

Loganlea State High School

Vocational Education & Training Quality Manual

2017 Version

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Loganlea State High School

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Introduction to the VET Quality Framework (VQF)

The VET Quality Framework (VQF) is the national framework which aims to ensure nationally consistent, high-quality training and assessment services for the Schools of Australia's vocational education and training (VET) system. This framework is incorporated in the National Vocational Education and Training Regulator Act 2011 and Queensland transitioned to the National Regulator, the Australian Skills Quality Authority (ASQA), on 29 June 2012.

The VET Quality Framework comprises:

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

Components of the VQF

Fit and Proper Person Requirements (FPPR)

This legislative instrument aims to ensure that key staff within the RTO have the characteristics and principles necessary to ensure integrity and quality of the outcomes for students. The FPPR are a legislative instrument made by the Federal Minister for Tertiary Education, Skills, Jobs and Workplace Relations under subsection 186(1) of the National Vocational Education and Training Regulator Act 2011.

The Principal and other high managerial staff employed by Loganlea State High School meet the Fit and Proper Person Requirements and this is demonstrated through the completion of the required documentation as set out on the Queensland Curriculum and Assessment Authority website. The required documentation is completed each time there is a change to staffing which impacts on the management of the RTO. The documentation is kept on file and produced at the request of the registering body.

Financial Viability Risk Assessment Requirements (FVRAR)

The aim of this legislative instrument is to ensure the RTO (or organisation applying to become an RTO) has the necessary financial resources to deliver quality VET outcomes on a long term basis. These requirements have been made a legislative instrument by the Chief Commissioner, ASQA, under subsection 158(1) of the National Vocational Education and Training Regulator Act 2011.

The School meets the requirements of this legislative instrument through the ongoing financial audit provisions as a registered Queensland school.

Data Provision Requirements (DPR)

A range of data is to be provided to ASQA (or their delegate, i.e. Queensland Curriculum and Assessment Authority) as required. Some of this data is scheduled and should be submitted by due dates (e.g. Quality Indicator Data) and some is to be provided on request. The DPR legislative instrument, made by the Federal Minister for Tertiary Education, Skills,

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Jobs and Workplace Relations under subsection 187(1) of the National Vocational Education and Training Regulator Act 2011, outlines the data that the RTO is required to provide upon request. This data reflects a wide range of the RTO's operations.

AVETMISS Compliance

National VET Regulated (NVR) RTOs are required to provide AVETMISS compliant data regarding students, courses, units of activity and qualifications completed. Loganlea State High School uses the Student Data Capture System (SDCS) provided by QCAA which meets the requirements of AVETMISS compliant data provision. Data is uploaded at set times which are determined by QCAA and advertised on their website.

Registration Requirements

The following data must be provided as requested at the time of renewal of registration or at audit:

- a. type of legal entity
- b. copy of Certificate of Incorporation, Articles of Association or equivalent;
- c. current financial viability risk assessment information including:
 1. strategic business plan;
 2. financial projections, including underlying assumptions;
 3. business plans, including forecast income stream and forecast expenditure;
 4. assets and liabilities;
 5. audited financial statements;
 6. financial records for the previous 12 months, including profit and loss balance sheets;
 7. cash flow and bank account details;
 8. short term budgets and forecasts, including assumptions;
 9. information on current and projected student enrolments, including assumptions;
 10. tax records;
 11. information about current debts and debtors, credits and creditors, loans and repayment details;
 12. plans and information on any legal disputes;
 13. inter-company dealings, transfers, ownerships and loans;
 14. contingent liabilities;
 15. ultimate ownership details; and
 16. post reporting activities.
- d. Business Name Registration Certificate showing registered business (trading) name(s);
- e. Australian Company Number (ACN);
- f. Australian Business Number (ABN);

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- g. type of training organisation (for example, school, university, community-based adult education, other training provider);
- h. address and contact details for:
 - 1. head office;
 - 2. principal place of business; and
 - 3. permanent delivery sites or campuses.
- i. name and contact details for:
 - 1. executive officers;
 - 2. high managerial agents; and
 - 3. any person or entity which exercises a degree of control or influence over the management or direction of the registered training organisation.
- j. previous registration details;
- k. whether or not the applicant, the NVR registered training organisation, an executive officer or higher managerial agent have any other application for registration currently lodged with any other registering body;
- l. Fit and Proper Person information for each relevant person to include:
 - 1. whether the person has been convicted of an offence against a law of the Commonwealth or of a State or Territory and if so, the seriousness of the offence;
 - 2. whether the person has ever had his, her or its registration on the National Register cancelled or suspended;
 - 3. whether the person has ever had a condition imposed on his, her or its registration on the National Register;
 - 4. whether the person has ever breached a condition of registration in Subdivision B of Division 1 of Part 2 of the Act;
 - 5. whether the person has ever become bankrupt, applied to take the benefit of a law for the benefit of bankrupt or insolvent debtors, compounded with his or her creditors or assigned his or her remuneration for the benefit of creditors;
 - 6. whether the person has ever been disqualified from managing corporations under Part 2D.6 of the Corporations Act 2001;
 - 7. whether the person was involved in the business of the provision of VET courses by another provider who is covered by any of the above paragraphs at the time of any of the events that gave rise to the relevant prosecution or other action;
 - 8. whether the person has ever provided a State or Territory registering body and/or the National VET Regulator with false or misleading information or made a false or misleading statement to a State or Territory registering body or the National VET Regulator, and whether the person knew that the statement made or information provided to the State or Territory registering body or National VET Regulator was false or misleading; and
 - 9. whether the person has ever been found not to be a fit and proper person for the purposes of the Education Services for Overseas Students Act 2000;

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- m. details of any license/regulatory outcomes of the VET qualification and VET course applied for including details of the licensing body;
- n. whether or not the applicant/NVR registered training organisation delivers, or intends to deliver, any training online, interstate, or by distance, and if so, in which jurisdictions;
- o. whether or not the applicant/NVR registered training organisation delivers, or intends to deliver, any training offshore (overseas);
- p. whether or not the applicant/NVR registered training organisation offers, or intends to offer, any training to international students, and if so, details of the CRICOS approval;
- q. whether or not the applicant/NVR registered training organisation intends to apply for, or already receives, Commonwealth, State or Territory government funding for training;
- r. whether or not the applicant/NVR registered training organisation intends to enter into, or is in, a partnership/sub-contracting arrangement for training;
- s. whether or not the applicant/ NVR registered training organisation collects, or intends to collect, fees paid in advance from students for enrolment in training;
- t. whether or not the applicant/ NVR registered training organisation delivers, or intends to deliver, training to students under the age of 18, and if so:
 - 1. Working With Children Checks for all relevant persons; and
 - 2. policies and procedures for managing these students.
- u. evidence of appropriate finance and AVETMISS compliant VET student records management systems; and
- v. copy of public liability insurance cover.

Quality Indicators

The Quality Indicators have been designed to help RTOs conduct evidence-based and outcomes-focused continuous quality improvement, and assist a registering body to assess the risk of an RTO's operations.

Under the VQF, RTOs are required to collect and use data on three Quality Indicators which have been endorsed by the National Skills Standards Council (NSSC) :

- ✓ Learner Engagement,
- ✓ Employer Satisfaction, and
- ✓ Competency Completion.

Australian Qualifications Framework (AQF)

This framework is the national policy for regulated qualifications in Australia. The framework specifies the learning outcomes associated with each level of qualification, as well as the specifications for the development of qualifications and the issuing of AQF qualifications.

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Standards for VET Accredited Courses

These standards formally identify the requirements for accrediting vocational education and training courses.

Standards for Registered Training Organisations (RTO's) 2015

These standards are national standards which RTOs (or applicants wishing to become RTOs) are assessed against. The standards are a legislative instrument under subsection 185(1) and subsection 186 (1) of the National Vocational Education and Training Regulator Act 2011.

Organisations applying to become RTOs are required to comply with Standards for Registered Training Organisations (RTO's) 2015 to demonstrate how well prepared the organisation is in order to meet the standards to deliver and assess nationally recognised training and issue nationally recognised qualifications.

RTOs that are continuing registration are required to demonstrate compliance with these standards. ASQA has indicated that the ASQA Users' Guide to the Standards for Registered Training Organisation (RTO's) 2015 may be of assistance to both potential and continuing RTOs.

The following sections provide further detail about the application of the Standards for Registered Training Organisations (RTO's) 2015 as they apply within the School.

Standard One: The RTOs training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Strategies for training and assessment policy

VET Teachers (in consultation with the Vocational Training Area Head Of Department (VTAHOD)) will develop a **training and assessment strategy (TAS)** for each qualification. Loganlea State High School will ensure that the TAS (and training programs generally) provide sufficient information to guide VET teachers and ensure that students receive training and assessment that meets their needs as well as current industry requirements.

Each TAS will be developed in consultation with industry and will be monitored and improved upon through effective consultation. Each TAS will be validated through the annual Internal Review (IR) process and will be revised in response to industry input, outcomes of the IR, records of staff meetings about the TAS, course progress and agreed actions. The strategies will reflect the requirements of the relevant Training package.

Loganlea State High School has access to the staff, facilities, equipment, training and assessment materials required to provide the training and/or assessment services within its

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scope of registration and scale of operations, to accommodate student numbers, needs, delivery methods and assessment requirements.

Standards for RTOs 1.3: Implement a comprehensive training and assessment strategy

Loganlea State High School has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:

- ✓ trainers and assessors to deliver the training and assessment;
- ✓ educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment;
- ✓ learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
- ✓ facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.

The Principal will ensure that VET staff are provided with the resources and time necessary to meet the human resource requirements of the relevant Training package or course.

If, for whatever reason, the RTO cannot maintain the relevant human and physical resources to deliver the qualification or accredited course, the School will provide students with alternative opportunities to complete the course and the related qualification.

Industry relationships are established for each vocational training area by the VTAHOD and the VET Teacher to ensure effective validation and input in relation to the strategies for training and assessment, staff, facilities, equipment and training and assessment materials. The purpose of this is to ensure consistency with industry standards.

Standards for RTO clause 1.6: Engage with Industry/Employers

The School implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:

- ✓ its training and assessment strategies, practices and resources; and
- ✓ the current industry skills of its trainers and assessors.

Standards for RTOs clause 1.7 Support Learners

The School ensures that all students have every reasonable opportunity to complete their course. It determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses.

The School is inclusive of all students regardless of sex, race, impairment, or any other factor. The VTAHODs have access and equity responsibilities as a nominated part of their duties.

Access and equity procedure

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The School has written access and equity policies and all staff are provided with copies which they must adhere to. Staff and students, in their induction to the School, are made aware of the RTO's access and equity policy. They may contact the RTO Manager or the VTAHODs for information and/or support and the RTO's access and equity policy.

Standards for RTOs Clause 1.8 – 1.12: Conduct effective assessment

Assessment policy

In developing the assessment (including RPL) for each qualification, the School will ensure:

- ✓ compliance with the assessment guidelines from the relevant Training Package or accredited course
- ✓ assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- ✓ assessment complies with the principles of competency-based assessment (i.e. assessment is valid, reliable, flexible and fair) and informs the student of the context and purpose of the assessment
- ✓ the rules of evidence (valid, sufficient, current and authentic) guide the collection of evidence to support the principles of validity and reliability.
- ✓ there is a focus on the application of knowledge and skills to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment (e.g. dress, communicating with supervisors, etc.)
- ✓ timely and appropriate feedback is given to students
- ✓ assessment complies with School's access and equity policy
- ✓ systematic validation occurs - each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET regulator.
- ✓ Industry experts may be involved in validation to ensure there is the combination of expertise
- ✓ all students have access to reassessment on appeal.

Recognition of Prior Learning policy

All students shall have access to, and will be offered **Recognition of Prior Learning (RPL)**.

Recognition of Prior Learning procedure

Each year at the VET student induction, the RTO Manager, and the VET Teachers where relevant, shall make students aware of School's RPL policy via the VET Student Handbook. VET teachers will remind students of this policy at the beginning of each year and will provide opportunities to engage in the RPL process.

VET students seeking RPL, will be:

- ✓ provided with a copy of a RPL Application Form by their relevant VET teacher
- ✓ provided information about the types of evidence that can be used to support an RPL application by the VET teacher from their qualification

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- ✓ required to provide a completed RPL application form and associated evidence to support the application
- ✓ able to appeal an RPL decision via the RPL student appeals form if unsuccessful.

The VET teacher will:

- ✓ notify the student of their outcomes from the RPL process
- ✓ update the student's records if RPL is granted.

Standards for RTOs 1.13 – 1.16: Employ skilled trainers and assessors

All trainers and assessors of nationally recognised training must meet nationally agreed competency requirements and continue to develop their competence.

Human resources policy

The School will establish the competence of a VET teacher prior to training and assessing a qualification/and or accredited course.

Human resources procedure

The School must establish staff competency by verifying that staff hold the required qualifications and experience. Trainers and assessors must:

- ✓ have the training and assessment competencies determined by ASQA or its successors.
- ✓ have the **vocational competencies** they are training and/or assessing. All formal learning experiences and work activities in industry must be clearly documented against each unit of competency being delivered/assessed
- ✓ be able to demonstrate that they hold the skills and knowledge required by industry, including recent work in industry (within approximately the last 18 - 24 months)
- ✓ continue to develop VET knowledge and skills and trainer/assessor competence through meetings, professional development, working in VET, accessing current information, etc.
- ✓ meet any additional competency requirements detailed in Training packages or determined by regulatory or licensing bodies.

The Principal or their delegate will carry out referee checks, including confirming relevant and current industry experiences and vocational competencies by sighting originals (or certified copies) of qualifications and confirming evidence of work history/experiences. Where teachers do not hold the competencies they are training and assessing they can demonstrate equivalent competency through their Staff profile (or similar documents). However, there must be a clear and verified relationship between the teacher's experience and each of the competencies they are training/assessing.

If a teacher holds the relevant vocational competencies but does not have the appropriate assessor competencies (or demonstrated equivalent competencies) they may enter into a Supervisor Agreement with an assessor who has these competencies. The teacher with the vocational competencies gathers evidence of the competence, which contributes to the assessment judgements by the assessor.

The assessor's role is to ensure that the assessment methodology used by the teacher is consistent with Training Package requirements. Together they make a decision that the

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principles of assessment and **rules of evidence** were met and together, will make a determination of competence. The responsibilities of the assessor and the teacher are clearly defined and co-assessment arrangements and implementation of these arrangements are recorded in both the TAS, and through documenting assessment processes, to demonstrate that requirements are met. The VTAHOD will need to check for any additional conditions required by licensing authorities.

The supervising teacher provides regular guidance, support and direction, and monitors the training. Although it is not necessary for the supervising teacher to be present during all training delivery, he or she is accountable for the training delivered by the supervised teacher. The supervising teacher and the VET teacher will establish a record of the level and type of supervision.

All teachers working under supervision will need to demonstrate equivalent competence in one of the following TAESS00007 Enterprise Trainer Presenting Skill Set, TAESS00008 Enterprise Trainer Mentoring Skill Set or TAESS00003 Enterprise Trainer and Assessor Skill Set. A Professional Development Plan (DPF processes) will be developed for each trainer working under supervision to ensure they complete this skill set (or demonstrate equivalence). All new trainers will be given two years to demonstrate the skill set and a Professional Development Plan will be put into place to ensure this requirement is met.

The VTAHOD of each VTA will ensure that the TAS contains information which shows which members of staff deliver and assess particular units of competency **each year** (or more often if there is a staffing change).

All VET Teachers shown on the TAS will have an up-to-date Staff Profile on file with the VTAHOD and a copy with the RTO Manager, including statements about relevant industry relationship and currency (work in industry within the last 18 – 24 months) and verified copies of all qualifications held. The Principal will ensure verification of copies of qualifications, through delegation of this duty to the RTO Manager.

VET Teachers involved in training and assessing will be responsible for keeping an accurate and up-to-date record of currency activities on their Staff Profile (or similar documents) relating to the delivery and assessment they undertake in the VET system. This should include any activities that develop their VET knowledge or skills.

The Staff Profile (or similar documents) must illustrate how the VET teacher meets the requirements of The Standards for Registered Training Organisations (RTO's) 2015. These requirements include:

Training and assessment at the School will be delivered by VET teachers who:

- a) have the necessary training and assessment competencies as determined by the Australian Skills Quality Authority (ASQA) or its successor
- b) have the relevant vocational competencies at least to the level being delivered or assessed
- c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken
- d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence

The Staff Profile (or similar documents) will be updated each year and/or before IRs and internal audits and will be kept on file (via electronic copy) by the VTAHOD and the RTO Manager.

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Recruitment policy

Recruitment of staff will be guided by the following principles:

- ✓ all prospective VET staff will be made aware during recruitment that they will undergo a VET induction process if employed by the School
- ✓ any VET teacher recruited to deliver and assess a particular qualification will either meet the requirements of the relevant Training Package or accredited course or have the ability to meet this standard before commencing the delivery and assessment of the qualification.
- ✓ any VET teacher recruited to train and assess a VET qualification must meet the nationally agreed competency requirements and continue to develop their competency :
 - Supporting them in meaningful engagement with industry and relevant professional bodies
 - Supporting their professional development in teaching and learning methods and in understanding the requirements of the VET system
 - Fostering a culture of critical evaluation, innovation and continuous improvement.

All VET staff will undergo a VET induction procedure on employment by the RTO (or when they become involved with VET) and all VET teachers will be monitored in regards to their performance in training and assessing vocational education and training.

The RTO Manager will enter details of completion of these forms in the relevant file on M: Drive.

VET induction procedure

The induction procedure will include an introduction to the:

- ✓ VET Quality Framework including the Standards and a summary of the legislative instruments
- ✓ VET quality systems operating within the School
- ✓ VET courses in the School
- ✓ roles and responsibilities of an RTO under the VET Quality Framework
- ✓ human resource requirements for VET
- ✓ professional development roles and responsibilities for staff at the School
- ✓ relevant policies and procedures of the School relating to VET
- ✓ relevant Training Packages/accredited courses
- ✓ competency-based training and assessment
- ✓ requirements for apprenticeships/traineeships
- ✓ **access and equity** policy and staff responsibilities in regard to access and equity.

Ongoing development and monitoring procedure

The school as an RTO must provide opportunities for VET teachers to continue to develop their vocational competencies at least to the level being delivered or assessed, demonstrate

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current industry skills directly relevant to the training/assessment being undertaken, and continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

VET Teachers will follow the school's policy for applying for professional development opportunities.

Each VET Teacher will submit an application for professional development/industry placement and forward to the VTAHOD for endorsement.

Once endorsed by the relevant VTAHOD, the application will be formally forwarded to the Deputy Principal, and then to the Principal for final approval. All requests for professional development and/or industry placement should be detailed on the plan/application form.

Requests for professional development for any VET staff member **may** also be accompanied by a written analysis (no more than one A4 page) of how the activity will improve identified knowledge and/or skill deficiencies or currency requirements.

The Principal and Deputy Principal will have regard to the following priorities when allocating funds and other resources related to professional development for VET staff:

- ✓ the requirements of the Standards for Registered Training Organisations (RTO's) 2015
- ✓ the written statements made by the teacher in support of their need for the professional development
- ✓ the need to up skill non-teaching members of staff involved in VET, e.g. guidance officers
- ✓ the strategic plan of the School with regard to VET
- ✓ other professional development initiatives.

The Principal and Deputy Principal (through the VTAHOD) will approve professional development only when the recipient agrees to complete the Staff Profile form (or similar documents) on completion of the activity. The Staff Profile (or similar document) is to focus on the benefit of the professional development to the teacher, specifically the skills identified by the teacher before the activity and how they relate to further development of their VET knowledge and skills, training and assessment and vocational competencies and industry skills and currency.

All staff of the RTO involved in VET will undergo on-going term based programs/meetings on the school's policies and procedures relating to VET. Participation in these programs/meetings will be recorded by the RTO Manager.

Standards for RTOs clause 1.26 – 1.27: Manage transition from superseded training products

The RTO must manage the transition from superseded Training packages within 12 months of their publication on Training.gov.au (TGA) - the database on Vocational Education and Training in Australia.

It is the responsibility of each VTA within the school to plan for the transition to new/revised training packages as they are endorsed. Each VTA must complete the associated application forms (provided by the Registering Body) for new qualifications and units, where required, and provide that to the RTO Manager to approve and send to the registering body.

Subject to Clause 1.27 and unless otherwise approved by the VET Regulator, the RTO ensures that:

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- ✓ where a training product on its scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register
- ✓ where an AQF qualification is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register
- ✓ where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register, and
- ✓ a new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register.

Clause 1.27 The requirements specified in Clause 1.26 a) do not apply where a training package requires the delivery of a superseded unit of competency.

Standard Two: The operations of the RTO are quality assured.

Standards for RTOs clause 2.1: Implement quality assurance strategies

The Principal must ensure that the RTO complies with the VET Quality Framework and any other national legislation and guidelines approved by ASQA.

This applies to all of the operations within the organisations **scope of registration**, as listed on Training.gov.au (TGA) - the database on Vocational Education and Training in Australia.

Data collection, analysis and actions procedure

The School collects data on a regular basis in order to inform the processes of:

- ✓ compilation of the RTO's quality indicators data
- ✓ improvements to all aspects of training
- ✓ professional development of staff
- ✓ improvements to assessment
- ✓ improvements to RTO services
- ✓ monitoring and improving RTO systems.

Data is collected systematically by:

- ✓ national tools for the collection of data for the Quality Indicators, using:

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- Competency completion online system (CCOS) resources, available at <http://rto.ncver.edu.au/Help.php>
- Learner Questionnaire
- Employer Questionnaire
- ✓ interviewing learners regularly
- ✓ obtaining written feedback from learners (Ref: VET questionnaire - students) and/or through internal analysis and reporting on outcomes of the Quality Indicators Learner Engagement Survey)
- ✓ obtaining written feedback from trainers and assessors (Ref: VET questionnaire – staff)
- ✓ obtaining feedback from parents (Ref: VET questionnaire – parents)
- ✓ obtaining feedback from employers following work placements of learners (Ref: VET questionnaire – employer) – where applicable
- ✓ analysis of the root cause of complaints and **appeals** should they occur.

The data is analysed for relevance to possible improvements to:

- ✓ assessment items and methodology
- ✓ selection of competencies in qualifications
- ✓ appropriateness of training methods
- ✓ the need for staff professional development
- ✓ the need to improve RTO services and information
- ✓ appropriateness of RTO systems.

Improvements are made to relevant areas of the RTO operations on the basis of the data collected. Records are kept of changes made. These records are reviewed at internal reviews and audits.

Designated Person – The RTO Manager

The RTO Manager will follow a 'VET continuous improvement schedule' as a method of systematically continuously improving the training and assessment, client services provided as well as the management of School's operations as an RTO.

The RTO Manager is responsible for ensuring the internal audit is conducted and opportunities for improvement are acted upon. This position will also coordinate School's annual collection and analysis of stakeholder and student feedback. This information will be used in the IR and internal audit processes. The RTO Manager will use this data to inform its focus on continuous improvement and review of policies and procedures.

Internal review (IR) procedure

An IR will be conducted for each qualification/VTA at least once each year. The IR is different and separate from the internal audit process but may be used to inform internal

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audits. The RTO may utilise an IR ‘committee’ to review, compare and evaluate the assessment processes, tools and evidence contributing to judgments at least annually in each vocational training area (VTA).

The IR ‘committee’ will also review plans for the transition to new or revised training package in accordance with Standards for RTOs 2015 1.26. The transition to the new training package must be **completed within 1 year from the date the replacement** training product was released on the National Register.

The RTO Manager may appoint members of each vocational IR ‘committee’ and generally will be considered the ‘chair’. The RTO Manager recognises the need to maintain a balance of views and to gain advice from the following groups:

- ✓ VTAHOD
- ✓ teachers of the qualification or course in the VTA
- ✓ industry (advice from industry may be sought before, during or after the IR is conducted).

The chair (generally the VTAHOD) will provide a written report to the Principal at a meeting immediately following the IR. Any recommendations will include a timeline for their implementation. The RTO Manager will manage the ‘rectifications’ that arise after each IR, with the individual VTA (or may choose to delegate this duty to the VTAHOD).

Moderation/validation procedure

All VET Teachers of a qualification or course will meet before the IR meeting to undertake systematic **validation**. They will review, compare and evaluate the assessment processes, tools and evidence contributing to their judgment). Where there is more than one assessor of any given qualification, ‘**moderation**’ of the judgements will occur regularly, to ensure consistency in these judgements. Minutes from this meeting will be presented to the IR for inclusion in the internal review report. The RTO Manager can provide a format for the minutes if the teachers involved require guidance.

Risk management policy

Risk management involves the identification, analysis and evaluation of an RTO’s risk of compliance with the VET Quality Framework and the development of cost effective strategies to treat those risks. The Principal is responsible for assessing and managing risks associated with all aspects of School’s operations, including that as an RTO. The Principal may delegate the operational component of this responsibility to the RTO Manager.

Version control procedure

The school’s method of version control is to use a page footer that includes the version date, ownership, review date and approval, as per the footer of this document. The RTO Manager is responsible for ensuring that all relevant VET staff are inducted on this version control method.

Assessment instruments, TAS documents, Staff profiles (or similar documents) and other “working” documents may include an abridged version control method that references the ‘pathway’ to the electronic version.

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The RTO Manager will maintain the required documents relevant to its operations as an RTO. For example:

- ✓ the VET Quality Manual
- ✓ student information guides
- ✓ all other documents and templates used in School's activities as an RTO.

These documents include the version number and the date it was last reviewed. The RTO Manager reviews all documents before adding them to the drive (other than those specific to each subject area tab). All VET Teachers have access to the materials related to their position and are required to update the files as directed by the RTO Manager.

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Standards for RTOs clause 2.3 - 2.4: Monitor independent third parties

The School manages training and assessment provided on its behalf by documenting or recording agreements that cover the responsibilities of both parties, quality assuring the agreements, monitoring the implementation of these agreements, and making improvements where required. A record of any partnership arrangements will be recorded in the Register of partnerships.

Where the School engages or is engaged by another organisation for VET assessment, training and/or certification services, it has a **written agreement** with the other organisation.

Partnership procedure

Written agreements with other organisations will include the following:

- ✓ the name and address of both organisations
- ✓ the name of the **chief executive officer** (CEO) of **both** organisations
- ✓ the name and contact details of the primary contact at the other organisation
- ✓ the program offered, including the relevant Training Package qualification or accredited course including code and the units of competency or modules, including the code and title
- ✓ a list of services offered by the other organisation, e.g. training and/or assessment
- ✓ a statement outlining the level of service offered, e.g. "Loganlea State High School as the RTO, will provide all training and assessment staff"
- ✓ a statement acknowledging that the RTO is always responsible for training, assessment and certificates issued in its name
- ✓ a verified copy of the RTO's Certificate of Registration and Scope Certificate
- ✓ signatures of the **CEOs** of both organisations
- ✓ dates for the period of the agreement
- ✓ fees related to the agreement.

It is essential that the agreement or its supporting documentation describes the processes to be used for monitoring the implementation of the agreement. The agreement will also

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include the timeframe of the agreement, a review process as well as grounds for terminating the agreement, and any sanctions to be applied to either party if the terms of the agreement are not met.

Once agreements have been established they are monitored by the VTAHOD and the RTO Manager on an annual basis to ensure that both parties are meeting their obligations and that the services being provided meet the VET Quality Framework including the Standards for Registered Training Organisations (RTO's) 2015. Any documentation of this monitoring is kept on file with the VTAHOD and RTO Manager.

The RTO Manager will enter the details of the agreement on the Register of partnerships and ensure the other organisation has a copy of the agreement and understands its responsibilities.

Agreements do not have to be in place in relation to this standard when the RTO is engaging contract trainers/assessors.

Standard Three: The RTO issues, maintains and accepts AQF certification documentation in accordance with these standards and provides access to learner records

Standards for RTOs clause 3.1 – 3.4: Provide secure certification

The RTO must issue to students whom it has assessed as competent in accordance with the requirements of the Training package or **VET accredited course**, a VET qualification or VET statement of attainment (as appropriate) that:

- ✓ Meets the Australian Qualifications Framework (AQF) requirements
- ✓ Identifies the School by its national provider number
- ✓ Includes the **Nationally recognised training (NRT) logo** in accordance with the current conditions of use.
- ✓ That AQF certification documentations is issued within 30 days of course completion

The School ensures the authenticity of the documents by including the corporate identifier (e.g. RTO logo) or unique watermark.

Loganlea State High School prints all student qualifications and statements of attainment. The School will retain the client records of attainment of units of competency and qualification in an accessible format for 30 years. All qualifications and statements of attainment issued by the RTO are also recorded in the Register of Qualifications Issued. The record will contain enough information to reproduce the qualification or statement of attainment if required.

Replacement of certification documentation policy

Requests for a replacement qualifications or statements of attainment (within a 30 year period) are handled in a timely manner.

Replacement of certification documentation procedure

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The following procedure is to be followed:

- ✓ All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) from the student to the School
- ✓ The request will be forwarded to the RTO Manager or delegate to coordinate
- ✓ The School will access the archived records/Register of Qualifications Issued to access the required information for the replacement document
- ✓ The replacement will identify that it is a re-issued version as well as follow all requirements for printing and issuing qualifications and statements of attainment.
- ✓ The replacement will be issued with 14 working days of receipt of the written request and after verification of the USI.

Standards for RTOs clause 3.5: Provide credit for prior studies

Loganlea State High School recognises all AQF and VET qualifications and VET statements of attainment issued by any other RTO. The RTO will seek verification of the certification from the relevant RTO where there is some ambiguity.

Recognition of qualifications procedure

The school recognises all AQF and VET qualifications and VET statements of attainment issued by any other RTO. The RTO will seek verification of the certification from the relevant RTO where there is some ambiguity.

- ✓ The VTAHOD and associated VET teachers will make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the School during the VET student induction at the beginning of the year. VET teachers will remind students of this policy at the beginning of each new semester
- ✓ If a student presents an AQF qualification or statement of attainment to a VET teacher, the teacher will take a copy and bring it to the attention of the VTAHOD
- ✓ The RTO Manager or VTAHOD will verify the authenticity of the qualification or statement of attainment.
- ✓ The verified copy of the qualification or statement of attainment is placed in the student's file.
- ✓ Once the qualification or statement of attainment is verified, the VET teacher will give the student exemption for the units of competency identified in the qualification or statement of attainment and update the student's records accordingly (OneSchool). Information will then be entered in SDCS using the 'credit transfer' option.

Internal recognition of qualifications procedure

- ✓ The VTAHOD will complete a comprehensive mapping exercise (where relevant) to identify common units of competency across qualifications on the scope of registration
- ✓ At the beginning of each year, those students who are enrolled in courses where there are common units of competency, or who have progressed from Certificate I to Certificate II or Certificate II to Certificate III (where applicable) are identified

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- ✓ The VTAHOD and VET teachers will meet to establish the processes for delivery and assessment ensuring accurate data is recorded
- ✓ This process is repeated throughout the year for students who change subjects
- ✓ The information is entered into SDCS using the ‘credit transfer’ option in all instances where the student has already gained the unit of competency (i.e. the student may only once be deemed as competent).

Standards for RTOS clause 3.6: Participate in the student identifier (USI) scheme

The RTO meets the requirements of the Student Identifier scheme, including:

- ✓ verifying a Student Identifier (USI) provided to it by an individual before using that Student Identifier for any purpose
- ✓ ensuring that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the Student Identifiers Act 2014
- ✓ ensuring that where an exemption described in Clause 3.6 (b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the School, and
- ✓ ensuring the security of Student Identifiers and all related documentation under its control, including information stored in its student management systems.

Standard Four: Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients

Standards for RTOs clause 4.1: Provide accurate information to learners about services and qualifications

Loganlea State High School must ensure its marketing and advertising of AQF and VET qualifications to prospective clients is ethical, accurate and consistent with its scope of registration. The RTO must not advertise or market in any way accredited courses, qualifications or units of competency that are not on the scope of registration.

Advertising and marketing procedure

The VTAHOD and RTO Manager collaboratively will prepare all advertising and marketing material referencing VET, prior to being sent to the Deputy Principal who will approve final copies with particular regard to:

- ✓ Information, whether disseminated directly by the RTO or on its behalf, is both accurate and factual, and:

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- ✓ accurately represents the services it provides and the training products on its scope of registration
- ✓ includes its RTO Code
- ✓ refers to another person or organisation in its marketing material only if the consent of that person or organisation has been obtained
- ✓ uses the NRT Logo only in accordance with the conditions of use specified in Schedule 4
- ✓ makes clear where a third party is recruiting prospective learners for the RTO on its behalf
- ✓ distinguishes where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party
- ✓ distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by the RTO
- ✓ includes the title and code of any training product, as published on the National Register, referred to in that information
- ✓ only advertises or markets a non-current training product while it remains on the RTO's scope of registration
- ✓ only advertises or markets that a training product it delivers will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised
- ✓ includes details about any VET FEE-HELP, government funded subsidy or other financial support arrangements associated with the RTO's provision of training and assessment, and does not guarantee that:
 - a learner will successfully complete a training product on its scope of registration, or
 - a training product can be completed in a manner which does not meet the requirements of Clause 1.1 and 1.2, or
 - a learner will obtain a particular employment outcome where this is outside the control of the RTO.

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Standard Five: Each learner is properly informed and protected

Standards for RTOs clauses 5.1 – 5.4: Inform and Protect Learners

The School will provide student information and induction that informs them about the training, assessment and support services that are to be provided, and about their rights and obligations.

This will include:

- ✓ student selection, enrolment and induction/orientation procedures
- ✓ course information, including content and vocational outcomes
- ✓ fees and charges, including refund policy and exemptions (where applicable)
- ✓ provision for language, literacy and numeracy assistance
- ✓ student support, welfare and guidance services
- ✓ flexible learning and assessment procedures
- ✓ appeals and complaints procedures
- ✓ disciplinary procedures
- ✓ relevant legislation
- ✓ staff responsibilities for access and equity
- ✓ recognition arrangements
- ✓ recognition of AQF qualifications and statements of attainment issued by other RTOs
- ✓ VET Student Agreement Form

This information is found in the VET student handbook, information guide or Senior Subject Selection Handbook. The School will ensure that all topics are covered in their documentation provided to VET students prior to enrolment.

The School will utilise a VET Student Agreement Form (or similar) as the method of recording the training, assessment and client services to be provided by the School. This form, along with the information found in the VET student handbook, guides and the Senior Subject Selection Handbook (or similar) and defines the commitments made by the RTO. Students will read and sign the written agreement to confirm the School has provided this information to the student.

The School does not charge fees to student to access VET courses or services, therefore no refund policy or procedure is necessary.

Standard Six: Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively

Standards for RTOs clause 6.1 – 6.2: Manage complaints and appeals

Complaints and appeals are managed by the School in a fair, efficient and effective manner. The RTO will create an environment where student's views are valued.

Any student wishing to make a complaint against the school concerning its conduct as an RTO, whether a complaint, appeal or other matter, shall have access to the complaints procedure. All formal complaints will be heard and decided within 15 working days of the receipt of the written complaint by the School.

In the event more than 60 days are required to finalise a complaint this will be communicated to all parties in writing within the first 15 days of the complaint/appeal being lodged.

The RTO Manager will keep a Register of complaints and appeals which documents all formal complaints and their resolution.

Any substantiated complaints or appeals will be reviewed as part of the continuous improvement procedure and action taken accordingly.

Complaints and appeals procedure

Students with a complaint or appeal have access to both informal and formal procedures.

Informal complaint

- ✓ the initial stage of any complaint shall be for the complainant to communicate directly with the operational representative of the school, e.g. the VET teacher, who will make a decision and record the outcome of the complaint
- ✓ person(s) dissatisfied with the outcome of the complaint to the VET teacher may then communicate the complaint to the VTAHOD, who will make a decision and record the outcome of the complaint.

Formal complaint or appeal

- ✓ formal complaints may only proceed after the informal complaint procedure has been finalised
- ✓ the complaint or appeal and its outcome shall be recorded in writing through a Complaints and appeals record form
- ✓ on receipt of a formal complaint or appeal the RTO Manager/Principal shall convene an independent panel to hear the complaint; this shall be the complaint and appeal "complaint committee"
- ✓ the complaint and appeal committee shall not have had previous involvement with the complaint or appeal, and should include representatives of:
 - the Principal / or delegate
 - the teaching staff

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- an independent person
- ✓ the student shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- ✓ the relevant staff member shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- ✓ the complaint and appeal committee will make a decision on the complaint
- ✓ the complaint and appeal committee will communicate its decision on the complaint to all parties in writing within five working days of making its decision.

If a student is still not satisfied, the RTO Manager will refer them to the Queensland Curriculum and Assessment Authority (QCAA) appeals and compliant process.

The School uses the Complaints and Appeals Register as invaluable data about aspects of the RTO's operations that could be improved. The main cause of a complaint will be included in the continuous improvement cycle and discussed at the relevant internal review/audit. Records are to be held on school network drive at : *M:\KLA Administration\VET\Compliance\Complaints*

Standard Seven: The RTO has effective governance and administration arrangements in place

Standards for RTO clause 7.2: Assess financial viability risk

The School is able to demonstrate to the registering bodies, on request, that it is financially viable at all times during the period of its registration, as this is a requirement for the Queensland Government (State Schooling).

Standards for RTOs clause 7.3: Protect prepaid fees by learners

Where the School collects student fees in advance it complies with Option 1 – the NVR RTO is administered by a state, territory or Commonwealth government agency.

Loganlea State High School's Business Services Manager will be responsible for ensuring the RTO complies with its financial policies, as outlined their duty statement.

Fees and Charges, including Refund policy

Loganlea State High School does not charge students fees for VET services.

Matters regarding payment of fees or refund of fees will be managed by the school's Business Services Manager in accordance with the principles contained in the RTO's Fee Policy.

Standards for RTOs clause 7.4: Hold public liability insurance

The School will maintain a Certificate of currency for public liability insurance throughout its registration period.

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Standard Eight: The RTO cooperates with the VET Regulator and is legally compliant at all times.

Interactions with the National VET Regulator (delegated to QCAA for Queensland schools) are managed by the Principal through delegation to the RTO Manager. The school has stated the organisation will remain compliant with the VET Quality Framework during the RTOs registration.

Loganlea State High School will cooperate with QCAA or ASQA (if applicable):

- ✓ in the conduct of audits and the monitoring of its operations
- ✓ by providing accurate and timely data relevant to measures of its performance (including quality indicator data) in line with the Data Provision Requirements
- ✓ by providing information about significant changes to its operations
- ✓ by providing information about significant changes to its ownership
- ✓ in the retention, archiving, retrieval and transfer of records consistent with ASQA's General direction: Retention of completed student assessments
- ✓ by providing information demonstrating its financial viability, and/or its annual financial statements, and/or a business plan on request of the registering body to meet the Financial Viability Risk Assessment Requirements.

The school is a part of a system that requires them to be accountable for the management of their operations. Accountability is tested, in part by the RTO's participation in external audits, through the data it reports and through the confirmation that the RTO remains financially viable.

It is the school's responsibility to ensure that the registering body is made aware of changes to its operations, for example, significant changes in management, change of address or company structure.

When the RTO ceases to operate, the registering body must be provided with records of all students in the format required by the registering body.

These changes must be reported when they happen (generally by the RTO Manager).

The Principal must be able to demonstrate at the request of the registering body, that it has the financial capacity to deliver quality training and assessment outcomes at the time of request and into the future.

Standards for RTOs clause 8.5 – 8.6: Comply with all relevant legal requirements

Loganlea State High School complies with relevant Commonwealth, state or territory legislation and regulatory requirements that are relevant to its operations and its scope of registration.

The school ensures that all VET staff and students are fully informed of these requirements that affect their duties or participation in vocational education and training.

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Commonwealth legislation (available at www.comlaw.gov.au):

- ✓ National Vocational Education and Training Regulator Act 2011 (and associated legislative instruments)
- ✓ Copyright Act 1968
- ✓ Privacy Act 1988 (2001)

State legislation (available at www.legislation.qld.gov.au):

- ✓ Anti-Discrimination Act 1991
- ✓ Child Protection Act 1999
- ✓ Vocational Education, Training and Employment Act 2000, Chapter 4: Vocational placement
- ✓ Vocational Education, Training (Commonwealth Powers) Bill 2012
- ✓ Workplace Health and Safety Act 1995

Loganlea State High School must systematically identify the legislation that relates to its operations; ensure that it is complying with this legislation; and, that it continues to comply with it.

When VET staff commence working for the RTO (and on an ongoing basis as required) they are informed of the impact the legislation has on the way in which they carry out their duties. Legislation requirements that pertain to its operations as an RTO are explained to staff at the VET teacher induction.

Students are provided with information about relevant legislation and their related rights and responsibilities in the VET student handbook.

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Glossary

The following terms are common to the VET sector and are used in the VQF documents. Each term is followed by a definition and, where appropriate, further explanation. If the definition of a word or phrase listed below is inconsistent with the definition of the same word or phrase used in particular legislation, the definition provided in that legislation takes precedence.

Access and equity

means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited short course

means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

AQF certification documentation

is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification

means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment

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

Assessment system

is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Assessors

are persons who assess a learner's competence in accordance with Clauses 1.13 to 1.16.

Audit

means an audit or compliance audit undertaken by the VET Regulator.

Australian Qualifications Framework (AQF)

means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Authenticated VET transcript

has the meaning given in the Student Identifiers Act 2014:

authenticated VET transcript of an individual means a document prepared by the Registrar that sets out information:

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- that relates to the VET undertaken by the individual, and
- that is prescribed by the regulations.

Client

means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Code

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

Competency

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

Current industry skills

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

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

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

Data Provision Requirements

are the requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation.

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

- pre-enrolment materials
- study support and study skills programs
- language, literacy and numeracy (LLN) programs or referrals to these programs
- equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- learning resource centres
- mediation services or referrals to these services

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- flexible scheduling and delivery of training and assessment
- counselling services or referrals to these services
- information and communications technology (ICT) support
- learning materials in alternative formats, for example, in large print
- learning and assessment programs contextualised to the workplace, and
- any other services that the RTO considers necessary to support learners to achieve competency. Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Executive officer

means:

- a person, by whatever name called and whether or not a director of the organisation, who is concerned in or takes part in the management of the RTO or
- an administrator, receiver and manager, or liquidator of the organisation (other than a receiver and manager, or liquidator, appointed by a court) or
- if the RTO is a body corporate:
 - a person who, at any time during a period for which the organisation is registered, owns 15 per cent or more of the organisation or
 - a person who, at any time during a period for which the organisation is registered, is entitled to receive 15 per cent or more of dividends paid by the organisation or
 - the administrator of a deed of company arrangement executed by an organisation or
 - a trustee or other person administering a compromise or arrangement made between the organisation and another person or other persons.

Financial Viability Risk Assessment Requirements

- means the requirements made under section 158 of the National Vocational Education and Training Regulator Act 2011 or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires.
- National Vocational Education and Training Regulator Act 2011 meaning:
- Financial Viability Risk Assessment Requirements has the meaning given by section 158:
- 158 Financial Viability Risk Assessment Requirements
- The National VET Regulator must, by legislative instrument, make requirements relating to the financial viability of NVR registered training organisations.
- The requirements are to be known as the Financial Viability Risk Assessment Requirements.
- Despite subsection 14(2) of the Legislative Instruments Act 2003, the Financial Viability Risk Assessment Requirements may make provision in relation to a matter by applying, adopting or incorporating any matter contained in another instrument or other writing as in force or existing from time to time.

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Government entity

means:

- a Department of State of the Commonwealth or
- a Department of the Parliament established under the Parliamentary Service Act 1999 of the Commonwealth
- an Executive Agency, or Statutory Agency, within the meaning of the Public Service Act 1999 of the Commonwealth
- a Department of State of a State or Territory or
- an organisation that:
 - is not an entity, and
 - is either established by the Commonwealth, a State or a Territory (whether under a law or not) to carry on an enterprise or established for a public purpose by an Australian law, and
 - can be separately identified by reference to the nature of the activities carried on through the organisation or the location of the organisation whether or not the organisation is part of a department or branch described in paragraph (a), (b), (c) or (d) or of another organisation of the kind described in this paragraph.

High managerial agent

means an employee or agent of the organisation with duties of such responsibility that his or her conduct may fairly be assumed to represent the organisation in relation to the business of providing courses.

Independent validation

means, for the purposes of Clause 1.25, that the validation is carried out by a validator or validators who are not employed or subcontracted by the RTO to provide training and assessment, and have no other involvement or interest in the operations of the RTO.

Industry

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

- enterprise/industry clients, e.g. employers
- group training organisations
- industry organisations
- industry regulators
- industry skills councils or similar bodies
- industry training advisory bodies, and
- unions.

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Industry and Skills Council

means the Commonwealth, State and Territory ministerial council established by the Council of Australian Governments (COAG), or its successor.

Industry engagement

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

- partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs
- involving employer nominees in industry advisory committees and/or reference groups
- embedding staff within enterprises
- networking in an ongoing way with industry networks, peak bodies and/or employers
- developing networks of relevant employers and industry representatives to participate in assessment validation, and
- exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

Industry regulator

means a body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.

Learner

means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.

Licensed or regulated outcome

means compliance with an eligibility requirement for an occupational licence or a legislative requirement to hold a particular training product in order to carry out an activity.

Mode of delivery

means the method adopted to deliver training and assessment, including online, distance, or blended methods.

Module

means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

National Register

means the register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the National Vocational Education and Training Regulator Act 2011.

Nationally Recognised Training (NRT) logo

means the logo used nationally to signify training packages and VET accredited courses.

Operations of an RTO

include training, assessment and administration and support services related to its registration, including those delivered across jurisdictions and offshore.

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Person

includes a body politic or corporate as well as an individual.

Professional development

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

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

Recognition of Prior Learning (RPL)

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

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

Record

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

Registrar

has the meaning given in the Student Identifiers Act 2014: Registrar means the Student Identifiers Registrar.

Registration

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

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RTO

means a Registered Training Organisation.

RTO code

means the registration identifier given to the RTO on the National Register.

Scope of registration

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

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

Services

means training, assessment, related educational and support services and/or any activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.

Skill set

means a single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

Standards for VET Accredited Courses

are the standards made under subsection 188(1) of the National Vocational Education and Training Regulator Act 2011 or the equivalent requirements adopted by a non-referring State.

Statement of attainment

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

Statistically valid

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

Student Identifier

has the meaning given in the Student Identifiers Act 2014:

- Student identifier means an identifier assigned to an individual by the Registrar under section 10 or 12.

Third party

means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.

Trainers

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

Training

is the process used by an RTO, or a third party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.

Training and assessment strategies and practice

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

Training Package

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

Training Product

means AQF qualification, skill set, unit of competency, accredited short course and module.

Unit of competency

means the specification of the standards of performance required in the workplace as defined in a training package.

Validation

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

VET

means vocational education and training.

VET accredited course

means a course accredited by the VET regulator in accordance with the Standards for VET Accredited Courses.

VET Quality Framework

comprises:

- the Standards for Registered Training Organisations
- the Australian Qualifications Framework
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements

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VET Regulator

means:

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

VTA

means Vocational Training Area

VTAHOD

means Vocational Training Area Head Of Department