



RTO

Registered Training Organisation
RTO No: 90413

Vocational Education & Training *Delivery Guide for VET Compliance Officers*

Welcome

Vocational Education and Training (VET) is education and training for work. It exists to develop and recognize the competencies or skills of students. VET courses taught in schools provides an additional pathway for students to undertake a nationally recognized VET qualification while completing their secondary schooling.

The Association of Independent Schools NSW is the Registered Training Organisation (RTO 90413) for independent schools. We are responsible for ensuring a high quality of VET course delivery and assessment. This Delivery Guide has been prepared to provide you with the information to assist in meeting compliance requirements at your school.

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Section 1: Introduction and Context

1.1 Introduction

The *VET Delivery Guide* provides school VET Compliance Officers with information to meet the compliance requirements for the AISNSW Registered Training Organisation.

It is not the purpose of this guide to directly address NSW Educational Standards Authority (NESA) requirements for VET courses. These requirements are monitored directly by the NESA.

Neither is it the purpose of this guide to address VET provisions outside the school. Where students undertake VET courses through TAFE or other accredited training providers, these organisations will be the RTO and will have their own policies and procedures for ensuring compliance.

1.2 The Australian Qualifications Framework (AQF)

The [Australian Qualifications Framework \(AQF\)](#) is the national policy for VET qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

The AQF provides the standards for Australian qualifications. It is an integrated policy that comprises the:

- learning outcomes for each AQF level and qualification type
- specifications for the application of the AQF in the accreditation and development of qualifications
- policy requirements for issuing AQF qualifications
- policy requirements for qualification linkages and student pathways
- policy requirements for the registers of:
 - organisations authorised to accredit AQF qualifications
 - organisations authorised to issue AQF qualifications
 - AQF qualifications and qualification pathways
- policy requirements for the addition or removal of qualification types in the AQF, and
- definitions of the terminology used in the policy.

It is this policy that determines the management, governance and issuance of qualifications for the AISNSW RTO. In most instances NSW Educational Standards Authority (NESA) issues qualifications on behalf of the AISNSW RTO.

1.3 National Training Packages

[training.gov.au](#) is the official database, also known as the *National Register of VET* in Australia and is managed by the Department of Skills and Education on behalf of the States and Territories. [training.gov.au](#) is the authoritative source of:

Nationally Recognised Training (NRT) consists of:

- Training packages
- Qualifications
- Units of Competency
- Accredited Courses
- Skill Sets

Lists what Registered Training Organisations (RTOs)

- have approved on their scope to deliver NRT, as required in national and jurisdictional legislation within Australia.

1.4 Standards for Registered Training Organisations (RTOs) 2015

The Standards were endorsed by the Council of Australian Governments (COAG) Industry and Skills Council in 2014.

The Standards are enabled by the *National Vocational Education and Training Regulator Act 2011* (NVR Act). These Standards form part of the VET Quality Framework, a system which ensures the integrity and consistency of nationally recognised training in Australia. RTOs are required to comply with the VET Quality Framework at all times. As the national regulator for the VET sector, Australian Skills Quality Authority (ASQA) regulates training providers against the VET Quality Framework.

The VET Quality Framework comprises the:

- Standards for Registered Training Organisations (RTOs) 2015
- Australian Qualifications Framework (AQF)
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements 2011,
- Data Provision Requirements 2012

The purpose of the Standards is to:

- describe the requirements that an organisation must meet in order to be an RTO in Australia
- ensure that training delivered by RTOs meets industry requirements (as set out in training packages and accredited courses) and has integrity for employment and further study
- ensure RTOs operate ethically and consider the needs of both students and industry.

Standards for Registered Training Organisations (RTOs) 2015

RTOs must meet standards for continuing registration with the National VET Regulator (NVR). These standards are:

Standard 1. Training and assessment.
Standard 2. The operations of the RTO are quality assured.
Standard 3. The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.
Standard 4. Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners
Standard 5. Each learner is properly informed and protected
Standard 6. Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.
Standard 7. The RTO has effective governance and administration arrangements in place.
Standard 8. The RTO cooperates with the VET Regulator and is legally compliant at all time.

The standards are embedded in the MOU's between the AISNSW RTO and individual schools. The AISNSW RTO specifically draws from Standards 1 to 6 for the **School Self-Assessment** carried out annually.

1.5 The Australian Skills Quality Authority (ASQA)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's VET sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met and conducts a Student-Centred audit approach for all RTOs. Its functions include:

- registering training providers as RTOs
- registering organisations as CRICOS providers-providers that can enrol international students
- accrediting VET courses
- ensuring that organisations comply with the conditions and standards for registration, including by carrying out compliance audits
- ASQA may also collect, analyse and publish information on the VET sector and VET providers



Section 2: The AISNSW RTO (90413)

The Association of Independent Schools NSW RTO is registered by ASQA, for the delivery of VET qualifications and/or competencies as listed on training.gov.au

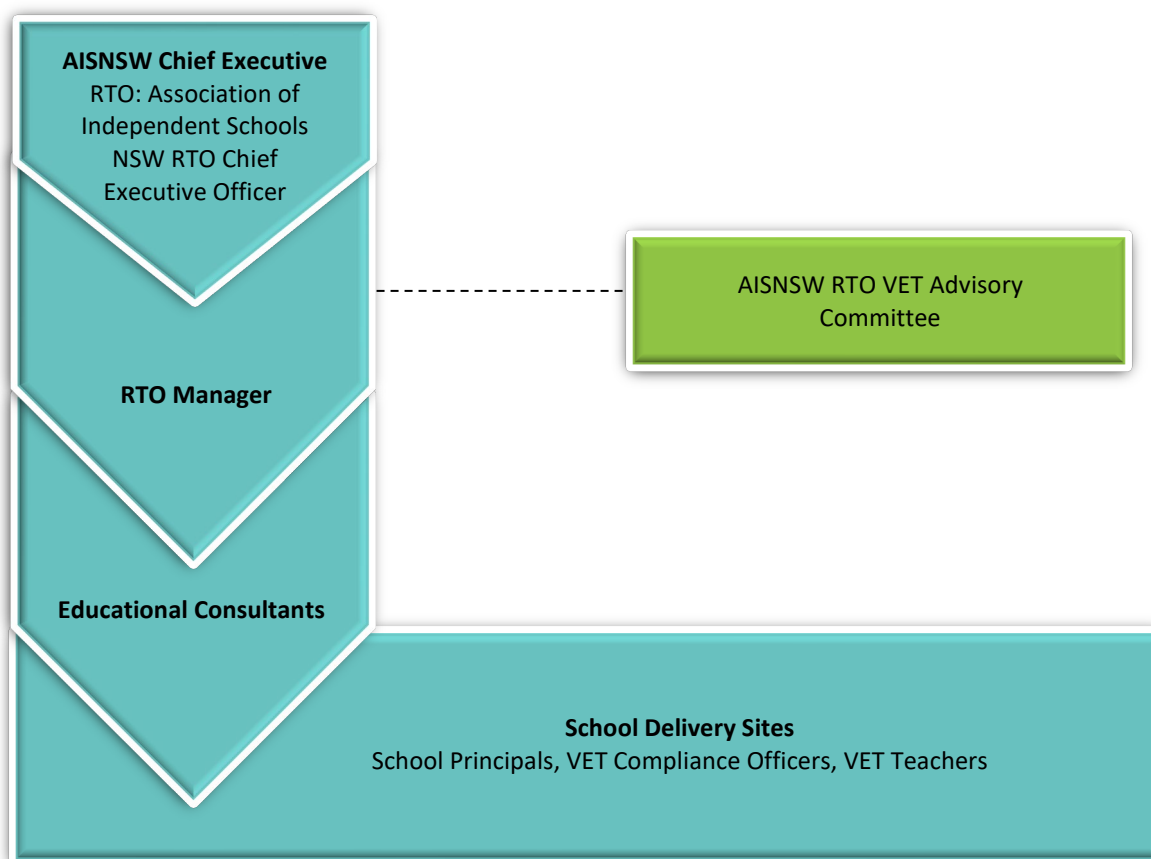
2.1 Registration details for AISNSW RTO No: 90413

RTO Name	Association of Independent Schools NSW
National RTO Number	90413
Period of Registration	Expires 14 October 2026
NESA Number	2737

Schools delivering and assessing VET under the AISNSW RTO are required to only deliver qualifications and units of competency that are within the RTO scope of registration. Training and assessment of any qualification or competencies outside this scope is a serious breach of the RTOs registration.

Additions to scope are strategically planned to provide a sound career pathway for students.

AISNSW RTO Structure



AIS VET Consultant

Manage AISNSW RTO Compliance (Delegated Responsibility)

- Assist to manage AISNSW RTO scope and additions to scope
- Support schools with consultation visits
- Develop Training and Assessment Strategies
- Co-ordinate the development of assessment tools
- Manage assessment validation and validation of judgement
- Develop and manage school self-assessment tool, site audits
- Represent the AISNSW RTO on appropriate committees,
- Develop and maintain systems and processes for data management
- Coordinate VET Professional Development
- Manage teacher training & ongoing teacher currency

School Principals

VET Leadership and Compliance

- Signing MOU
- Overall responsibility for VET RTO compliance and quality assurance at school level
- VET policies and procedures:
- Staff recruitment
- VET teacher training and industry currency
- Financial management and budgeting for implementation of VET resource provision
- Participation in RTO monitoring and school review
- NESAs and legislative compliance

Summary of Roles and Responsibilities

School VET Compliance Officers

Management & Implementation of VET Programs

- Manage all aspect of aXcelerate data for the school, including classes and validating teacher PD
- Manage Induction Program for all VET courses
- Complete annual *AIS Census Data*
- Complete *Annual School Self-Assessment Survey*
- Maintain NESAs Schools Online entries and completion of outcomes
- Upload all VET verified USIs to Schools Online
- Manage teacher attendance of Professional Development
- Teacher training – where necessary
- Informs the AISRTO of any formal complaints or appeals
- Implement the completion of *ASQA Learners Surveys*
- Manage marketing of VET courses – brochures and school website
- Maintain VET documentation
(Refer to Documentation Checklist for more details)

School VET Teachers

VET Training and Assessment

- Distribute course Scope & Sequence and Assessment Schedule
- Ensure all students complete LLN testing
- Manage collation of student USIs
- Ensure all students have an awareness of the Privacy Notice
- Content learning resources for course delivery
- Record keeping:
 - Assessments
 - Teaching Programs (NESAs requirement)
 - aXcelerate Management System
 - Work placement
 - Competency records
 - Supervision of work placement
 - RPL assessments
 - Student learning support needs (LLN)
- Participation in AISNSW VET Professional Development
- Maintain industry currency
- Student Induction Program is implemented and completed

2.2 VET Funding to Schools 2022

Schools are annually informed of the VET funding arrangements based on State funding allocations via an AIS VET funding letter to Principals in Term 4 of the previous school year. The funding arrangements include EVET funding for students in Stage 6 attending TAFE, private RTOs or other independent schools for VET courses. This funding is on a pro rata for the 60/120/240hour courses.

Several areas will attract different levels of VET funding in and as always, the availability of this funding is subject to government VET funding arrangements with school sectors.

Funding is available for the following purposes:

1. School support for extension of the school curriculum into VET courses
2. Teacher support for training and delivery
3. Student support in Stage 6 for:
 - Students attending TAFE, private RTOs or other schools for the delivery of VET courses
 - Aboriginal and/or Torres Strait Islanders students
 - Students in Special Assistance Schools

School support for curriculum extension into VET subjects

For schools using AIS as the RTO, \$2,000 implementation funding is available upon first enrolments into a Stage 6 VET course delivered for the first time in your school. Grant Application Forms must be accompanied with receipts for purchases directly associated with the new course.

Teacher support

- a) Funded teacher training for schools using the AIS as the RTO
 - i. Full course costs for AIS authorised cross-sectoral teacher training to the certificate level required to deliver a VET course on the AISNSW scope. This includes cross-sectoral negotiated training for qualified teachers in Certificate IV in Training and Assessment.
 - ii. Full course costs for courses that are not in the cross-sectoral teacher training, for example, Tourism. Schools must seek authorisation from the AISNSW RTO prior to enrolment.
 - iii. Training for Stage 6 VET teachers to upgrade their qualifications as appropriate
 - iv. Accommodation for rural and regional schools where appropriate
 - v. Travel and teacher release as appropriate (Please note all flight bookings and accommodation will be organised by the AIS).
- b) Casual teacher replacement for work placement visits

Funding up to \$440 (including GST) towards the cost of one day casual relief per VET course. This does not include travel expenses.
- c) Teacher Professional Learning

Registration for courses is via the AIS website. There is no fee for AISNSW VET Professional Learning. All teachers will be required to meet their own expenses to attend AIS Professional Learning events.

White Card and Electrotechnology Energy Space LMS Subsidy

White Card: AISNSW RTO Schools who have students enrolled in Construction, Entertainment and Electrotechnology can claim \$50 per student toward the cost of White Card training by an external RTO.

Energy Space LMS: AISNSW RTO Schools who have students enrolled in Electrotechnology can claim \$50 per student toward the cost of using the Energy Space site for assessments

Student Support

Funding for externally-delivered VET (EVET) is available for students in Stage 6 attending TAFE, private RTOs or other independent schools for VET courses. Schools will be emailed a spreadsheet in May/June to verify EVET data and add students. Grant letters will then be forwarded to the school's DocDrop box for final approval, signed by the College Principal and then uploaded to the DocDrop box. Payments will then proceed into school accounts in Term 4.

Payment of funds **will only be made** for responses **received by the due date Thursday 30th June 2022** and it will not be possible to consider any requests made later than this date.

a. *Criteria for funding is available for Stage 6 students:*

- who are enrolled with NESA
- who are Australian citizens or permanent residents
- **for one VET course per student**
- **to a maximum of 70 applications per school**

b. *Courses funded must:*

- be at Certificate II level or above (including Statements of Attainment towards Certificate II and above)
- contribute towards the HSC
- be either a VET Industry Curriculum Framework or a VET Board Endorsed Course

c. *Funding Allocation – New Students 2022*

The following table outlines the funding arrangements for new students enrolled in an externally delivered VET course during 2022. The table represents an estimate of the possible funded amount, with the final funded amount to be determined by the total number of students enrolled.

Delivery Site	RTO	Available annual funding per student
Other independent	AISNSW RTO	\$900*
Catholic or Government school	Public Schools RTO or Diocesan RTO	Payment will be made on receipt of provider invoice up to \$700
TAFE or Private Provider	TAFE or Private RTO	\$700 *
Aboriginal and/or Torres Strait Islander students	TAFE or Private RTO	\$1200 ***
Students in Special Assistance Schools	TAFE or Private RTO	\$1200 *
Non Smart and Skilled Funded SBATs	Private RTO	\$0

* The funded amount may vary from the table above, pending final enrollment numbers for EVET and will not be determined until 30 June 2022.

*** Aboriginal and/or Torres Strait Islander must complete an application form to determine eligibility.

Funding Allocation - **Continuing students only 2022**

The following table outlines the funding arrangements for continuing students enrolled in an externally delivered VET course during 2022. The table represents an estimate of the possible funded amount, with the final funded amount to be determined by the total number of students enrolled.

Delivery Site	RTO	Available annual funding per student
Other independent	AISNSW RTO	\$1000*
Catholic or Government school	Public Schools RTO or Diocesan RTO	Payment will be made on receipt of provider invoice up to \$800
TAFE or Private Provider	TAFE or Private RTO	\$800 *
Aboriginal and/or Torres Strait Islander students	TAFE or Private RTO	Maybe eligible to be fully funded ***
Students in Special Assistance Schools	TAFE or Private RTO	\$1200 *
Non Smart and Skilled Funded SBATs	Private RTO	\$800 *

* The funded amount may vary from the table above, pending final enrollment numbers for EVET and will not be determined until 30 June 2022.

*** Aboriginal and/or Torres Strait Islander must complete an application form to determine eligibility.

School Based Apprenticeships and Traineeships

New apprenticeships and traineeships are ineligible for EVET funding because SBAT students are eligible for full funding under *Smart and Skilled*.

Workplacement invoicing for all VET courses

The Association of Independent Schools of NSW (AISNSW), the NSW Department of Education (DoE) and Catholic Schools NSW (CSNSW) together fund the Work Placement Coordination Program, the service which obtains work placements for VET students.

Under the 2021 – 2025 Agreement for this program, **independent schools within the AISRTO** were given the choice to either *opt-in* to the Agreement for the five-year term or *opt-out* of the Agreement for the five-year term.

Note: Schools who elected to *opt-out* will still be charged for all EVET Stage 6 ICF placements as these are organised through the external provider.

Opt-in AISRTO Schools

Schools who chose to opt into the Work Placement Coordination Program 2021 – 2025 will be invoiced in May regardless of the number of student completions; or use of the workplace provider services; or changes to NESA requirements, as per the opt-in agreement.

The amount payable for each student in an Independent school who is enrolled in

- ICF VET course is \$165 per 120-hour course.
- BEC VET course \$165 per 240-hour course, payable in Year 11 only.

The dollar amount is not indicative of the cost of individual work placements but an average cost which covers placement across all courses. The total invoice amount will be based on NESA entries and sent to schools by AISNSW at the end of Term 1, 2022. Please note, this does not apply to school-based trainees.

Courses delivered through EVET

EVET courses (externally delivered VET courses) will be invoiced for work placement through AISNSW. This process has not changed.

ICF courses will be invoiced for:

- 2x2 ICF course (2 units of study over 2 years) - one placement **each year enrolled**
- 2x1 ICF course (2 units of study over 1 year) - one placement
- 4x1 ICF Course (4 units of study over 1 year) – two placements

EVET BEC courses with a mandatory work placement requirement will be invoiced for:

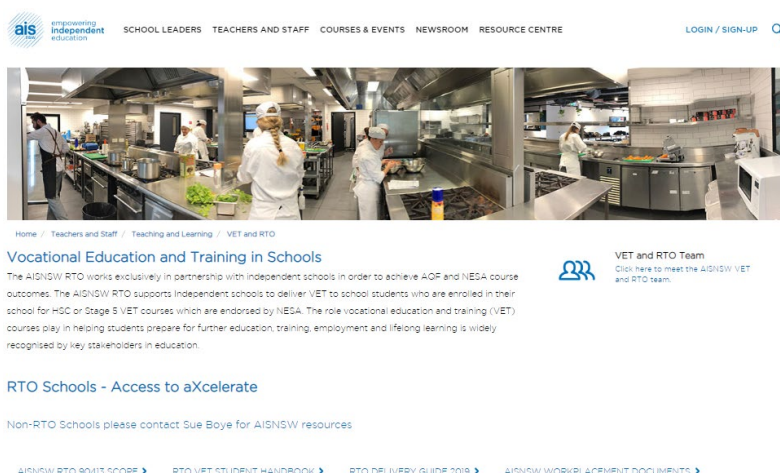
- 2x2 BEC course (2 units of study over 2 years in the **preliminary year of the course only**)
- 2x1 BEC course (2 units of study over 1 year)
- 4x1 BEC course (4 units of study over 1 year)

EVET BEC courses that do NOT have a mandatory work placement component **will not be invoiced**.

2.3 The AISNSW Website

General public documents relating to the AISNSW RTO are accessed via the AIS website.

<https://www.aisnsw.edu.au/teachers-and-staff/teaching-and-learning/vet-and-rto>



ais empowering independent education

SCHOOL LEADERS TEACHERS AND STAFF COURSES & EVENTS NEWSROOM RESOURCE CENTRE

LOGIN / SIGN-UP

Home / Teachers and Staff / Teaching and Learning / VET and RTO

Vocational Education and Training in Schools

The AISNSW RTO works exclusively in partnership with independent schools in order to achieve AQF and NESA course outcomes. The AISNSW RTO supports independent schools to deliver VET to school students who are enrolled in their school for HSC or Stage 6 VET courses which are endorsed by NESA. The role vocational education and training (VET) courses play in helping students prepare for further education, training, employment and lifelong learning is widely recognised by key stakeholders in education.

VET and RTO Team
Click here to meet the AISNSW VET and RTO team.

RTO Schools - Access to aXcelerate

Non-RTO Schools please contact Sue Boyle for AISNSW resources.

[AISNSW RTO 90413 SCORE](#) [RTO VET STUDENT HANDBOOK](#) [RTO DELIVERY GUIDE 2019](#) [AISNSW WORKPLACEMENT DOCUMENTS](#)

2.4 aXcelerate Website

aXcelerate is the online student management system for the AISNSW RTO. All specific RTO documentation is accessible only to registered schools and teachers through **aXcelerate**. Schools using this site will be in-serviced in using the program by the AIS Consultant at their school site visit. There will also be online webinars to instruct on new features and answer any questions.



Section 3: School Management of VET

The AISNSW RTO, each year, emails VET Compliance Officers a calendar of important dates. The calendar can also be accessed on the AIS Website.

3.1 Memorandum of Understanding (MOU)

The Memorandum of Understanding (MOU) is an agreement between both parties and outlines the terms and expectations of operating as a delivery site with the AISNSW RTO. When a school joins the AISRTO they are issued with a MOU and pay a joining fee. There is a re-registration fee every re-registration period which is currently 7 years. The current agreement will take effect from the date of signing: October 2019 to October 2026, unless terminated by mutual agreement prior to this date. Schools will be invoiced a re-registration fee according to their AIS member status.

MOUs must also be issued to a school when there is a:

- partnership arrangement for delivery and assessment of a VET course or
- VET course/s accessed at another school, such as school cluster/alliance (different courses delivery at various schools).

3.2 Annual Census and Approval to Deliver VET Qualifications

Each year in Term 4 the AISNSW RTO emails VET Compliance Officers a template to gather Census data from schools about what the school intends to deliver the following year and the names of VET teachers. From a check of the census data the AISNSW RTO develops an *Authority to Deliver* document that forms part of a quality assurance process by which the AISNSW RTO confirms that:

- the school has the appropriately trained personnel necessary for the delivery and assessment of VET courses
- the AQF qualifications appear on the AISNSW RTO delivery scope

3.3 Applying to Deliver a New VET Course

Principals must liaise with the school's AIS VET Consultant for additional advice and support before submitting an application to the AISNSW RTO. The New VET Course – Application to Deliver can be found on **aXcelerate** in the Resource Library/Forms. Schools successful in their application, can apply for an Implementation Grant to assist in the setting up of the new course.

3.4 Training and Assessment Strategy

Standard 1 requires RTOs to develop strategies for training and assessment that meet the requirements of the relevant Training Package. The AISNSW RTO has developed a standard *Training and Assessment Strategy (TAS)* for each qualification on its RTO delivery scope. These TAS documents provide the structure of the course and advice regarding assessment requirements. VET teachers are required to use the AISNSW RTO developed TAS or seek approval with an AISNSW RTO VET Consultant for any variations.

All Training and Assessment Strategies must be signed by the VET Compliance Officer and uploaded to the School's Contact Page in **aXcelerate** in Term 4, annually.

3.5 Resourcing VET Courses - Resource Guides

Standard 1 requires that staff, facilities, equipment and training and assessment materials are consistent with the requirements of the training package. For each VET course being delivered, the teacher training guidelines, as well as facilities and equipment requirements are listed in the *Resource Guides*. Guides can be accessed on **aXcelerate** in the Resource Library/Forms/Resource Checklists.

The adequacy of each school's facilities and equipment for the delivery of a VET course is determined by the class size and the units of competency that the school is delivering in each course. Principals are required to ensure resources for

VET courses are considered at the time of subject selection and class formation. When visiting a school an AIS VET Consultant may ask to view your Resource Guide and check resources.

As training packages change the Resource Guide will be reviewed and updated. It is the AISNSW RTO’s responsibility to provide access to the latest version of the Resource Guide on **aXcelerate** and the AIS school delivering a VET course to access and check this document every time a training package is updated. If a school does not have all the required resources the school must indicate the access to the resource(s) in the Resource Guide.

When schools are accessing resources off site it is essential that the AISRTO approves appropriate arrangements for training, assessment and student welfare.

Arrangements should involve:

- the off-site facilities have the necessary resources for the numbers of students
- teaching programs explicitly plan where and when the off-site facilities are used for each unit of competency in the course so that training is appropriately sequenced
- time allowed for training and assessment to demonstrate that students have sufficient access to acquire and demonstrate competency
- the teacher is present for training and assessment or a partnership is arranged with an industry expert to share this responsibility

3.6 NESAs Schools Online VET Data Entry

VET Compliance Officers have the responsibility to manage student data entries onto the NESAs Schools Online portal and completed the required tasks before the Deadline Dates as advertised in the NESAs Timetable of Actions for Secondary Schools. This task has two components:



- Confirmation of Entry Form – this task is usually completed by the staff member responsible for the whole school’s NESAs entries. This form will show the student the course which is being studied and for HSC students, indicate if they have also been enrolled in the optional examination. The NESAs deadline for this is usually in March.
- Confirmation of VET Competencies Form – once the student is correctly enrolled in the course, students are to be enrolled in the Units of Competency for the course. This is completed in the VET section, NESAs Schools Online portal. VET Compliance Officer must ensure the correct VET Units and Codes are assigned to the students. Once completed, students are to receive and confirm all data is correct on the Confirmation of VET Competencies Form (see sample on right). NESAs deadline for this is usually at the end of Term 1 every year.

**2020 Higher School Certificate
Confirmation of VET Competencies**

School (500000)

Entertainment Industry 2 unit (26401)

Student Name: Jane Doe (31000033)
Study Year: 11
RTO: Association of Independent Schools NSW
Qualification: CUA30415 Certificate III in Live Production and Services CUA3
Work Placement Hours: 72
Your Registered Training Organisation has provided your USI.

23 March 2020
11:06

Competency	Name	Status
BSBWOR301	Organise personal work priorities and development	Entered
CPCCOHS1001A	Work safely in the construction industry	Entered
CUAIND301	Work effectively in the creative arts industry	Entered
CUAPPR304	Participate in collaborative creative projects	Entered
CUAVHS302	Apply work health and safety practices	Entered
SITXCCS303	Provide service to customers	Entered
CUALGT301	Operate basic lighting	Entered
CUASOU301	Undertake live audio operations	Entered
CUASTA202	Assist with bump in and bump out of shows	Entered
CUASTA301	Assist with production operations for live performances	Entered
CUAVSS302	Operate vision systems	Entered
MEM1802B	Use power tools/hand held operations	Entered
CUALGT304	Install and operate follow spots	Entered
CUASMT301	Work effectively backstage during performances	Entered
CUASOU306	Operate sound reinforcement systems	Entered

At this point, schools must enter the verified USI number for each student. The USI verification process is occurs in **aXcelerate** when students are enrolled into classes. Work placement hours must also be registered. In Term 4 of each year Compliance Officers need to ensure all VET competency outcomes have been checked and are correct in NESAs Schools Online portal.

Schools must ensure that students have access to current and accurate records of their participation and progress. Therefore, students should have the opportunity to confirm the entry of their competency achievement, e.g. generation of a competency achievement printout attached to a school report or student accesses final transcripts via the NESA Students Online portal for each student.

Schools must issue all students with a copy of competencies achieved when they exit the course.

3.7 Unique Student Identifier (USI)

All students undertaking vocational training must have a Unique Student Identifier (USI). This 10-digit number and letter identifier will allow students to access their VET training records and results from the online USI account. For more information on the USI go to www.usi.gov.au/

All VET students must have a USI, it is the VET Compliance Officer's responsibility to ensure all VET students have a USI and that it is correctly recorded and verified in **aXcelerate**. An AQF Qualification cannot be issued until the USI number is verified.

It is the responsibility of schools to enter USIs directly in the NESA Schools Online portal once they have been verified in the aXcelerate system.

3.8 VET Industry Currency and Teacher Professional Development

Standard 1 requires that training and assessment is delivered by trainers and assessors who 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

*To qualify as a deliverer and assessor of VET courses and as a requirement of the Standards, teachers must **maintain their currency**. Currency is inclusive of updating their qualifications as required, keeping abreast of changes and trends in the industry, and maintaining their knowledge and skills through **industry engagement and exposure to experiences and ongoing training**.*

*Principals and VET Compliance Officers should be aware that the AISNSW RTO requires a minimum of **35 hours of industry related professional development over any two-year period** for all VET teachers. The AISNSW RTO uses **aXcelerate** for teachers to maintain a record or log of their professional development and industry currency undertaken annually. Submission is required on a term-by-term basis.*

When completing the annual PD Log, teachers will be required to identify the relevant competency units related to the PD activity and provide a qualitative reflection on the experience and its relevance to VET delivery. Currency is required for teachers VET qualification and also the TAE Training and assessor qualification. Teachers are also advised to keep certified copies of qualifications, certificates and/or letters to verify their experience.

The VET Compliance Officer in each school is required to verify the VET teacher's credentials and their annual Professional Development (PD) log in **aXcelerate**. The PD log must be completed by the teacher by the end of each term in **aXcelerate**. Instructions for logging PD can be accessed via **aXcelerate** in the Resource Library/Policies & Info/**aXcelerate** Training. All schools will have their data checked by their AISNSW Consultant annually at the school's site visit.

3.9 Teacher Training

As required by Standard 1 the VET teacher training program ensures that all AISNSW RTO VET teachers are fully qualified VET trainers and assessors.

Application forms are available from the AISNSW each semester and can be accessed via **aXcelerate** in the Resource Library/Forms/Application Forms/Teacher Training Forms. There are forms for different VET training courses, as certain benchmarks must be met before training can be considered. See the AIS NSW VET Consultant for more information.

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)*, a cross sectoral committee responsible for maintaining standards and reviewing all applications for entry into training.

The AIS will confirm VET teacher training offers through correspondence with School Principals and VET Compliance Officers. Once the offer has been acknowledged and accepted, the nominated teacher(s) will be informed of the training dates, venues, accommodation and any other requirements.

In general VET teacher training will comprise of:

- Orientation Program – 1 week
- Industry Specific Training – including a combination of online training and face to face training ranging from 1 to 14 days depending on the VET course
- Work / Industry placement
- Certificate IV in Training and Assessment (TAE40116)

Before being able to assess student competency achievement, VET Teachers must hold the specific units of competency (or equivalent) being delivered plus a current *TAE40116 Certificate IV in Training and Assessment*. If a teacher is undertaking the VET teacher training program, they may only deliver under a mentor program and cannot sign off on any student competencies until they have completed both the trade and TAE qualifications.

The AIS provide support for VET teacher training by funding training costs, teacher relief requirements, travel and accommodation.

Section 4: Student Journey

4.1 Marketing and Recruitment

In accordance with Standard 4 requiring RTOs to ensure its marketing and advertising of AQF and VET qualifications is ethical, accurate and consistent with its scope of registration, the AISNSW RTO has made a range of course information, including individual VET course descriptions, brochures and course inserts, available to all schools via the AISNSW RTO **aXcelerate** in the Resource Library/Polices & Info/Marketing Materials. The course descriptions may be customised for use by individual schools.

It is important to ensure all school websites market the correct AQF qualification and codes. AISNSW VET Consultants will conduct regular checks to ensure school websites are display the correct information that reflects the RTO's Scope and the school's Authority to Deliver.

4.2 Enrolment

Under the *Standards for Registered Training Organisations 2015* (the Standards) relevant to the enrolment phase of the student journey, the **AISNSW RTO and each school** is responsible to ensure students know the following information:

- receive accurate advice about a course to ensure it meets their needs before they enrol
- understand details about the course e.g. course time, the study requirements and assessment methods
- understand their own rights and responsibilities
- are aware of costs and conditions

Teachers must therefore complete the following induction activities and forms which can be accessed via the AISNSW RTO aXcelerate website

(Resources/Resource Library/Forms/Student Induction Program)

VET Student Induction

The VET Student Induction Package includes the following resources:

- Teacher checklist for the Induction Session – teacher responsibilities are listed here.
- AISNSW RTO VET Student Induction PowerPoint (no information can be deleted from the PowerPoint but schools can add specific information related to the school context)
- VET Student Handbook
- Student Profile Form
- Student Declaration of Understanding
- Group Profile Form
- LLN testing with LLNRobot software

During this VET Induction Session students must:

- create their USIs
- complete LLN test
- complete the Student Profile Form (identifying LLN needs)
- complete the Declaration of Understanding Form.
- receive a copy of the VET Student Handbook

After the VET Induction Session teachers must:

- complete Group Profile Form
- complete VET Student enrolments into **aXcelerate** Classes using the **Adding a new student and enrolling – CHEAT SHEET** (Policies/Info section), no later than the **last day of Term 1**. This must include the date the Induction Program is completed with each student.
- File the Student Profile and Student Declaration of Understanding documents in school files.
- Enter all verified USI's into NESA Schools Online. (NOTE - USIs can only be submitted to NESA Schools Online after verification is confirmed through the aXcelerate program)

4.3 Support and Progression

VET 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 additional needs.

Standard 1 requires RTOs to adhere to principles of access and equity. Students with additional needs are encouraged to participate in VET courses on an equitable basis. The decision about a student with additional educational needs to undertake a VET course should be carefully planned through the education planning process conducted for each student and included on the student's *Individual Learning Plan (ILP/IP)*. This ensures that the student chooses courses that meet their individual interests and needs. NESAs has developed a [Support Document for Students with Special Education Needs](#) that schools should consult when planning any delivery of VET to students with additional needs.

It is the responsibility of schools to:

- Test all VET student using the LLN Robot software and record results in the Group Profile Form (Student Induction Program)
- include explicit reference to Language, Literacy and Numeracy (LLN) strategies in the TAS and VET teaching programs.
- Identify students with LLN requirements and provide adjustments to course requirements as needed

Processes to identify additional student needs

School delivery venues have various means to identify students who may need support in language, literacy and numeracy or have physical or psychological support requirements. These include;

- Smart Data (NAPLAN testing) to identify students who may not meet the skills needs of the course
- Parent identification on enrolment
- Information from schools learning support team where students have been previously identified in junior years
- Neale Analysis reading test
- Past reports from Year 10 to check student capability before enrolment
- Learning alerts on school's student and learning management system
- Online quiz to determine what kind of learner they are eg. visual, kinaesthetic
- LLN online test
- LLN Robot – which provides an online test for students to complete. Test provides data of student competence across the 5 core skills of the ACSF.
- Morrisby Career Aptitude Testing
- Academic Assessment Services Consultancy - Allwell testing
- Staff meetings to discuss prospective VET student's suitability for the course. Students are tracked in English and Maths each term through each project giving staff an overview of the student's ability in LLN.
- Identification by the school psychologist

Strategies to support student needs

- The teacher uses explicit teaching of concepts
- The teacher may show visual aids, such as media clips to explain and demonstrate concepts and tasks
- Skills are demonstrated prior to commencement of students performing tasks
- Students are provided with a range of tasks: simple to more complex
- Students are supported by an Education Support Aid when it is identified as needed
- Students are provided with a variety of opportunities to demonstrate knowledge
- Behavioural adjustments, encouragement, support and guidance

AISNSW will provide an annual webinar and on-going support to assist teachers in the implementation of LLN into teaching programs and competency tasks.

4.4 Training and Assessment

a. Assessment Tools

Standard 1 requires an RTO to provide quality training and assessment across all its operations. The AISNSW RTO has developed and made available a suite of tools and templates for VET teachers to use to support the conduct of assessment. Student Notification and Assessor's Guides are available via **aXcelerate** in the Resource Library/Training Related and searching for the specific Unit of Competency required.

Documents	Inclusions
Student Notification	<ul style="list-style-type: none"> • HSC Course, Qualification Name and Code • Unit Codes and names being assessed in the task at the correct AQF level • RPL and adjustments recognition • Task Name • Date given to students and Due Date of task • Task overview - Assessment Conditions, time allowed, environment, resources and support to be provided • Submission instructions • Statement related to the student preparedness and specific needs • The task with clear instructions. • Allowing for reasonable adjustment so that some learners can be assessed differently from the rest of the group; more time, oral response, without jeopardising the authenticity of the standards. • The maximum number of attempts available to the student • The units/ element and performance criteria/ indicators • Observation Checklists used in conjunction with practical tasks • Support questions to validate student knowledge and skills • Foundation Skills • Confirmation of Understanding • Student evaluation of the task • Teacher Assessment feedback and Result
Assessor's Guide	<ul style="list-style-type: none"> • Instructors to the Teacher • Requirements for retention of assessment documentation after the completion of task. • Incorporate the required knowledge and skills • Review of results and if an appeal or compliant is lodged • Mapping grid aligning the components of the task against the units/ element and performance criteria • Model Answers with the evidence/benchmarks and rigor required for the assessment.

b. Class Management in aXcelerate

All schools are responsible for managing student outcomes via **aXcelerate**. This involves enrolling all students into the class and recording the achievement of Units of Competency. Instructions for teachers to assist in managing their classes can be accessed via **aXcelerate** in the Resource Library/Polices & Info/aXcelerate Training. This task must be completed at the end of every term with start and completion dates records for each unit attempted and completed.

c. Work placement

Work placement is a mandatory NESAs requirement for Industry Curriculum Framework Courses and some Board Endorsed Courses. **Failure to complete work placement in either the Preliminary or HSC year will render the learner ineligible for the award of a Preliminary and/or HSC credential.**

Access to a Work Placement Service Provider is crucial to ensuring all students can complete this mandatory component of their ICF VET course and in minimising the administrative demands that would otherwise be placed on schools and families.

Since 2016, each student in an Independent school who is enrolled in an ICF VET course, and more recently, a student enrolled in a BEC VET course will be charged \$165 per 120-hour course for mandatory work placement. The dollar amount is not indicative of the cost of individual work placement but an average cost which covers placement across all courses.

The total invoice amount will be based on student enrolments at the end of Term 1 listed on NESA Schools Online entries. Invoices are sent to schools by the AIS at the end of Term 1. Please note, this does not apply to school-based trainees or apprentices.

Documents on the [AIS website](#) to support Work placement include:

- AISNSW RTO Student Placement Record
- AISNSW RTO Student Guide to Workplace Learning
- AISNSW RTO Employer Guide to Workplace Learning
- AISNSW RTO Parent Guide to Workplace Learning

NOTE: if a student commences a two-year course and withdraws at the end of Year 11 without completing work placement, the course WILL NOT count towards their Preliminary unit requirements.

4.5 Completion

a. Retention of Assessment Evidence

ASQA's *General Direction: Retention Requirements for Completed Assessment Items* requires RTOs to maintain assessment records for each VET student until 6 months after the completion of the VET course. The AISNSW RTO therefore requires all schools to **securely retain** and be able to produce in full at audit if requested to do so, all completed student assessment items for each student.

Assessment items to be retained include the task answers and evidence guides and all records to demonstrate competency. This may include photo and video evidence guides.

Summary of document storage times:

Document Name	Storage time after the completion of qualification
<p>Marketing Materials</p> <ul style="list-style-type: none"> • Course flyers & /or School Subject Selection Booklet given to this cohort • School website advertises correct course codes • Information Letter to student (course fees) <p>Training and Assessment Strategy (TAS)</p> <ul style="list-style-type: none"> • Copy on school drive and on School Contact page in AX <p>Teaching Programs</p> <ul style="list-style-type: none"> • Units of work with evaluations, registration & adjustments <p>Blank Student Notifications & Assessor's Guides</p> <ul style="list-style-type: none"> • Blank copy of Student Notifications and Assessor Guides for each unit being delivered • Moderation/Validation of task (Network/Industry) • LLN tasks for identified student requirements <p>Induction Process</p> <ul style="list-style-type: none"> • Completed checklist • Group Profile Form – LLNRobot results 	<p>6 months <i>5 years for the TAS</i></p>
<p>Resource Guides</p> <ul style="list-style-type: none"> • Record of all teaching resources available both on site and/or off site. Principal signed and dated <p>VET Teacher Database</p> <ul style="list-style-type: none"> • Ensure qualifications are current 	<p>Once per TP change</p>
<p>In each student file</p> <ul style="list-style-type: none"> • Student Profile Form • Declaration of Understanding • LLN Robot results if student requires adjustments & IP • W/P Student Placement Record • W/P Journal with attendance signed off • Teacher W/P Visitation Sheets completed • ALL completed Student Notification work with feedback • If an SBAT - Journals and Meeting minutes • Student Application for RPL/Credit Transfer (if applicable) • Final copy of student completed outcomes from AX • Final copy of student completed outcomes from AX 	<p>6 months <i>7 years for W/P docs</i></p>

Schools are required to retain records in a manner that safeguards them against unauthorised access, fire, flood, termites or any other pests, and which ensures that copies of records can be produced if the originals are destroyed or inaccessible. Records may be in hard copy or electronic format. (*Standard 1.8 of the Standards for Registered Training Organisations (RTOs) 2015*)

Schools are required to use the *AISNSW RTO Documentation Checklist* to ensure all necessary documentation is filed on an annual basis. The checklist is available via **aXcelerate** in the Resource Library/Policies & Info/AIS Policies.

b. Recording the Achievement of Outcomes in aXcelerate

All schools are responsible for managing student outcomes via aXcelerate. Schools can then transfer this data to NESA Schools Online either manually or by downloading the class results in an Excel document for uploading. NESA annually sets the date for the resolution of outcomes in Schools Online.

- HSC & Year 10 aXcelerate classes must be resolved by the end of November
- Preliminary aXcelerate classes must be resolved by the first week in November

c. Issuing Credentials

The AISNSW RTO must comply with the *Standards for Registered Training Organisations 2015* and the *Australian Qualifications Framework (AQF)*, when issuing qualifications and statements of attainment.

Process 1 - for students registered in the NESA Schools Online portal for their VET course

NESA will on behalf of the AISNSW RTO:

- issue the AQF Qualifications to students via NESA Students Online portal
- issue VET Testamurs via NESA Students Online portal, available for six months only.
- retain registers of AQF qualifications they are authorised to issue and of all AQF qualifications issued.
- retain records of AQF certification documentation issued for a period of 30 years
- provide reports of Records of qualifications issued to the VET Regulator on a regular basis as determined by the VET Regulator.
- issue VET certification within 30 calendar days of the student being assessed and meeting the requirements of the program.

Note: Students who do not have a valid USI number cannot access their qualifications via the NESA Students Online portal. These transcripts are sent to the AISNSW RTO. The student's school is contacted regarding the USI issue and qualifications are held by the AIS RTO until the matter is resolved.

Process 2 - for students NOT registered in the NESA Schools Online portal for their VET course

The AISNSW RTO will:

- apply for a USI number exemption (international students only)
- issue the AQF Qualifications testamurs to students
- send VET Testamurs directly to the school for issuing to students
- retain registers of AQF qualifications they are authorised to issue and of all AQF qualifications issued.
- retain records of AQF certification documentation issued for a period of 30 years
- provide reports of Records of qualifications issued to the VET Regulator on a regular basis as determined by the VET Regulator.
- issue VET certification within 30 calendar days of the student being assessed and meeting the requirements of the program.

The AISNSW RTO must not include the learner's Student Identifier on the statement of attainment consistent with the **Student Identifiers Act 2014**.

Section 5: Policies

5.1 Recognition of Prior Learning (RPL) and Credit Transfer

Recognition of prior learning (RPL) and credit transfer acknowledges evidence of a student's achievement of competencies or learning outcomes. They allow students to have their previous learning – both formal and informal – count towards Stage 5 (Year 9 or 10) or Stage 6 (HSC) VET courses and AQF VET qualifications.

What are RPL and Credit Transfer?

A student's prior learning and experience, including study at other educational institutions and life/work experience, may exempt the student from certain study requirements.

- **RPL** is an assessment process that assesses the individual student's non-formal and informal learning to determine the extent to which that individual has achieved the competency standards.
- **Credit Transfer** is a process that provides credit for a unit of competency previously achieved.

Who may apply?

RPL and credit transfer is intended for students who may have already undertaken study, work or training that is directly relevant to the competencies of the VET course they are studying. This may include students who have:

- re-entered the education system after studying at TAFE, work or other training
- transferred from another state and may have already studied a similar course
- been in part-time employment while studying at school
- worked in a family business or for a community organisation

What are the Exemptions for which a Student may apply?

1. Exemption from Study of Units of Competency

Students must have evidence of achievement of all elements of each unit of competency being applied for by providing either:

- units of competency achieved in another AQF qualification
- prior learning and experiences gained outside VET courses that are awarded through RPL.

2. Exemption from Work Placement

Students who are currently employed or who have worked recently (within the last 3 years) in the industry related to the VET course being studied may apply for exemption from all or part of the mandatory work placement. (*maximum of 35 hours only*)

What is the Process for applying for RPL / Credit Transfer?

1. Students speak to their VET teacher to discuss the grounds for exemption, the evidence that will be required and any implications of a successful application.
2. Students complete the application form and attach all relevant documentary evidence to support the application.
3. Completed application form is submitted to the VET teacher. Students are to keep a copy of their application and documentary evidence.
4. The VET teacher will assess the application. Additional evidence or demonstration of competencies may be requested.
5. The VET teacher will give a written report to the student on the success of their application.
6. The outcome of the application, including the documentation must be kept on file.

Students who undertake an application and assessment for RPL and/or Credit Transfer have the right to appeal the assessment decision. The school's VET Assessment Review processes should be followed.

Schools can access the RPL and Credit Transfer Application Form via **aXcelerate** in the Resource Library/Forms/Application Forms.

5.2 Complaints and Appeals

From time to time, students may have concerns about aspects of their course. They may appeal an assessment decision or make a complaint.

What is the procedure?

The following procedures should be followed:

1. Initial discussion with the VET teacher to try to sort out the issue.
2. If the issue is not resolved, the VET Compliance Officer or the school's Principal needs to be consulted and a meeting scheduled. Notes and time of the meeting should be taken and agreed on at the end of the interview.
3. If a speedy resolution cannot be achieved, then the Association of Independent Schools of NSW, as the Registered Training Organisation (AIS RTO) must be contacted to assist in bringing about a resolution.
 - All complaints and appeals will be treated privately, confidentially and as soon as practicable.
 - Discussion will be held with the complainant about how to arrive at a solution to the problem.
 - If necessary, further investigation will be carried out, with record of action kept.
 - **Contact:** VET Consultant, The Association of Independent Schools NSW
4. The complainant will receive a written statement of the complaint or appeal outcome, including reasons for the decision within 5 working days.
5. If more than 60 working days are needed to bring about a resolution, from the time of the complaint or appeal, the complainant will be notified in writing as to why more than 60 days are required and regularly kept up to date on progress of the matter. The complainant may proceed to the Office of Fair Trading NSW.

5.3 Privacy Notice

Under the Data Provision Requirements 2012, AISNSW RTO is required to collect personal information about VET students and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Student personal information (personal information provided by schools to the NSW Education Standards Authority and relevant training activity data) may be used or disclosed by AISNSW RTO for statistical, regulatory and research purposes.

Student information includes:

- Full Name
- Date of birth
- Gender
- Home Address
- Language and Cultural Diversity
- School
- Course Details
- Previous Qualifications achieved
- NESA Student Number
- Unique Student Identifier

AISNSW RTO may disclose student information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts.
- facilitating statistics and research relating to education, including surveys and data linkage;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

Students may receive an NCVER student survey which may be administered by an NCVER employee, agent or third-party contractor or other authorised agencies. They may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

5.4 Fees and Refunds

Financial management for each school operates within their own financial guidelines.

Generally, fees and refunds are dealt with as a matter of each school's finance policy.

To supplement the contribution made by the school to cover course costs and depending on the nature of each course, fees may be levied. The fees charged are normally for the recovery of consumables. Fees paid for VET courses are advertised by schools in advance as part of the subject selection process. Schools are encouraged to maintain subject fees that are comparable to fees charged for general courses.

Standard 5 requires RTOs to provide all students with accurate information regarding fees. Prior to the commencement of the course, students should be informed about all costs associated with the course. This would include any hire or purchase of necessary equipment e.g. Hospitality requires the purchase or hiring of a chef's uniform and tool kit and any Personal Protective Equipment (PPE) necessary.

All schools are to have a refund policy that is fair. Students should be informed of the refund policy prior to commencement of the course. They may apply for a refund if they withdraw from a course. This will be assessed and will depend on:

- the reasons for withdrawal from course
- costs incurred in setting up the course
- length of time since the commencement of the course

5.5 VET Teacher Absences and Replacement Guidelines

Principals and VET Compliance Officers should be aware that if a teacher delivering VET HSC course/s takes any kind of leave, special provisions must be made to ensure that compliance with Standard 1, as well as conditions for NESAs and industry recognition are met. As a member of the AISNSW RTO, the Principal's management of a VET Teacher absence must be guided by the duration of the absence to maintain the integrity of the qualification and quality training requirements of the students.

As a general rule, if the absence is for **2 weeks or longer** Principals and VET Compliance Officers are required to ensure that a substitute teacher is eligible to deliver the part(s) of the course during the period of absence. It is essential that the school's AISNSW VET Consultant is notified as soon as possible.

5.6 Validation of Assessments

Validation is a quality review process that confirms that the RTO's assessment system can consistently produce valid assessment judgements.

Validation involves checking that your assessment tools have produced valid, reliable, sufficient, current and authentic evidence—evidence that allows your RTO to make reasonable judgements about whether training product requirements have been met. The validation process involves reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

All AISRTO assessments require validation. Annually, VET teachers meet to moderate the suite of assessment tasks, recording their outcomes and making the appropriate changes to implement strategies that aim towards continuous improvement.

The RTO assessment validation strategies include:

- AISRTO Assessment Validation Plan for 5 years
- AISRTO will provide a suite of Student Notifications and Assessor's Guides that have been validated by a team of experienced teachers and Industry representatives. If a teacher wishes to use an alternative assessment task it can be lodged with the AISRTO and reviewed by an assessment validation team. The task will then be made available to all sites delivering the course through aXcelerate in the Resource Library/Training Related
- *Pre-validation* activities are designed to check assessment processes and tool/s are fit for purpose, meets the principles of assessment (ie valid, reliable, fair and flexible), the requirements of the Training Package and NESA.
- *Post-validation* activities are generally conducted after assessment is complete—so that an RTO can consider the validity and reliability of both assessment practices and judgements. This occurs annually at professional learning network days organised by the RTO for each VET course. The validation process also includes acting upon any recommendations for future improvement

Pre and post validation templates are available on **aXcelerate** in the Resource Library/Forms. Completed forms are stored on the network at the AISNSW RTO Head Office.

Section 6: School-Based Apprenticeships and Traineeships (SBATS)

6.1 Introduction to SBATS

The SBATS in NSW website www.sbatinnsw.info provides advice and a range of support documentation to assist in the recruiting and management of SBATS including award and training arrangements.

The AIS has also developed separate support documentation, including duty of care guidelines, for schools to access when planning for the implementation of SBATS. Please contact the AISNSW VET Consultant for further information.

SBATS enable students to work towards the completion of a vocational certificate, at a Certificate II or III level, while remaining at school. The off-the-job training component must contribute to the HSC.

Schools must provide counselling to students and parents, to make certain they fully understand the benefits, commitment and personal organisation required to undertake a SBAT. Schools have a duty of care for students taking on an SBAT and should appoint a coordinating person. The responsibilities of this person include:

- coordinating the sign up of the training plan. The **Training Plan** must be forwarded to the AISNSW RTO to ensure that it meets the AQF and NESA requirements for the HSC
- liaising on behalf of the student to organise the workday, training sessions and the other HSC courses in the students' pattern of study
- mentoring the student
- entering the student as an SBAT on NESA Schools Online and enrolling them into the exam if the SBAT is an ICF course.
- administering the management tools to support the student
- conducting a formal 'catch up session' each term with the SBAT student.

The release of students to undertake on-the-job training is a matter for individual schools to negotiate with the employer and trainee. Negotiations would need to take into consideration timetable structures that would allow for both release time and travel arrangements and additional support and tuition for students.

There are specific requirements where a school may be delivering the off-the job training component to a school-based apprentice or trainee. Schools must contact their AISNSW VET Consultant before proceeding with any arrangements to deliver training to an SBAT where the AISNSW will be the RTO.

6.2 Industry Based Learning Course

NESA recognises that school-based apprenticeships and traineeships involve learning in the workplace and give unit credit for time spent on-the-job. Students undertaking a school-based apprenticeship or traineeship 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 the following documentation:

a. Workplace Log

- a brief description by the student of the tasks and/or activities undertaken, and
- verification that these tasks and activities have been undertaken, typically by the employer and/or workplace supervisor.
- verification can be as simple as a name, initials/signature and date in the log.

b. Industry-based learning journal

- complement the log by providing, on a regular basis, a record of what has been learned from the workplace during the on-the-job training component of a school-based apprenticeship or traineeship in relation to the course outcomes
- reflective and self-descriptive journal of learning. It will not only describe what the student has learned but also its usefulness and applicability to their role in the workplace

- demonstrate an increasing level of complexity and sophistication would be seen in the evidence presented related to the course outcomes
- there is no set content, format, layout, length or style for the journal
- is not required to show their journal to the employer nor have it verified by the employer

Conferencing with Students

The school is required to develop an assessment schedule indicating when the evidence of industry-based learning (ie log and journal) will need to be submitted for assessment.

The assessment schedule could include a number of meetings with the supervising teacher designed to:

- confirm timeframes for the submission of the log and journal
- assist student understanding of what is required for satisfactory completion of the course
- encourage regular entries into the log and journal
- provide feedback (assessment for learning).

To be accredited for a total of 4 units a student must submit their evidence for assessment on a regular basis from **6 to 10 times across a two-year period** of HSC study.

For more information please refer to [NESA Stage 6 Industry Based Learning Course Description and Support Materials](#).

6.3 Commencing a SBAT in Year 10 (Stage 5)

The minimum year level to commence a SBA/T is Year 10. A student commencing their SBA/T in Year 10 must meet NESA requirements for Year 10 while concurrently starting their HSC.

For a student to commence an SBA/T in Year 10 they must first seek approval from the relevant school system/sector and school/principal. This is to ensure NESA requirements are considered in the planning stages of the SBA/T.

Schools/colleges, RTOs and employers must consider a range of factors when initiating a Year 10 SBA/T commencement.

Refer to the School Based Apprenticeship and Traineeship in NSW Guidelines and [Guidelines for access to VET courses by students in Years 9 and 10 on the NESA Website](#).

Section 7: Documentation Requirements for Schools

The following list identifies documents that should be kept. In cases where it is more appropriate to keep documents in another location (eg electronic storage) there should be a designated location for all VET documentation on a drive that is secure and backed up daily. The VET Compliance Officer is responsible for siting and securing all documents.

Course		Cohort				
Teacher		Date				
Checklist and Documentation		Due Date	Store time *ACOQ	Where is it saved on school drive?	Teacher Sign/Date	VET CO Check
VET Folder for Course	General AIS and School Templates <ul style="list-style-type: none"> Teaching programs – blank units of work AIS templates or download from AX 	N/A	N/A			
	VET Teacher Database <ul style="list-style-type: none"> Ensure qualifications are current 	Once per TP change	TP period			
	Resource Guides <ul style="list-style-type: none"> Record of all teaching resources available both on site and/or off site. Principal signed and dated 	Once per TP change	TP period			
Cohort Folder	Marketing Materials <ul style="list-style-type: none"> Course flyers & /or School Subject Selection Booklet given to this cohort School website advertises correct course codes Information Letter to student (course fees) Training and Assessment Strategy (TAS) <ul style="list-style-type: none"> Copy on school drive and on School Contact page in AX Teaching Programs <ul style="list-style-type: none"> Units of work with evaluations, registration & adjustments Blank Student Notifications & Assessor's Guides <ul style="list-style-type: none"> Blank copy of Student Notifications and Assessor Guides for each unit being delivered Moderation/Validation of task (Network/Industry) LLN tasks for identified student requirements Induction Process <ul style="list-style-type: none"> Completed checklist Group Profile Form – LLNRobot results 	Subject selection evening	6 months			
		Term 4 previous year of cohort starting course	6 months			
		Annually	5 years			
		Ongoing	N/A			
		Week 1 or 2 Term 1	6 months			
Individual Student Folder	In each student file <ul style="list-style-type: none"> Student Profile Form Declaration of Understanding LLN Robot results if student requires adjustments & IP W/P Student Placement Record W/P Journal with attendance signed off Teacher W/P Visitation Sheets completed ALL completed Student Notification work with feedback If an SBAT - Journals and Meeting minutes Student Application for RPL/Credit Transfer (if applicable) Final copy of student completed outcomes from AX 	Ongoing through the course	6 months 7 years for W/P docs			
Other tasks	Class Completion <ul style="list-style-type: none"> Enrolled all students into class on aXcelerate Competency outcomes updated at the end of every term in AX USI verification – upload to NESAs Completion of NESAs outcomes in October 	Update each term	Ongoing	AX (do 1 st) NESAs (last)		
	VET Teacher Database <ul style="list-style-type: none"> PD log (aXcelerate) 35 hrs x 2yrs 	Updated each term	Ongoing	AX		

All documents should follow standard version control identification by identifying the name of the document and the date that it was generated or reviewed in the footer of each page. Where the AISNSW RTO develops documentation, it will be reviewed annually and uploaded onto the AISNSW RTO **aXcelerate** website. Schools should consider the **aXcelerate** website as the primary source for all information and documentation.

Section 8: AISNSW VET in Schools Consultants

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Section 9: 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.

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, Association of Independent Schools NSW 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.

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 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.

Unique Student Identifier (USI): All students undertaking vocational training must have a Unique

Student Identifier (USI). This 10-digit number and letter identifier will allow students to access their VET training records and results from the online USI account.

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.

