be made clear the NRT logo is not associated with that training.
3. Use of the NRT logo is only permitted where there is a direct relationship to an accredited AQF aligned course, Training Package qualification or a course meeting the requirements of the SNR

*Student information (brochures, course handbooks, prospectuses, etc)*

4. When an RTO is promoting the training it offers and wishes to use the NRT logo, its promotional material such as brochures, handbooks and prospectuses must clearly distinguish between nationally recognised training within the scope of registration and that which is not nationally recognised.

*Corporate stationery, business cards, buildings, training resources and marketing products*

5. The NRT logo must not be used on products such as corporate stationery, business cards, building signage, mouse pads, pens, satchels, packaging around products nor learning resources supporting training.

*Certificates, Statements of Attainment and other testamurs*

6. The NRT logo must be depicted on all AQF qualifications, Statements of Attainment and certificates relating to courses meeting the requirements of the SNR. These can only be issued by

an RTO when the training delivered is covered by the RTO's scope of registration. The NRT logo must not be depicted on other testamurs or transcripts of results. The following guidelines on the use of logos and format requirements for Qualifications and Statements of Attainment, and the use of logos for marketing material under ASQA apply to all ASQA registered RTOs. The NRT logo standards, which outline its conditions of use, can be downloaded from the AQF website ([www.aqf.edu.au](http://www.aqf.edu.au))

#### *Format for Reproduction*

1. The NRT logo consists of both the triangular shape and the descriptor. The triangle is not to be used without the descriptor.
2. The complete NRT logo may be varied in size. The size and position of the NRT logo on the final product is at the discretion of the product designer. Although the size of the logo may be varied, the proportions of the triangle and the descriptor in relation to each other may not be varied. Under no circumstance is the logo to be reproduced in mirror image or be rotated.
3. Two colour reproduction: Where the NRT logo is reproduced in colour, it must comply with colour requirements. Deviation from these colours is not permitted, nor are colours to be swapped around or stippled. The only colours to be used are: **GREEN PMS 343** and **RED PMS 192**
4. One colour reproduction: Where the NRT logo is reproduced in one colour, it should preferably be in **GREEN PMS 343** or, where this is not suitable, it may be reproduced in black. In some situations the background colour may clash or the logo may not be prominent. In those situations, the black logo may be reversed out to display in white.

#### **Course Titles**

1. Courses must be correctly titled according to Training Packages with the correct complete qualification title, including the qualification level and it's code. eg. Certificate II in Hospitality (SIT 20207 Additional descriptive names may be included from the Board of Studies syllabuses eg. Entertainment: Certificate III in Live Production, Theatre and Events (Technical Operations) (CUE30203)
2. Where individual units of competency or course modules are advertised, the parent qualification must be clearly identified so that students are aware of that qualification.
3. If space allows it will help students if you list all units of competency and explain that completion of one or more units, leads to a Statement of Attainment.
4. To manage the risk of errors, all student information about ASQA accredited courses must be checked for accuracy prior to issue by the VET Compliance Officers

## ***Roles and Responsibilities***

Note that the role descriptions outlined here relate only to compliance with the SNR.

### **Support provided by the AIS VET Consultants**

- Designated RTO Compliance Officers as required by the SNR.
- Applications to ASQA for registration or extensions to scope.
- Provision of all documentation for applications for registration.
- Accurate and timely information, policy and procedures and materials for ensuring compliance with RTO standards across all areas of operation.
- Organise, conduct and report school reviews and other internal audits.
- Annual report to the Executive Director regarding internal compliance and risk management.
- Monitor continuous quality improvement.
- Manage all relevant records systems.
- Check the accuracy of information and certification where appropriate.
- Provision of VET related professional development and training.
- Development of policies and procedures for meeting RTO standards for delivery of courses.
- Effective communication with trainers and supervision of courses to ensure that RTO requirements are being met.
- DEC and APL applications, registrations, review of training plans, reports and terminations regarding traineeships.
- Collection, storage and archiving of teacher qualification data.
- Liaising with licensing bodies for registration of training.

### **Responsibilities of VET Compliance Officers in Schools**

Responsibility for ensuring RTO requirements are met, including:

- Development of policies and procedures for meeting RTO standards for delivery of courses at the school level.
- Annual review and ongoing improvement of the management and delivery of courses.
- Checking accuracy of all course information to students and parents.
- Implementing procedures for resolving complaints, grievances and appeals that are not resolved by classroom teachers.
- Participating in VET meetings.
- Providing curriculum support and appropriate advice to teachers in relation to delivery of VET courses.
- Responsibility for effective collection, storage and archiving of relevant records.
- Effective liaison with work placement coordination projects for the sourcing and management of placements.
- Development of materials and teacher practices that support quality structured placements for students and employers.
- Management of the application, enrolment and monitoring of students in outside courses and part-time apprenticeships and traineeships.

- Linking schools within clusters and making strategic allegiances to promote communication and mutually supportive relationships and decision-making.

### **Responsibilities of Teachers and Trainers**

- Maintenance of currency of qualifications and the keeping of copies of professional development records for audit.
- Programming and delivery of courses according to BOS syllabuses and/or National Training Packages.
- Assessment of student competencies in accordance with competency-based principles and the ongoing documentation of competency records.
- Provision of appropriate feedback about assessment to students and reporting of progress.
- Liaison with coordinators and supervisors regarding work placement and supervision visits made
- Maintenance of OHS compliant learning.

### **Responsibilities of School Principals**

- Compliance with RTO and Board of Studies requirements and any Memorandum of Understanding (MOU) agreements.
- Participation in internal and external audits and provision of documentation as required.

## ***Teacher Training & Professional Development***

### **Teacher Qualifications**

To satisfy quality assurance requirements of the SNR, teachers need to have AQF qualifications at least at the level of delivery as well as Certificate IV in Training and Assessment (TAA40104 or TAE40110

Teachers of school-based delivery must complete all components of an approved training program or be formally approved for exemption by means of Recognition of Prior Learning (RPL). All elements of training must be completed or accredited by RPL before teachers are accredited to assess and sign off student competencies.

Teachers who are currently training to achieve their qualifications may deliver training under the supervision of a qualified trainer. They may not sign off assessments, but may provide evidence for assessment.

### **Nominating Teachers for VET Training**

Unless otherwise notified, applications for VET teacher training are lodged with the AIS VET Consultants at the commencement of each Semester. Application must be made by means of the *Application for VET Teacher Training Form*.

Before submitting an application, the Principal should be satisfied that the teacher is:

- Able to meet entry requirements for training according to ICIG guidelines for each industry.
- Committed to completing all training, including Certificate IV Training and Assessment.
- Allocated to delivering the course in the year of, or year following, Teacher Training.
- Prepared to undertake ongoing professional development, industry experience, currency and any further training that may become necessary.
- Permanent or permanent part-time.

Teachers with relevant industry experience may apply for Recognition of Prior Learning (RPL) for one or more components of VET Teacher Training.

Teachers making application for RPL must attach explicit documentary evidence to support a claim for a qualification, part-qualification or relevant industry experience.

Nominating a teacher for training does not guarantee a training place. Final decisions about teacher training applications will rest with the Application Review Committee Panel (ARC). This is a cross sectoral committee that reviews all applications for entry into training.

The AIS VET Consultants will advise schools of the outcomes of their nominations. Once approval has been given for teacher training, teachers will be advised of dates, venues and any other requirements by the AIS.

**Industry specific training and Certificate IV in Training and Assessment will usually be completed within six months of commencement.** On completion of training, teachers will be issued with the relevant AQF Certificate and Statement of Competencies Achieved.

AIS will continue to support VET teacher training by funding all training costs; including the full coverage of teacher release for schools, travel and accommodation.

## **Teacher Professional Development**

The AIS is committed to professional development for all staff to ensure quality education and management services.

Online resources are available to assist teachers, especially in the development of networks and professional dialogue. Resources are available at [www.vetassess.com.au](http://www.vetassess.com.au).

VET Compliance officers, teachers and coordinators are strongly encouraged to attend relevant professional development opportunities, available throughout the year. Professional development for VET teachers should include opportunities for industry visits to enhance this aspect of the delivery of VET courses. For VET teachers, professional development is closely associated with teacher currency.

## **Teacher Training and Professional Development Record Keeping**

It is an RTO requirement that all VET teachers keep a log of their training and professional development experiences.

VET trained teachers are required to submit their professional development records to the VET Compliance Officer at the end of each year for inclusion in the annual self-assessment. These records will be reviewed annually and made available to ASQA on request.

## **Currency of Teacher Qualifications**

To be eligible to deliver VET courses, teachers must maintain currency in an industry or occupation. i.e. they must keep up-to-date with the knowledge and skills of their industry.

Currency is a concern where trained teachers have not had opportunity to put their training into practise. Educational and industrial contexts undergo rapid change and non-practising teachers can quickly lose touch with these contexts. Schools can address the 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 their area of training may include:

- Rotation of classes across trained teachers from year-to-year (while recognising that the best interest of students is the prime staffing consideration)

- Teaming these teachers with the class teacher for student work placement organisation and visits.
- Including these teachers as assessors in major student assessment events.

In addition, practising teachers can maintain industry contact and therefore currency through such means as:

- organising work placement that involves orientation of host employers
- supervising visits during work placement
- collaborative assessment of students with a workplace assessor.

Other professional development experiences could include:

- Short and long courses.
- Additional training.
- Network meetings with other teachers and visits to other schools.
- Visits to industry for work placement organisation and supervision.
- Part-time employment experience.

It is highly recommended that all VET teachers are involved in work placement.

To maintain currency, a minimum of 30 hours professional development over any two-year period is required for all VET teachers.
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## ***The HSC and VET***

### **About VET in Schools**

VET in Schools allows students in Stage 5 and Stage 6 to study VET courses. These courses allow students to develop work-related skills as well as to articulate to further education and training at TAFE or university.

All accredited VET programs for HSC students must meet the requirements of the National Training Framework and Board of Studies HSC requirements. Reference should be made to the Board of Studies VET Industry Curriculum Frameworks syllabus documents and Assessment Certification and Examination Manual (ACE) for all information regarding requirements for the HSC and the HSC examination.

The key differences between delivery of VET in schools and non-school based delivery are the issuing of qualifications and the Board of Studies rules additional to Training Package rules. In the case of school-based delivery, the Board of Studies (BOS) issues Certificates and Statements of Attainment on behalf of the AIS; as it does for other school system RTOs. Other RTOs issue their own Certificates and Statements of Attainment.

**Both school based and non-school based delivery of qualifications that count towards the HSC are subject to Board of Studies rules additional to those of the Training Package.**

### **The HSC Examination**

All 240-hour Industry Curriculum Framework (ICF) VET courses provide an *optional* written examination in the HSC. It is recommended that students notify their intention to sit or not sit the HSC Examination in writing and that a parent/carer countersign this decision.

The HSC Examination in each course is based on the HSC content outlined in each BOS syllabus. This content may go beyond the knowledge content outlined in the Training Package units of competency.

For ICF courses, the BOS does not require the same assessment program as in general HSC courses since assessment of VET courses is competency based. Therefore, there is no assessment program leading to an HSC Assessments Mark. Rather, the HSC Mark derives entirely from the optional HSC Examination in each course.

### **The Estimate Mark**

The Estimate Mark is a prediction of a student's HSC Mark based on school data of examination performance. The purpose of the Estimate Mark is the provision of the HSC Mark in the event that a student makes a successful appeal for illness or misadventure. Many schools choose to base this Estimate Mark on a Trial HSC Examination result.

## University Admission

Industry Curriculum Framework courses are classified by universities for admission purposes as Category B. Only the best 2 units from Category B courses are available for inclusion in the calculation of the ATAR. If students wish the results from these courses to be available for inclusion in the calculation of their ATAR, they **must** undertake the optional written examination. Not all VET courses are eligible for inclusion in the ATAR determination: only ICF courses qualify for this purpose.

## Dual Accreditation

Students undertaking HSC VET courses receive dual accreditation. They receive both an AQF qualification and a BOS HSC qualification. While the two qualifications are interlinked, it is possible for a student to fulfil requirements for one while failing to fulfil requirements for the other.

For example, if a student does not complete BOS mandatory Work Placement hours, they will not fulfil BOS requirements. Since Work Placement is not a requirement of the Training Package, incompletion of Work Placement would not affect their progress towards their AQF qualification.

Similarly, a student may make a genuine effort to achieve competency, but may fail to do so in a number of units of competency. Provided the student has fulfilled BOS requirement for the HSC component of their VET course, the student would remain eligible for the award of an HSC in that course.

## Programming VET Courses

A teaching program is a plan for delivery of learning experiences and assessment tasks that ensures that the mandatory requirements of Board of Studies syllabuses and National Training Packages are met. A teaching program also aims for the very best combination of learning outcomes, content, teaching strategies, resources and assessment for student interest and achievement.

A teacher's program for a course represents the key documentary evidence of compliance and quality.

The important elements of a teaching program are:

- A scope and sequence chart that gives an overview of the units, modules or topics covered over the duration of the course and shows the developmental sequencing and coverage of the course.
- An assessment map that tracks each competency and element against assessment tasks.
- The program itself showing the alignment across units, competencies and learning outcomes and how these are delivered in terms of strategies, learning resources or learning contexts and assessment tasks or events.
- A facility for regular registration and evaluation for progressive improvement.

The following issues related specifically to programming VET courses should be noted:

- Programming demands on teachers are high because National Training Packages are reviewed every 3 to 5 years and this can lead to substantial syllabus changes.
- Competencies are skills focussed and therefore learning should be student activity directed.
- Learning will be more authentically representative of industry settings if competencies are delivered concurrently and holistically, not sequentially.
- Concurrent delivery of competencies should take into account attainment outcomes for students who exit the course early - what credit will these students receive for *completed* competencies?

## **Resourcing VET Courses**

Resource and equipment requirements for delivery of VET courses are available in the ICIG for Board of Studies courses or in Training Packages.

It is highly desirable but not essential that all resources for the delivery of VET courses are located on site. It is possible for resources to be accessed at another school or during Work Placement.

Student access to resources and equipment must be sufficient to enable students to acquire and demonstrate competency. If access to a resource is off-site, then the place and date of access must be recorded on the appropriate ICIG checklist. Documented evidence will be required of student access and sufficiency for achievement of competencies.

## **Assessment of VET Courses**

### **Competency –based Assessment**

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. For VET courses, the Board of Studies and ASQA require that a competency-based approach to assessment is used and that records are kept of the competencies achieved. To achieve an AQF Certificate or Statement of Attainment a student must be assessed as competent by a qualified assessor, according to the requirements set out in the National Training Package.

Competency based assessment incorporates all aspects of skills performances, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

In a competency-based course, assessment of competencies is **criterion referenced**. This means that a participant's performance is judged:

- against a prescribed standard – not against the performance of other students.
- on the basis of performance against the performance criteria set out under each element of competency.

A student is judged either **competent** or **not yet competent**.

### **Assessment Guidelines**

The role of the Assessment Guidelines in Training Packages is to provide principles and guidance to ensure that assessment is fair, valid, consistent and to industry standard. Teachers should also refer to the BOS Industry Curriculum Framework syllabuses for assessment requirements.

Assessments, including Recognition of Prior Learning (RPL), must:

- meet the requirements of the training package or accredited course;
- be consistent with the training and assessment strategy;
- be valid, reliable, flexible and fair;
- focus on the application of knowledge and skills to the standard of performance required in the workplace;
- involve the collection of sufficient, valid, authentic and current evidence to enable a judgement to be made about whether competency has been attained;
- confirm that workplace and regulatory requirements are met; and
- be validated.

**Valid:** The assessment actually assesses what it claims to assess, integrating knowledge and skills with their practical application.

**Reliable:** The assessment process must be able to produce consistent results, no matter who does the assessment or when the assessment is done.

**Flexible:** The assessment should be able to be conducted in a variety of situations. It should allow for diversity in how, where and when competencies have been acquired.

**Fair:** The method chosen must not disadvantage any person, with reasonable adjustments made to assessment procedures for people with special needs. Assessment Tasks should be determined with the participation of the persons being assessed.

**Cost-Effective:** The process must be as cost-effective as possible in terms of both time and money.

## Assessment Strategies

Units of competency outline the suggested assessment strategies relevant to that competency. For example, assessment methods, encompassing a range of techniques, include the use of:

- Direct observation of performance
- Simulations of workplace activities
- Oral questioning
- Practical exercises
- Projects/assignments
- Work portfolios
- Student self and peer assessment.

Rather than requiring individual performance criteria to be demonstrated separately for assessment purposes, assessors are strongly encouraged to adopt an **integrated or holistic approach** to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment aligns with the concept of competence as the integration of a wide range of skills, knowledge and attitudes: i.e. assessment reflects skill sets used in real work situations.

The Training Package sets out detailed assessment requirements. An evidence guide for each unit of competency provides advice indicating when units can be grouped and assessed holistically.

It is important to remember that all elements of units of competency must be mapped against assessment tasks. It is insufficient to map units of competency solely.

If not demonstrated on the first attempt, a student should be given a fair and reasonable number of opportunities to achieve and demonstrate competence. As long as it is evident that the student is making effort to progress, rather than specify a number, it is advised that teachers should continue to provide assessment opportunities.

## Conduct of Assessment

To ensure students are competent, whether in the classroom or in the workplace, teachers should develop assessment programs that provide a balance between formal holistic assessment events and the less formal on-going gathering of evidence.

Assessment should be conducted in a non-threatening atmosphere. The assessor should establish rapport with students and provide timely feedback. The assessment process should foster communication between students and assessors, and ensure that:

- Students know and agree to the assessment procedures before assessments take place.
- Students are encouraged to conduct self-assessment according to the agreed assessment criteria, to test their own readiness.
- Assessment evidence is gathered on a number of occasions in a variety of ways and contexts.
- During the assessment period, assessors and students engage in feedback and discussion and can seek assistance to have disagreements resolved.
- Records of assessment remain confidential.

Where possible and appropriate, workplace assessment is encouraged to establish authenticity. Employers, employees and any service providers can establish an assessment process which meets the needs of the enterprise and is acceptable to all interested parties, before the event.

### **Assessment Task Requirements**

- Assessment of competencies needs to be ongoing and major tasks should be indicated on the School Assessment Calendar where possible.
- Assessment tasks must reflect the elements of competency from the Curriculum Framework and Training Package Qualification being delivered.
- Assessment tasks must provide clear information to students about the requirements for successful completion and the performance criteria for assessment.
- The Board of Studies does not mandate assessment additional to the requirements of the Training Package. However, the BOS does require estimate marks for students sitting the optional HSC examination. Many schools use a Trial HSC Examination to determine this estimate.
- Students are entitled to multiple attempts at a task to demonstrate competence.
- Successful completion of assessment tasks and events will demonstrate the attainment of the required standards.
- Assessment results and the number of attempts must be recorded in an assessment register and should be reported to students in writing.

### **Additional Board of Studies Requirements**

To be satisfactory in HSC courses, students must:

- Show diligence and sustained effort in achieving competencies by attempting all competency-based assessment, participating actively in all class activities and attending on a regular basis
- Attend mandatory work placement.

## **Using an Assessment Register**

Assessment register samples for all Curriculum Framework courses may be downloaded from AIS website.

After customising the register for selected competencies, tasks and students, assessment results are recorded in the register at the time of assessment.

## ***Complaints, Grievances and Appeals***

From time to time, students or parents may have concerns about some aspect of the course. It may be about resources, facilities, another person, an assessment task or result. A grievance is any type of problem and may be about an act, omission, situation or decision that is considered unfair, discriminatory or unjustified. The following outlines a grievance procedure:

- All complaints will be treated privately, confidentially and in a timely manner.
- If the complaint is not dealt with by the teacher to the satisfaction of the student, then the student will be asked to put the complaint in writing and give it to the VET Compliance Officer.
- The VET Compliance Officer will allocate enough time to hear the complaint without judgement and will discuss the complaint with the student and teacher about how to arrive at a solution to the problem.
- The complainant will receive a written statement of appeal outcome, including reasons for the decision.
- Further investigation will be carried out if necessary and a record of action and interview kept.

Students should be advised of their rights to make a complaint or appeal.

## **Recognition of Prior Learning (RPL)**

### **What is RPL?**

All RTO's must recognise AQF qualifications or Statements of Attainment issued by other RTO's .i.e. RPL is a central part of the nationally consistent system for recognition of training. All VET courses allow for RPL. In addition, students with significant life experience may apply for recognition of skills and knowledge acquired outside a formal training program.

Schools must have in place a clear RPL application process. This would include guidelines for assessment of evidence submitted as part of the RPL application. If students are unable to demonstrate all the elements of a unit of competency or all the learning outcomes for a module either:

- a) They must not be granted RPL and they must undertake the entire unit of competency/module even though they may be repeating some prior learning **OR**
- b) At the discretion of the school they may be granted RPL for the relevant elements of competency and undertake a structured individual learning program designed to provide them with the opportunity to achieve the elements in which they are deficient, conducted by an accredited trainer.

For further information about RPL in BOS HSC VET courses , please refer to the *ACE manual* on the BOS website. (Section 8.9.1.1 Recognition of Prior Learning in VET Industry Curriculum Framework Courses.)

### **Implementing RPL**

Under the National Framework for Recognition of Training, RPL is based on 5 principles:

- **Competence:** RPL will focus on the competencies a person has acquired as a result of both formal and informal training and experience, not how, when, or where the learning occurred.
- **Commitment:** It is important that training providers have a commitment to recognising the prior learning of individuals. This will ensure that individuals will not have to duplicate their training unnecessarily.
- **Access:** Every individual may have his or her prior learning recognised.
- **Fairness:** All participants must be confident that the recognition of prior learning process is fair.
- **Support:** Individuals applying for recognition of prior learning must be given adequate support.

## ***VET Assessment Validation Guidelines***

### **What is Assessment Validation?**

Assessment validation refers to a process where assessors compare and evaluate the use and effectiveness of their:

- Assessment methods
- Assessment procedures
- Assessment decision

Validation involves reviewing, comparing and evaluating assessment processes, tools, evidence and how judgements are made by a range of assessors against the same standards.

Validation strategies may be internal processes with stakeholder's involvement or external validation with other providers and/or stakeholders.

The goal of validation is to ensure that assessment is valid, reliable and fair and that decisions are made on the basis of sufficient and appropriate evidence. Validation is also a way to ensure that differences in the application of industry performance criteria or performance benchmarks remain within acceptable limits.

Any assessment validation policy must respond to:

**SNR 15.1** :Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and are developed in consultation with industry.

**SNR 15.4:** Training and assessment is delivered by trainers and assessors who:

- (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors and
- (b) have the relevant vocational competencies at least to the level being delivered or assessed; and
- (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken; and
- (d) continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

**SNR15.5:** Assessment including Recognition of Prior Learning (RPL):

- (a) meets the requirements of the relevant Training Package or VET accredited course; and
- (b) is conducted in accordance with the principles of assessment and the rules of evidence; and
- (c) meets workplace and, where relevant, regulatory requirements; and
- (d) is systematically validated.

## **Why is Assessment Validation Necessary?**

Validation is an important process that forms part of an assessment quality assurance system. Assessment validation processes are a very supportive mechanism for confirming professional judgements and they provide the opportunity for professional exchange.

An assessment validation strategy can provide assessors with an opportunity to:

- Reach a common understanding of the criteria they are using for the assessment to ensure their approach is consistently applied (reliable)
- Evaluate the technical quality of the assessment tools being used (valid)
- Develop some benchmark performances (examples of what competent performance looks like)
- Discuss issues of concern about the assessment process, particularly in relation to fairness and flexibility.
- Suggest improvements to the assessment system or processes.

## **What does Assessment Validation Involve?**

The main elements of an assessment validation system are:

- Development of validation action plans.
- Regular meetings of assessors from each of the VET courses
- Sampling of assessed work.
- Maintaining records of the validation system.

Other assessment validation strategies that may form part of an assessment validation system are:

- Banks of shared assessment tools and exemplars.
- VET Teacher Networks workshops of formal examinations.
- Consistent understandings of industry competency standards; achieved when VET teachers maintain industry currency by attendance at appropriate professional development activities and visits to industry.
- Joint marking of assessment tasks where there is more than one teacher of a VET course.
- VET teachers participating in HSC marking.
- Use of commercially available assessment tools eg. VETASSESS.
- Participation in WorldSkills.
- Use of student feedback to monitor and improve assessment processes and tools.
- Mentoring of new teachers.

## **Who is Responsible for Assessment Validation?**

All delivery sites for VET courses must be able to provide evidence of all assessment validation strategies used by teachers. Assessment validation should be considered as part of VET assessment policy and practices.

## **Workplace Learning**

### **About workplace learning**

Workplace learning, through student Work Placement, enables students to:

- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise skills acquired in the classroom or workshop
- develop additional skills and knowledge, including the employability skills.

During Work Placement, students participate in structured training programs at workplaces. They gain hands-on training and experience in a number of entry-level skills and competencies that are applicable to a particular industry.

Work Placement involves an integrated approach to off-the-job and on-the-job training and reinforces and consolidates the theoretical and practical learning that students receive in school. It requires negotiation between the school and the employer about course competencies to be achieved on the job. Competency based assessment of industry recognised skills and knowledge is reported through a work placement log/record book.

Although not all Training Packages mandate work placement it is a mandatory HSC requirement of each ICF course. Indicative hours have been assigned to the work placement requirement for each course. Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. Further details are outlined in the ACE manual (8.4.7.2. *Recognition of students' employment (including part-time traineeships) for work placement purposes in a VET course.*)

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination. (*ACE manual, 8.4.3: VET mandatory work placement.*)

### **Board of Studies Principles for Work placement**

**Principle 1:** Work placement must have clearly articulated and documented purposes. The structure of the work-based learning experience needs to be planned and developed.

**Principle 2:** The scheduling of work placement should reflect student readiness and should complement off-the-job learning programs.

**Principle 3:** Work placement should be relevant to the VET course being undertaken.

**Principle 4:** Work placement can provide opportunities for work-based assessment.

Indicative hours have been assigned to the work placement requirement for each course and these are detailed in BOS Syllabus documents.

## **Occupational Health and Safety**

All VET courses have an occupational health and safety component, which **must** be successfully completed prior to students undertaking work placement. The purpose of this component is to provide students with the skills and knowledge determined by the NSW Occupational Health and Safety Act, 2000.

Either the school or the Work Placement Service Provider must check the OHS policies and induction procedures of new employers. It is the school's responsibility to determine that this has been done.

## **Supervision**

The school must provide an appropriate emergency contact person, who is available throughout a student's placement and who is available to both the student and the host employer.

During work placement, a teacher is expected to visit or telephone the work site to check the progress and supervision of the student, ensuring that the student will not be involved with any hazardous activities or placed in a working environment which places them in a position of physical or moral danger.

If the student divulges anything about the work placement of a concerning nature, the teacher or coordinator must report the incident to the Principal.

## **Prohibited Activities**

**An appropriate risk assessment should be completed for all activities.**

Students must not undertake any of the following activities during workplace learning:

1. use of machinery or equipment which is dangerous for new or young workers to operate, unless :
  - the activity is first risk-assessed as suitable for student operation by the employer and
  - students have been given appropriate information, instruction and training and a checklist for the safe operation and handling of the equipment and
  - the equipment is in safe working order, complete with required safety devices or guards and
  - on-going, close supervision is provided by a suitably qualified or experienced person in the workplace who has good communication skills and the ability to give clear instructions.
  
2. the service of alcohol; unless:
  - students are aged 18 or over and
  - the activity is essential to the placement and has been agreed to by the school and
  - students have completed the Responsible Service of Alcohol (RSA) Training Course.

3. travel outside the 12 nautical mile limit at sea.
4. scuba and deep-sea diving.
5. the following 'high risk construction work' as defined in the NSW OHS Regulation (2001), Chapter 8, Part 8.1, Clause 209:
  - work in tunnels.
  - work involving the use of explosives.
  - work in and around gas and electrical installations.
  - work near traffic or moving plant.
  - any activities involving or adjacent to the repair, removal or demolition of any construction work containing asbestos or in the clean-up process following the activity.
  - demolition work other than simple stripping of walls etc.
  - any excavation work at a depth of one metre or more; at a depth less than one metre without direct supervision by a competent person; near utilities.
  - work on caissons or cofferdams (permanent or temporary structures respectively, used to enable excavation and construction work.)
  - work on a roof.
  - attendance at a site while chimney stacks or buildings are being demolished.
6. scheduled work as set out in the *NSW OHS Regulation 2001, Chapter 9, Part 9.1, Division 1, Clause 266*. (The operation and use of loadshifting machines; the application of pesticides except when used in horticulture, husbandry or the growing of fruit and vegetables; the use of fumigants) unless:
  - there are exceptional circumstances and
  - students are aged 18 or over and
  - students have already achieved the necessary certification.
7. any activity requiring a licence, permit or certificate of competence unless:
  - students already have the relevant current licence, permit or certificate and
  - the activity is directly related to the learning outcomes of the placement and
  - the activity is included in the AISRTO Student Work Placement Record and approved by the school prior to the commencement of the placement.
8. any work of a sexual or explicit nature.

*Note: students are not expected to drive their own vehicle while undertaking activities on behalf of the employer.*

## Managing particular higher risk activities

### Agriculture Industry Placements

It is important to carefully consider the suitability of placements involving student operation of tractors or farm vehicles such as quad bikes, even where these activities are essential to achieving the outcomes of the placement.

Students with little or no experience of farm vehicles *must not* operate them unless:

- Prior to the placement, the Principal or delegate gives approval to the placement and is satisfied that the employer can satisfactorily manage the activity for the student and can provide appropriate quality training and on-going close supervision.
- The student has successfully completed a relevant formal training course, or the related course competencies, or have demonstrated substantial experience in the safe operation of such vehicles. The student must be closely supervised.

No students are to drive any old or unregistered vehicles commonly known as 'bush bashers'.

### Meat Processing Industry Placements

Placements in meat processing plants are subject to mandatory requirements. Before placements in the meat processing industry are finalised, contact the Australian Meat Industry Council (AMIC) <http://www.amic.org.au> , for an information package to support school student workplace learning in meat processing plants.

### Construction Industry Placements

Prior to undertaking work placement, construction students must have achieved competence in: CPCCOHS1001A Work effectively in the construction industry. Achievement of CPCCOHS1001A enables students to obtain a *Construction Induction Card* (White Card) which allows access to construction worksites.

Workplace supervisors must make students aware of the risks associated with handling and operating all tools and equipment the student is to use and how to manage those risks. Some tools and equipment common in the construction industry are not permitted for use by students in a school setting. Employers are advised to contact the student's school for further information.

## Insurance

Independent schools arrange their own insurance cover as part of their Registration and Accreditation process. This insurance extends to cover the school's, the teacher's and the student's liability arising out of workplace learning and work experience programs. Schools can provide students with a copy of the current insurance cover to present to the employer on request.

## Record Keeping

***"The Student Placement Record must be securely kept until the student reaches the age of 21 or for 3 years after the placement has been completed, whichever is the longer. Copies of any work placement **accident reports**, claims for damages and results of assessments for damages must be***

*stored. It is recommended these records be kept until the injured party reaches 25 years or for 7 years, whichever is greater".* DET, Workplace Learning Handbook, January 2001, B-6.

## **Work Readiness**

Work Readiness involves students having what employers refer to as 'the right attitude'. Before undertaking Work Placements, teachers need to assess individual student work readiness to ensure the placement benefits both students and employers.

Indicators of student work readiness include:

- Demonstrating a positive attitude to participating in the workplace learning component of their framework and an enthusiastic attitude to the employer.
- Understanding that work placement is a mandatory component of a student's HSC VET course and involves evaluation of their performance in the workplace and may also involve the assessment of competencies.
- Being able to organise their safe travel arrangements to ensure attendance for the duration of the work placement.
- The capacity to function in an adult environment without the support of peers.
- Understanding their responsibility in providing the relevant paperwork as negotiated for the Work Placement.
- Understanding appropriate communication in the workplace and workplace culture.
- Understanding and demonstrating the capacity to meet employer expectations and priorities in the workplace.
- Realistic expectations of the work that an entry-level student will be able to do in a workplace with commercial goals to achieve.
- Developing strategies to cope with periods of intense activity and lesser activity during placement.
- A commitment to maintaining their reliability and punctuality for the entire duration of their Work Placement.
- The ability to discern concerns which should be brought to the attention of the course teacher or coordinator.
- Understanding the consequences of unsuccessful work placement for themselves, the employer, the teacher, the coordinator, the school, the WPSP and the industry.

## **Work Placement Service Providers (WPSPs)**

Work Placement Service Providers ensure that every HSC VET student has immediate access to relevant work placements for the industry course they are studying. WPSPs liaise between the schools/TAFE colleges and the employers (including government agencies) to coordinate the best possible placements for students. All schools are allocated a WPSP. They are located in different geographical areas, and your closest WPSP can be determined by checking the WPSP directory ([workplacement.nsw.edu.au](http://workplacement.nsw.edu.au))

Schools have a responsibility to ensure that placements are appropriate for the particular students involved; to negotiate the individual student's training program or the competencies to be achieved; to

meet all safety and mandatory requirements, including child protection; and to supervise the student during the placement.

### ***Students with Special Needs***

Vocational Education and Training has an important role to play in the development of the social, interpersonal and employment skills that are a key component of the educational focus that will lead to successful community participation for students with special needs.

Students with special needs are encouraged to participate in VET courses on an equitable basis. The decision by a student with a special educational need to undertake a VET course should be carefully planned through the education planning process conducted for each student. This ensures that the student chooses courses which meet their individual interests and needs.

Maximum benefit for students with special needs will only be achieved through careful matching of students to courses and the provision of appropriate levels of support. The course selected should provide realistic occupational outcomes and/or a vocational pathway to further training.

Teachers should recognise that some competencies may require additional time, or different strategies or resources. Assessments are also likely to require special provisions such as additional time, a reader, or oral rather than written questions.

## **School Based Apprenticeships & Traineeships (SBAT)**

### **About SBATS**

School based apprentices and trainees are school students enrolled in the HSC in Years 10, 11 or 12 and who undertake a VET course relevant to part-time indentured employment.

Although they vary from one industry to another, all include the following:

- Paid employment
- A training agreement or indenture that is signed by the employer, parent/guardian, trainee and registered with the NSW Department of Education and Communities
- A formal training plan, delivered by a registered training organisation that meets the requirements of a declared traineeship in NSW and leads to a nationally recognised qualification.

The School-based Apprenticeships and Traineeships in NSW website ([www.sbatinnsw.info](http://www.sbatinnsw.info)) provides access to a range of information regarding school-based apprenticeships and traineeships in NSW schools for students/parents and employers/RTOs including guidelines, HSC courses and industrial arrangements.

The DEC State Training Services website ([www.training.nsw.gov.au/](http://www.training.nsw.gov.au/)) provides access to advice and a range of information regarding School-based part-time apprenticeships and traineeships including award and training arrangements.

### **Issues for schools**

Schools must be aware that the duty of care for these students remains with the home school as for all outside courses. The following issues should be addressed with all relevant parties before approving a school based part-time traineeship or apprenticeship:

- Is the course a VET Framework or a Board Endorsed Course? If neither then the student will not receive HSC unit credit for study. In some cases, schools can apply to the BOS for endorsement of courses not already endorsed. Schools must also check that such courses are available for SBATs.
- Schools must be certain that a student can cope with the time commitments of HSC work and the on the job work requirements. As SBATs, students must complete a number of days at work before 31 December of the HSC completion year. The number of days required for VET courses are set out in Vocational Training Orders. Details of these can be found at: ([https://www.training.nsw.gov.au/cib\\_vto/index.html](https://www.training.nsw.gov.au/cib_vto/index.html)) . For example, the number of days required is as follows:
  - Plumbing and Electrotechnology: 180
  - Carpentry and other construction: 144
  - Automotive and Hospitality 100
- Has the RTO provided a Training Plan? Does this plan conform to BOS syllabus and Training Package requirements? Most ICF courses include BOS mandatory units of competency in

addition to the Training Package core units of competency. Does the RTO know the HSC requirements? Can the RTO deliver the HSC requirements?

- Will the student be required to miss school? What is the extent of absence from the school?
- Is sitting the HSC examination an option for this student?
- Who will have responsibility within the school for monitoring the student's progress? Is there a "fall-back" study plan if this does not work out?
- Who will have responsibility for liaising with the RTO for BOS entry information?
- What are the costs incurred by SBATs?

### **Benefits of SBATs**

- A combination of both work and training
- The student earns while they learn
- The qualifications are nationally recognised
- SBATs contribute towards the HSC

At the successful conclusion of a SBAT students will have an HSC, a nationally recognised qualification and an enhanced opportunity for a job with excellent opportunities for further training and career development.

### **HSC 2 Unit Industry based learning**

The Board of Studies recognises that SBATs involve learning in the workplace and give unit credit for time spent on the-job. Students undertaking SBATs may apply to be credited with 2 units of Industry Based Learning in both Preliminary and HSC years (a maximum of 4 units which do not contribute to the calculation of the ATAR

Students must complete a workplace Log and Journal and meet in conference with their supervising teacher on a regular basis. The supervising teacher must design and implement an assessment schedule. For more information, refer to the syllabus document on the BOS web-site.

## **Documentation, Administration & Records Management Procedures**

### **Essential Documentation for Delivery**

Essential documentation to support Curriculum Framework course delivery in schools:

1. Syllabus Part A – Course Structures and Requirements
2. Syllabus Part B (when published by the BOS) – Units of Competency and HSC Requirements
3. Scope and Sequence
4. Program
5. Competency Assessment Map
6. Competency Assessment Record Document
7. Support documents

Achievement of elements of competency and units of competency should be progressively recorded in the Competency Assessment Record Document for each student in each class.

**It should be noted that student assessment records must be stored for 30 years.**

In addition to the relevant Framework documentation from the Board of Studies, teachers should ensure they are familiar with and have regular access to the *Training Package* that the BOS course is developed from and the *Industry Curriculum Information Guidelines (ICIG)*. The ICIG is essential for ensuring that the outcomes of vocational HSC courses delivered by schools are recognised by industry and other RTOs. The purpose of the ICIG is to provide schools with:

- Information on teacher qualification and resource requirements that must be adhered to for the delivery of vocational HSC courses.
- Quality assurance checklists to be used to demonstrate compliance within the principles and standards of each Training Package and the SNR.

### **eBOS Entry**

Entry of student subject information – course name, course number, RTO and the delivery site, is required for all VET students. This is the same process irrespective of whether the delivery site is another school or outside provider. This is to be done as soon as the Board of Studies opens this site.

Delivering school eBOS entry:

- RTO course delivery at the online site map enables the delivering school to list courses presented. This list must be maintained by entering RTOs for courses delivered. Enter AIS as the RTO.
- Competencies being delivered for each framework course must be entered for each student by the delivering school – check that the competencies selected will enable the appropriate certification.
- Record of Competencies Achieved can be maintained according to student or course. It is suggested that this information be updated at least once per term.

- Confirm VET entries by generating and downloading a report. These files can be opened in Excel showing all relevant details. For students opting to sit the HSC examination, the estimated examination mark needs to be entered by the delivering school before assessment confirmations close.

### **Procedure for eBOS VET Student Data Entry Where Delivering School is Different from the Student's Home School**

The home school is responsible for recording student subject entry information – course and delivery site – onto eBOS. The home school must specify against the student, where a VET course is delivered by another provider e.g. a Cluster school or an outside provider. For students attending TAFE for their VET training, TAFE Institutes enter student results into the eBOS site.

### **Student Records**

For the duration of the course, schools should maintain on file, the following student information:

- Warning letters
- HSC examination withdrawal pro forma
- Application for RPL
- Copies of competencies achieved (keep for 30 years)
- Assessment appeals
- Student Work Placement Record
- Copies of Work Placement employer reports
- Copies of any Work Placement accident reports, claims for damages and results of assessments for damages (keep for 6 years)

**At the end of each calendar year and/or when students exit from the course or school, students must be provided with a summary of competencies.** This summary could be the print out of the eBOS units of competence and their status (competent, not yet competent, continuing), signed by both teacher and student. A signed school report detailing competencies and their status is also sufficient.

### **Student Information**

All students (and parents) have a right to clear and accurate information about:

- The accreditation and certification outcomes from VET courses
- Possible career options and pathways
- Learning outcomes
- Competency based assessment
- Mutual recognition and RPL rights and applications
- Complaints and appeals processes
- The HSC examination option
- ATAR inclusion
- Work placement, out-of-school time requirements and training schedules

- Subject fees and any other cost
- Provisions for students with special needs

Teachers and trainers are required to communicate this information with the following documents:

- Subject and course descriptions
- The AISRTO Parent Guide to Workplace Learning 2011
- The AISRTO Student Guide to Workplace Learning 2011

When communicating assessment information to students, teachers must provide:

- in writing, instructions for completion of assessment tasks
- in writing, assessment outcomes reports
- regular and confidential access for a student to their assessment record
- at least yearly, confidential reporting of the assessment record.

## ***Client Feedback and Program Evaluation***

### **SNR Quality Indicators**

The SNR focuses on quality improvement. Data gathered in client feedback will allow schools to identify areas for improvement in training and assessment and to gauge how well student needs are being met.

Under the SNR, RTOs are required to collect, use and report data on three Quality Indicators to help RTOs enhance their continuous improvement activities to strengthen their training and business performance.

All schools are required to provide annual summary reports to AIS containing Quality Indicator data before 30<sup>th</sup> June. There are three SNR Quality Indicators:

- The **Learner Engagement Quality Indicator** is a summary of surveys taken of learners including their perceptions of the quality of their competency development and the support they receive from RTOs
- The **Employer Satisfaction Quality Indicator** is a summary of employers' evaluation of their learners' competency development and the relevance of learner competencies for their work and training
- The **Competency completion rate** shows, for each RTO, the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year.

### ***Submitting your SNR Quality Indicators***

The AIS will advise schools what they need to prepare and when to lodge their SNR Quality Indicators for Competency Completion, Learner Engagement and Employer Satisfaction.

Guides and support materials are available from the ASQA website: [www.asqa.gov.au](http://www.asqa.gov.au)

## **Contact Information for VET Documentation**

### **BOARD OF STUDIES**

[http://www.boardofstudies.nsw.edu.au/voc\\_ed](http://www.boardofstudies.nsw.edu.au/voc_ed)

- Assessment Certification and Examination Manual
- Stage 6 Curriculum Framework Syllabuses, Parts A and B
- Stage 6 Curriculum Frameworks Support Documents
- Stage 6 Content Endorsed Course Descriptors
- HSC Examination papers (sample and past)
- HSC Curriculum Frameworks Performance Bands

### **ASSOCIATION OF INDEPENDENT SCHOOLS**

<http://www.aisnsw.edu.au/>

- Industry Curriculum Information Guide (ICIG)
- Teacher training applications
- All RTO materials and shared resources including:
  - VET handbooks, guidelines and handouts
  - Application forms
  - Announcements and coming PD events

### **CURRICULUM CORPORATION**

[www.curriculum.edu.au](http://www.curriculum.edu.au)

- Approaches to Delivery and Assessment in Curriculum Frameworks (1999)
- Resources for VET in schools
- Current VET projects

### **Training.gov**

[Training.gov.au](http://Training.gov.au) is the authoritative National Register, for the Vocational Education and Training (VET) sector. It provides:

- Training Packages and support materials
- Current AIS scope for delivery

## Glossary of Terms

**Advanced Standing:** Exemption from certain course requirements and internal assessment tasks as a result of recognition of prior learning or mutual recognition.

**Australian Skills Quality Authority (ASQA):** The national authority responsible for the registration and accreditation of vocational training courses and trainers.

**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.

**Accreditation:** Refers to official recognition or assurance by the national accreditation authority (ASQA) that:

- The contents and standards of a course or training program are appropriate to the certification or award to which it may lead.
- The course or training program and methods adopted in delivering it are likely to achieve the purpose for which it was introduced.
- The curriculum, including assessment methods, will enable the achievement of the required competencies and national standards where these have been established by the National Training Framework Committee.

**Assessment criteria/guidelines:** 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.

**Application Review Committee Panel (ARC):** This committee meets at the beginning of each semester to determine teacher training applications. It is comprised of members of the Department of Education and Community Services, NSW Catholic Education Commission, Independent Schools Association and TAFE or other Private RTO.

**Certification:** The provision of a certificate or award, usually as a result of the assessment process.

**Competency:** Competency focuses on what is expected of the employee in the workplace rather than on the learning process and 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.

**Compliance Assessment:** A systematic and independent external assessment administered by ASQA to determine whether an RTO is operating effectively within its registered scope.

**Credit Transfer:** Advanced standing obtained on the basis of prior agreements between institutions or organisations as to the credit value of specific courses/programs. It is available automatically to those who have documented evidence of achievement in the relevant courses/programs.

**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.

**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.

**Recognition of Prior Learning (RPL):** The acknowledgement of skills and knowledge obtained through formal training (industry and education), work experience and/or life experience. In other words, it is recognising the skill rather than how, where or when a trainee learned this skill.

**Registration:** The process of formal approval and recognition of an organisation by ASQA to provide recognised products/services in accordance with the requirements of the SNR. Registration is granted for a five year period.

**Registered Training Organisation (RTO):** The authority registered by ASQA for the delivery, assessment and certification of VET courses. Note that responsibility for certification has been devolved to the Board of Studies.

**Scope of Registration:** Defines the parameters of recognition as an RTO. It establishes whether the organisation is registered for training and/or assessment and the qualifications and Statements of Attainment it has been granted authority to issue.

**Standards for NVR Registered Training Organisations (SNR):** 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:** The formal certification issued by an RTO (or Board of Studies) in recognition that a person has achieved SOME of the competencies identified for a particular qualification.

**Units of Competency:** The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace, expressed as a competency standard.

**VET Quality Framework:** A system for achieving national consistency in the way VET providers are registered and monitored and in how standards in the VET sector are enforced.

**Vocational Education and Training Courses (VET):** These are Stage 5/6 courses that are accredited for the HSC and for industry qualifications.