



RIVERSIDE
CHRISTIAN COLLEGE



2024 VET STUDENT HANDBOOK

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RCC INTRODUCTION AND CONTEXT

Congratulations on your decision to enrol in a nationally recognised vocational course.

This handbook has been written to provide students with important information about the vocational education and training (VET) qualifications offered at Riverside Christian College as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their VET Teacher/Trainer/Assessor if they are unsure of any details. Students should keep this handbook (or note the intranet location of this document) for reference throughout their enrolment. The contents of this handbook in many instances represent the key points of various VET policies and procedures developed by this College.

TRAINING AND ASSESSMENT

STANDARD 1 Responsive to Industry and Learner Needs

Flexible Learning and Assessment Procedures

The following represent the basic VET assessment principles of this College. They are designed to promote fairness and equity in assessment.

All VET students at this College will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.

- Students will be given clear and timely information on assessment
- Information given to students, on the assessment cover sheet, will include:
 - Advice about the assessment methods
 - Assessment procedures
 - The criteria against which they will be assessed
 - When and how they will receive feedback.
- Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a two-year course
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students
- Any special geographic, financial, or social needs of students will be considered in the development and conduction of the assessment
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes
- Opportunities for feedback and review of all aspects of assessment will be provided to students
- A clearly documented mechanism for appeal against assessment processes and decisions is available to students in the College's RTO office. This is available from the Riverside Christian College Website.

Your VET Teacher / Trainer & Assessor will provide you with a thorough overview of the assessment requirements for your individual VET course. The following information, however, represents some general information about the VET assessment process adopted at Riverside Christian College.

Competency Based Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as Satisfactory or Unsatisfactory, or working towards competence. This assists students to become competent as their skills improve.

Final records of assessment of competencies will be awarded as either:

- C for Competent
- NYC for Not Yet Competent

Assessment Methods

Each VET Teacher/Trainer/Assessor will maintain a student profile (or similar document) for each student and on completion of the program of study an exit level will be awarded, based on the principles of assessment and rules of evidence.

Elements for competency will be assessed and recorded once the VET Teacher/Trainer/Assessor is satisfied that a student has demonstrated consistent competency in an element or unit of competency. Students may also receive assessment if they apply for and meet the requirements for, RPL.

A master record detailing students' achievement of the units of competency is maintained at the College on the Student Management System.

This will record all elements and units of competency achieved. This will be held by the College and will be issued to the student once they complete the program of study or upon exit (in line with the QCAA data entry timelines).

Assessment Process for VET Courses

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

The Assessment system ensures that assessment (including RPL):

- a) Complies with the assessment requirement of the training package or accredited course
- b) Is conducted in accordance with the Principles of Assessment (Table 1.8-1) and Rules of Evidence (Table 1.8-2)

Competency based assessment

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.

The purpose of assessment is to judge competence. A participant is judged either competent or not yet competent.

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

Note that some training packages and courses may not have been updated to this format. In these cases, 'required skills and knowledge' and 'evidence guide' or similar terms are used.

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

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

Competency based assessment must meet the four Principals of Assessment:

- Validity
- Reliability
- Fairness
- Flexibility

Principles of Assessment

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

Validity

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

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

Reliability

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

Fairness

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments must be made by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility

Assessment is flexible to the individual learner by:

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

Rules of Evidence

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

Validity

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency

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

Authenticity

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

Currency

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

Conduct of Assessment

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

- Candidates know and agree to the assessment procedures before assessments take place
- Assessments take place when the candidate is ready to undertake the assessment
- Before undertaking formal assessment tasks, candidates should be encouraged to conduct self-assessment according to the agreed assessment criteria, to test their own readiness
- Wherever practicable, assessment evidence is gathered on a number of occasions and in a variety of contexts/situations

- During the assessment period, assessors and candidates engage in feedback and discussion, and can seek assistance to have disagreements resolved
- Records of assessment remain confidential

Non-Completion of Assessment and Academic Dishonesty

If it becomes apparent that a student is actively avoiding participation in assessment tasks or a student submits work other than their own, then the VET Teacher/Trainer/Assessor will follow usual practices in determining the reason and follow information and formal procedures to achieve a resolution of the problem. If the problem persists and the student's progress is of serious concern, then the Riverside Christian College Assessment Policy and Procedures are to be followed to warn the student and parents of the consequences of an "N" determination. The student will need to reattempt the Unit of Competency related to the assessment task.

Mutual Recognition Obligations

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

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

Examples of situations that may present themselves at school level:

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

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

Recognition of Prior Learning (RPL)

All VET students have access to a procedure that gives RPL or Credit Transfer at this College.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's level of knowledge and skills against individual or multiple units of competency.

Recognition of Prior Learning Policy

All students shall have access to and will be offered RPL. All applications for RPL will be responded to once a written application has been received. The HOC/RTOCM will keep an RPL register which documents all RPL applications and their outcomes. Once the evidence has been provided to the College to assess RPL, the student will be notified of the decision. Students may have access to reassessment on appeal.

Recognition of Prior Learning Procedure

Each year at the VET student induction, the VET Teachers/Trainers/Assessors and the HOC shall make students aware of the College's RPL policy via the VET Student Handbook. VET

Teachers/Trainers/Assessors will remind students of this policy at the beginning of each year and 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/Trainer/Assessor
- Provided sufficient information about the types of evidence that can be used to support an RPL application by the VET Teacher/Trainer/Assessor e.g. resume, certificates, photos, references from supervisors, performance reviews or job descriptions
- 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/Trainer/Assessor will:

- Notify the student of their outcomes from the RPL process
- Develop and assess any alternative methods of assessment required as a result of an RPL application
- Notify the student of any gap training required as a result of the review of their application
- Update the student's record if RPL is granted upon consulting with the HOC/RTOCM.

Credit Transfer

Refers to the granting of credit to students of exact units of competency they have completed previously. Institutions or training organisations can grant credit to students for studies or training completed at the same or another institution or training organisation.

If a student believes that they fulfil these requirements they should approach their VET Teacher/Trainer/Assessor first, who will bring it to the attention of the HOC/RTOCM. At the beginning of each course, the VET Teacher/Trainer/Assessor will be responsible for ensuring that the students are informed of the RPL and Credit Transfer procedures. RPL information and forms can be obtained from the VET Teacher/Trainer/Assessor or the Student Management System Officer/RTOM.

Employer Contributing to Learner's Training and Assessment

Wherever possible the College will place students in workplaces that provide experience in the competencies included in their VET qualifications. This College does not use assessment by work placement supervisors. Students on work placements may record their activities in a workplace experience logbook (or similar document). The work placement organiser/teacher/trainer will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student's entries in the log. This logbook (or similar document) may be used by the VET Teacher/Trainer/Assessor to support judgements of competency. Students at this College will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course.

School Based Apprenticeship/Traineeship Policy

- Only students who complete and submit an "Expression of Interest Form" will be considered for a School-Based Traineeship or Apprenticeship
- Students must prepare and submit a current resume to accompany the application

- All students who have submitted an “Expression of Interest Form” are to be interviewed by the Head of Senior Schooling to determine genuine area of interest, commitment to all areas of student responsibility associated with a School-Based Traineeship/Apprenticeship and work readiness
- After completing the above steps, students are eligible to undertake a School-Based Traineeship or Apprenticeship
- Students and their families are responsible to seek out likely/suitable employer candidates
- If business initiate the process and informs the school of a SAT position, students who have indicated these on their “Expression of Interest Form” will be notified
- The successful student will attend an interview with the Head of Senior Schooling to review subject selection and timetable modification BEFORE the training contract is signed
- The student workday will be THURSDAY (unless otherwise negotiated) weekly
- To gain their qualification, students are required to undertake training through a nominated training institute
- All parties (i.e. student, parent, employer, Australian Apprenticeship Support Network (AASN)) are to attend a meeting for signing of necessary school and legal training documents
- If any off the job training is required of the student, the school undertakes to support the student by temporarily changing the timetable and communicating to the student’s relevant teachers as necessary
- It is the student’s responsibility to negotiate with teachers a workable plan to catch up any missed work
- SATS students and parents will be required to sign a contract with the school agreeing to fulfil their school, training and work obligations. If the students fail to commit to the entire program, their Traineeship or Apprenticeship may be cancelled. Year 10 students wishing to undertake a SAT agree:
 - To choose a SAT that is consistent with their career goals
 - To engage in a full-time study load until the end of Year 12 (regardless of when the traineeship may end or how many QCE points the student may have)
 - To commit to working with their teachers to ensure any missed class work is made up
 - To maintain their level of achievement to remain in the SAT
 - That a Year 10 SAT are approved on a case-by-case basis and the school’s decision is final.
- The student may nominate a mentor
- The RTOCM is always available to students as a first point of reference for any issues, concerns, queries etc
- Students should attempt to address any work-related issues first with their employers
- Students MUST inform the RTOCM and Employer in advance of any changes of routine occurring e.g. absences due to appointments, illness etc
- Students will spend any Tutorial periods due to timetable modifications in the Library. This time will be spent undertaking productive traineeship work or schoolwork

Quality Assurance Plan

Riverside Christian College uses the data collected via Quality Indicator Surveys, validation feedback and VET Teacher/Trainer/Assessor feedback to assess its performance against the Standards for Registration and to plan for quality assurance.

The quality assurance plan is designed to ensure that:

- The RTO provides quality training and assessment across all of its operations
- The RTO adheres to principles of access and equity and maximises outcomes for its clients
- Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates
- Quality can be monitored over time to identify both improvements and any downward trends

Quality Indicator Reporting

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

Quality Indicators are designed to:

- Assist Registered Training Organisations (RTOs) enhance quality assurance and strengthen training and business performance
- Assist ASQA make risk assessments about RTOs (Reports of Quality Indicator data, along with other information such as audit history and substantiated complaints, contributes to ASQA's risk assessment of an RTOs quality, and informs decisions concerning the frequency and targeting of audits)

All RTOs will provide an annual summary report to their Registering Body against the here Quality Indicators. These Quality Indicators are:

Learner Engagement

This indicator focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes and includes learner perceptions of the quality of their competency development and the support they receive or have received from RTOs. The Learner Engagement Survey is to be administered annually, to all students that are to complete their course in the current calendar year (submitted to the RTO in December).

Employer Satisfaction

This indicator focuses on employer evaluation of learner competency development and the relevance of learner competencies for work and further training, as well as employer evaluation of the overall quality of the training and assessment. The Employer Satisfaction Survey is to be administered annually to a selection of Work Placement Employers each year (submitted to the RTO in December).

Competency Completion

This indicator shows the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year by each RTO. This is managed by the RTO Office.

The final report is due to ASQA on **June 30 each year** and relates to the previous year's activities. This data will be collated and analysed by the QCAA and the final report should then be used to inform the school's continuous improvement process. The RTO Reports are available on the QCAA website.

Assessment Validation

Validation is a review of assessment judgement made by your RTO. Validation is generally conducted after assessment is complete. The process must be undertaken in a systematic way to confirm that our RTOs assessments:

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

Validation Requirements

- Each training product on our RTOs scope of registration must undergo validation at least once every five years
- At least 50 per cent of the training products must be validated in the first three years of that cycle
- You may need to validate certain training products more often where specific risks have been identified, for example, if your RTOs industry consultation identifies areas of particular risk
- ASQA may from time to time determine specific training products that must have particular attention paid to them and this advice would be published to www.asqa.gov.au
- Further detail can be found in the Assessment Validation Plan

Standard 3 Secure and Accurate Certification

Unique Student Identifier

With the introduction of the Unique Student Identifiers Act 2015 all RTOs must ensure that from January 1, 2015 all students undertaking vocational training with the RTO have a Unique Student Identifier (USI).

A USI is able to be created by the student at <http://www.usi.gov.au/pages/default.aspx> With the verification of one identity document (i.e. Medicare Card, Birth Certificate). Once created this 10-digit number and letter identifier will allow the student to access their VET training records and results from the online USI account ensuring that they are not lost. Under the legislation, a qualification cannot be issued unless the student has a valid USI.

Students are responsible to register their own USI number during the Subject Selection process and are required to bring the relevant documentation to the RTO Manager.

For more information see the Riverside Christian College USI Policy and Procedure at <https://www.riverside.qld.edu.au/home>

Use of the Nationally Recognised Training Logo



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

The NRT logo may only be used in association with Training Package qualifications or courses accredited by State or Territory course accrediting bodies.

When Riverside Christian College is promoting the training it offers and wishes to use the NRT logo, its promotional material such as brochures or handbooks must clearly distinguish between nationally recognised training and other training.

For more information see the Riverside Christian College Marketing Policy and Procedure at <https://www.riverside.qld.edu.au/home>

AQF Certification by Riverside Christian College

AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete and providing all agreed levies the learner owes to the RTO have been paid.

Statements of Attainment are issued within the guidelines of Schedule 5 of the Standards for RTOs 2015.

Recognition of AQF Qualifications and Statements of Attainment Issued by Another RTO or School

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

Recognition of qualifications procedure

The RTOCM and associated VET teachers/trainers will make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the college during the VET student induction at the beginning of the year.

VET Teachers/Trainers & Assessor will remind students of this policy at the beginning of each new term.

If a student presents an AQF qualification or statement of attainment to a VET teacher/trainer, the VET Teacher/Trainer/Assessor will take a copy and bring it to the attention of the RTOCM.

The VET Teacher/Trainer/Assessor in consultation with the RTOCM 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/Trainer/Assessor 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. Information will then be entered in the Student Management System using the 'credit transfer' option.

Internal recognition of qualifications procedure

- The College 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 the 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 (where applicable) are identified

- The RTOCM and VET Teachers/Trainers & Assessor 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 QCAA Student Management System using '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).

OBLIGATIONS TO LEARNERS AND CLIENTS

Standard 4 Accessible Information About Services

Introduction and Purpose of This Handbook

The Vocational Education and Training (VET) Student Handbook aims to provide students within Riverside Christian College, with guidelines and support procedures designed to meet the standards of Registration as a Training Organisation.

Riverside Christian College is a Registered Training Organisation (RTO) and as such, accepts responsibility for ensuring compliance with the Standards for Registered Training Organisations (RTOs) 2015.

Riverside Christian College RTO Scope

RTO Name: Riverside Christian College

National RTO Code: 45550

Period of Registration: 22 September 2021 – 31 December 2027

Scope of Registration:

The current Scope of the RTO can be checked on the training.gov.au website at <https://training.gov.au/Organisation/Details/45550>

Your VET Teacher/Trainer/Assessor will provide you with information and induction about your VET qualification(s) including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes etc.

The following qualifications are available for completion at this College:

Qualification Code	Qualification Title
ACM20221	Certificate II in Horse Care
AHC20122	Certificate II in Agriculture
AHC30122	Certificate III in Agriculture
BSB20120	Certificate II in Workplace Skills
CPC10120	Certificate I in Construction

CUA20120	Certificate II in Dance
SIS20419	Certificate II in Outdoor Recreation
SIT20322	Certificate II in Hospitality

Disciplinary Procedures

Students are expected to attend classes and hand in required assessment items of their VET course. The same policy of Academic Good Standing applies to VET courses. A summary of the Academic Good Standing Policy is provided below.

Students of Good Standing Policy

Maintaining “Good Standing” requires:

- Satisfaction attendance and punctuality
- Satisfactory participation in the subject, including behaviour and assignments
- Loss of “Good Standing” means withdrawal from a subject and/or course.

Minimum Requirements

The maximum no-explained absence/non-participation allowable is six (6) periods per subject per semester. Good Standing in a subject is automatically withdrawn on reaching the maximum absence/non-participation periods.

Absence and Participation Requirements

Absence

Unexplained absence is defined as any non-attendance to a class when the normal timetable is in operation, unless prior arrangement has been made. Explained absences include:

- Legitimately ill
- On an excursion or camp
- Industry placement
- Senior leader duties
- Representing the school at an official function or sporting event
- Suspended

The purpose is twofold. Firstly, VET Teachers/Trainers & Assessors and students are clear about what constitutes an absence and secondly students must maintain an awareness of their responsibility to their academic program.

Non-Participation

A student is said to be a non-participant and marked non-participant for one (1) period when the student:

- Fails to complete a piece of assessment satisfactorily or at all

- Fails to complete an adequate amount of work during a period
- Significantly acts so as to create a significant disruption to their learning process or that of others
- Student fails to willingly follow school rules and staff instructions
- Is disrespectful to the VET Teacher/Trainer/Assessor or other class members

Safety Net

This will be set at three levels in each semester before the point where a student will be withdrawn from a subject. These subjects will be characterised by warnings in terms of consequence counselling both formal and informal – and communication internally and with parents/guardians.

Level 1(a) Unexplained Absence/Non-Participation of 3 periods

A record of unexplained absence or non-participation should be recorded on the electronic behaviour management reporting system as per Riverside Christian College Behaviour Support Plan. The VET Teacher/Trainer/Assessor issues a warning letter to the student and parent/guardian (“Letter of Concern”). Copy of information to go to Administration for filing.

Level 1 (b) Unexplained Absence/Non-Participation of 6 periods

Behaviour to continue to be monitored on the electronic reporting system. A letter is sent to the student and parent/guardian with appropriate warnings of consequences should absences/non-participation continue. (“Letter to Parent – Timeout from Class as per Riverside Christian College Behaviour Support Plan”)

Level 2

The subject VET Teacher/Trainer/Assessor and/or Year Level Coordinator undertakes informal counselling with the student.

Level 3

Unexplained absence/non-participation of 9 periods or breaking of contact as arranged in Level 2.

The student is officially withdrawn from the subject. A letter outlining the action taken is provided for the student and sent to the parents/guardians. (“Letter to Parents – Subject Withdrawal as per Riverside Christian College Behaviour Support Plan”)

As a possible consequence a student who is withdrawn from more than one subject may be withdrawn from his or her entire course, at the discretion of the Principal.

Students should consult Riverside Christian College Behaviour Support Plan for full details.

INFORMED AND PROTECTED LEARNERS

Standard 5 Informed and Protected Learners

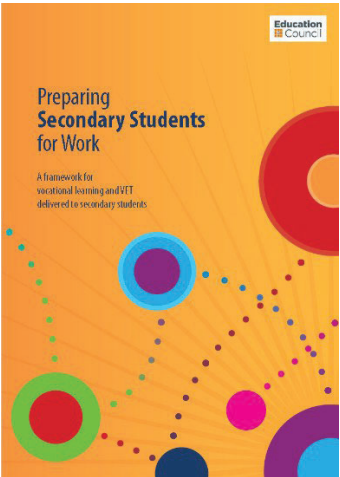
Context of Vocational Education in Schools

The Australian Vocational Education and Training (VET) system is recognised as among the most sophisticated in the world because it is:

- **Industry Led** – employers and industry representatives define what outcome is required from training

- **National** – the system is jointly managed by state, territory, and Australian Governments
- **Client Focused** – it is flexible and relevant and responsive to client needs.

In 2014 a VET in Schools Working Party was established to review the *New framework for vocational education in schools 2001* and to deliver a national framework that meets the contemporary needs of schools, training providers, industry and employers. On 12 December 2014, the Education Council, which reports to the Council of Australian Governments (COAG) released a framework for vocational learning and VET delivered to school students *Preparing Secondary Students for Work*.

	<p>The framework articulates that secondary students who have undertaken quality VET:</p> <ul style="list-style-type: none"> • Have received, or are on the pathway to receiving, a nationally recognised qualification that is valued by employers • Have achieved competencies that meet the expectations and needs of employers, and meet the standards and requirements of VET regulators • Know the occupation(s) their qualification can lead to, both in the short term and the long term.
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RCC VET

The purpose of the VET program of study is to:

- Provide a curriculum structure which encourages students to complete secondary education
- Foster the intellectual, social and moral development of students, in particular developing their:
 - Knowledge, skills understanding and attitudes in the fields of study they choose
 - Capacity to manage their own learning
 - Desire to continue learning in formal or informal settings after school
 - Capacity to work together with others
 - Respect for the cultural diversity of Australian society
- Provide a flexible structure within which students can prepare for:
 - Further education and training
 - Employment
 - Full and active participation as citizens
- Provide formal assessment and certification of students' achievements
- Provide a context within which schools will also have the opportunity to foster students' physical and spiritual development.

VET allows students in Years 10 – 12 to study vocational courses as part of their chosen pathway. These courses allow students to develop work-related skills as well as articulate to future education at TAFE or University. In combination with other parts of the curriculum, students can achieve a QCE which should enhance their post-secondary opportunities.

All accredited VET programs must meet the requirements of the VET Quality Framework.

Information pertaining to your qualification or accredited course can be sourced from course documentation provided by your VET Teacher/Trainer/Assessor subject specific information included in the Senior Subject Selection Handbook (or similar document), through the VET Student Handbook and on the College website.

Information available to students regarding course information will include:

- Qualification of VET accredited course code and title
- Packaging rule information as per the specified Training Package or VET Accredited course
- Units of competency (code and title) to be delivered
- Entry requirements
- Levy and charges
- RTO guarantee information

- Course outcomes and pathways
- Work experience requirements (where applicable)
- Licensing requirements (where applicable)
- Partnership or off-campus arrangements (where applicable)

Student Enrolment and Induction

Students that are enrolled in the VET courses at this College participate in the same enrolment and selection processes as other students at the College. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received.

Riverside Christian College will provide each student with information about the training, assessment and support services they will receive, and about their rights and obligations (through the VET Student Induction session) before enrolment on the QCAA Student Management System.

The RTOCM or VET Teacher/Trainer/Assessor will induct all VET students with this handbook.

Induction

It is RTO Policy that each student must complete and sign a course induction which will serve as a record that students have been provided with all required information prior to the course commencing. It is recommended that students receive and complete this induction and receive a copy of the Student Handbook, during their VET course induction lesson. Student inductions must be stored at the school and maintained for the life of the course.

Attendance

Riverside Christian College maintains an accurate record of each student's attendance at VET classes. Students should not regard VET courses as easy options; all qualifications require serious commitment and regular attendance to gain maximum benefit. The VET Teacher/Trainer/Assessor is responsible for:

- Monitoring and recording student attendance
- Ensuring that the class roll accurately reflects student entry and withdrawal

Responsibilities

The Principal/CEO must ensure that the following information is appropriately provided to all students undertaking vocational training courses:

- Information on levy and charges for undertaking vocational training courses and the policy on refund of payments in advance
- Information on opportunities for assessment of literacy, language and numeracy skills and on assistance to address shortfalls in skills needed to complete the course of study
- The school's assessment policy, an outline of the course content, an outline of pathways from the course to further education, training and employment and details of the assessment program for the course
- Information on support personnel within the school for access and equity issues and for grievances and complaints, and processes for accessing them

- The school's discipline policy and code of conduct.

Access to VET Courses

The Standards for Registered Training Organisations state that the RTO must adhere to principles of access and equity and maximise the outcomes for its clients.

Subject Selection

Subject selection procedures at Riverside Christian College ensure that VET courses are an integral part of subject offerings and information to students and parents/guardians. All students and parents/guardians have a right to clear and accurate information about:

- The accreditation of VET courses
- Competency based assessment and certification
- Applying for RPL
- Work placement and out of school time requirements
- Subject levy and any other costs
- Appeals and complaints.

Riverside Christian College ensures that subject selection SET planning processes provide equality of access to VET courses for all students who see these as desirable and relevant for their tertiary and work pathways. Provisions must be made for students with disabilities and financial hardship to access and successfully undertake VET courses.

Access to VET Courses for Students with Special Needs

VET courses are available for special education students. Forms are available on the intranet for Individual Education Plans (IEP) meetings in Year 10 prior to beginning a VET course. Students with disabilities may require more intensive preparation for workplace learning.

This may include:

- Transition planning to meet individual needs
- Prevocational preparation
- Appropriate methods for course delivery and assessment
- Ongoing partnerships between schools, students, parents/guardians, VET teachers/trainers, employers and others in the community.

Levy and Charges, Including Refund Policy

The College charges a VET Administration Levy which is payable by students who are undertaking Certificate I, Certificate II and Certificate III instruction in any vocational training area. This is a flat levy that is incurred regardless of the number of qualifications the student undertakes.

Students who enrol past the commencement of the school year will be charged VET student levy at a pro-rata basis for the duration of the school year.

The College operates on a **no refund policy** for the VET Administration Levy with the exception of those students who withdraw their enrolment prior to the third week of instruction. This levy includes the issue and possible re-issue of Statement(s) of Attainment and Qualification(s).

Matters regarding payment of levy or refund of levy will be managed by the College's Business Manager in accordance with the principles contained in the College's Levy Policy kept by the Business Manager.

Please see link below for VET Administration Levy under the VET Pathways:

<https://riverside.qld.edu.au/registered-training-org>

Please contact: Riverside Christian College Finance Department if you have any queries.

Student Services

Riverside Christian College will establish the needs of their students and deliver services to meet their individual needs where applicable. All students at the College will be involved with some or all of the following processes, designed to establish their educational needs:

- SET Plans
- Subject selection processes
- Career guidance services.

The provision of educational services will be monitored to ensure the College continues to cater for student needs through review of student senior education and training (SET) plans, as needed. The College will also ensure that all students receive the services detailed in their agreement with the RTO.

The College will continually improve student services by collecting, analysing and acting on any relevant data collection through students providing valuable feedback to the RTO through informal and formal processes i.e. through individual student assessment feedback, course evaluation feedback, quality indicators, student engagement surveys and school generated surveys (where applicable).

Student Support, Welfare and Guidance Services

Students have access to a wide range of support, welfare and guidance services at this College, including:

- VET Teachers/Trainers/Assessor
- Learning Support Teachers
- Head of Department Senior Schooling
- Subject Area Coordinators
- Chaplain Team
- College Counsellor
- Principal/CEO

Provisions for Language, Literacy and Numeracy Assistance

If you are undertaking a VET subject, which has embedded units of competency from a training package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered and assessed in the context of an industry vocational area of your choice. If you still feel you need additional language, literacy or numeracy support, please seek further advice from the HOC.

Confidentiality Procedure

Information about a student, except as required by law or as required under the VET Quality Framework, is not disclosed without the student's written permission and that of their parent/guardian if the student is less than 18 years of age. The College will ensure that they have consent from each VET student.

FAIR COMPLAINTS HANDLING

Standard 6 Fair Complaints Handling

Complaints and Grievances

Under Standard 6, complaints and appeals must be recorded, acknowledged and dealt with fairly and efficiently.

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

- The conduct of the RTO, its VET Teachers/Trainers/Assessors or other staff
- A third-party providing services on the RTOs behalf
- A learner of the RTO.

All records and outcomes of the complaints and appeals are securely maintained at Riverside Christian College. All records and outcomes of the complaints and appeals that have been escalated to the QCAA or DESBT will be maintained at the QCAA or DESBT. This information is used to review the RTO's processes and practices to ensure the issue doesn't happen again.

For more information see the Riverside Christian College Complaints and Appeals Policy.

The following is a brief summary:

1. Approach the other party

Where appropriate, the complainant is encouraged to try to resolve any complaint directly with the person(s) concerned

2. Approach a member of staff to act as an intermediary

If the complainant is not comfortable approaching the person(s) directly concerned, they may approach another member of staff e.g. the principal or a supervisor to act as an intermediary

3. Make a formal complaint

If the complaint is not able to be resolved directly or in the above meeting, the complainant may lodge a formal written complaint with Riverside Christian College. It is important that this is dealt with speedily (within 60 days) by the Principal or supervisor and a written response is made

4. Independent Party

If the processes fail to resolve the complaint, an appropriate party independent of Riverside Christian College will review the outcome at the complainant's request

5. Raise the complaint directly with the QCAA

If the above steps are not successful, the principal will refer them to the QCAA website for further information about making complaints at <https://www.qcaa.qld.edu.au/senior/vet/appeals-complaints/make-complaint>

Appeals

Students have the right to appeal decisions in accordance with Riverside Christian College's Appeals Policy.

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency
- They were not informed in advance of the conditions and method of assessment
- The process used was discriminatory in some way
- They were ill or suffered misadventure at the time of the assessment.

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between the student and VET teacher/trainer. If the informal discussion fails to resolve the issue, then a formal appeals process needs to be implemented. Formal appeals need to be based on the identified problems with the assessment process rather than as unsuccessful result.

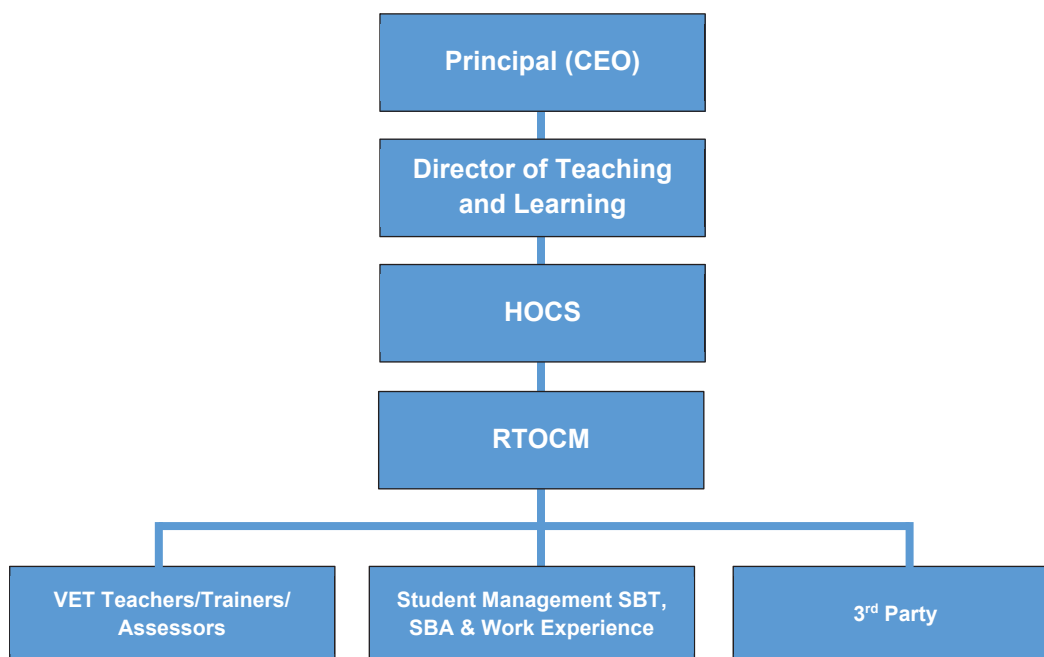
Students should refer to the appeals section of their VET Student Handbook for details on the appeals process.

If the issue remains unresolved the principal will refer them to the QCAA website for further information about making complaints at <https://www.qcaa.qld.edu.au/senior/vet/appeals-complaints/make-complaint>.

RTO GOVERNANCE AND ADMINISTRATION

Standard 7 Effective Governance and Administration

RTO Organisational Responsibility Chart



Roles and Responsibilities

Principal/CEO

- Sign off as a Fit and Proper Person of the RTO
- Support the RTOC Manager and VET Teacher/Trainer/Assessor to comply with the Standards
- Ensure that all advertising of VET courses complies with the Standards
- Ensure that adequate funds are allocated to the VET budget for resources and maintenance of plant and equipment
- Include VET in annual planning and reporting
- Ensure there is a system in place to enter students and qualifications onto Student Management System
- Ensure there is a system in place to update student's progress in the achievement of units of competency onto Student Management System
- Ensure that all compliance documents including applications to deliver a new VET course are signed, forwarded to the RTO and archived as appropriate

RTO Compliancy Manager

- Manage the day-to-day operations of the Registered Training Organisation
- Sign off as a Fit and Proper Person of the RTO
- Provide accurate and timely information, policy and procedures and materials for ensuring compliance with RTO Standards across all areas of operation
- Report to and advise the Principal on matters relating to VET in Schools
- Organise, conduct, and report on school reviews and other internal audits
- Organise and approve VET training of VET teachers/trainers
- Maintain VET Teacher/Trainer/Assessor training records and VET Teacher/Trainer/Assessor database
- Organise School VET meetings
- Organise Assessment Validation workshops, in keeping with assessment validation plan
- Represent RTO on affiliated cross-sectoral committees
- Prepare RTO for ASQA audits
- Apply for variation of Scope of Registration for RTO
- Develop and maintain Organisational Chart for the RTO
- Develop/review Strategic Plan for VET based on continuous improvement strategies
- Develop and revise policies and procedures which relate to delivery of VET
- Develop and revise information handbooks for VET Teacher/Trainer/Assessor, students, parents and employers relating to vocational education in schools
- Review materials for currency and maintain version control
- Provide current information to public on courses and qualifications which can be delivered with RTOs scope of registration
- Coordination of the schools VET program to comply with the Standards
- Advising the assistant principal on appropriate planning, delivery, resource requirements and timetabling for VET within the school
- Acting as a central point of contact for VET Teacher/Trainer/Assessor within the school and for the RTO
- Participating in VET professional development activities
- Distributing VET information and developments to VET Teacher/Trainer/Assessor and other school personnel as appropriate
- Facilitating school VET meetings, preparing agenda items, facilitating assessment validation,

distributing, and filing minutes, following up and recording actions

- Ensuring that VET teachers/trainers are informed of the correct procedures for assessment, record keeping, recording achievement of competencies, archiving records and compliance
- Maintaining a system to satisfy record keeping and data storage to meet RTO compliance requirements
- Promoting achievements and the value of VET programs to students, teachers and the broader community including industry
- Responding to requests for information, documentation and data relating to VET delivery from QCAA
- Managing annual VET submissions for VET Teacher/Trainer/Assessor training
- Advising VET teachers/trainers of opportunities for support and professional learning
- Assisting staff with assessment validation processes and external validation activities
- Monitoring VET Teacher/Trainer/Assessor profession learning – network days, industry currency
- Ensuring that all compliance documents are the most current and show evidence of version control and continuous improvement
- Assisting in the management and quality assurance of data entry on Student Management System recommended once per term
- Facilitating course information/induction sessions, workplace ready programs for students, parents/guardians, industry
- Ensuring that school and VET Policies and Procedures are adhered to regarding RPL, appeals, complaints and grievances and that appropriate evidence, documentation and records are maintained and archived
- Assisting the Learning Support Team in identifying and supporting students with special needs in VET courses
- Ensure that VET students have access to a copy of the VET Student Guides and that details within them are explained
- Managing financial records and allocation of VET budget
- Coordinating TAFE delivered VET courses within the school
- Other duties as relevant to VET as required by the Principal

VET Teachers/Trainers/Assessors

- Comply with Standards 1 – 8 for RTOs and keep a file of relevant evidence
- Delivery of AQF Qualifications following the most current Scope of Registration
- Undertake training as required for delivery of AQF Qualifications and Statements of Attainment relevant to the RTOs Scope of Registration

- Undertake industry experience to maintain currency
- Update Staff Profile constantly
- Update Training and Assessment Strategies for all qualifications being delivered
- Prepare and ensure all resources required to deliver competencies are accessed by students
- Liaise with Principal to ensure that appropriate placements are available for all students
- Ensure documentation for work placement and any excursions is completed and signed off in a timely manner and that these records are archived
- Participate in assessment validation processes and workshops
- Provide advice to Student Management System officer to facilitate the issuance of AQF Qualifications and Statements of Attainment through Student Management System
- Program lessons appropriately, ensuring minimum hours are covered
- Keep accurate attendance records, program registrations and workplace records
- Attend network days to ensure up to date information and participation in assessment validation
- Assess student competencies and keep accurate records including marked assessment samples across all competencies for quality assurance (pdf or photo evidence as appropriate)
- Ensure students have access to their Competency Records
- Be conversant with policies and procedures outlined in the Workplace Learning Policy and Procedure e.g. insurance and indemnity and child protection

National Training Packages

National Training Packages are developed by industry through national industry skills councils (ISCs) or by enterprises to meet the identified training needs of specific industries or industry sectors. A Training Package is a set of nationally endorsed standards and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace. Training Packages are a key resource for registered training organisations (RTOs) in the delivery of structured, accredited training.

A Training Package has two parts: endorsed components and support materials. Endorsed components of a Training Package include the following:

- Units of Competency – the skills and knowledge a person must be able to demonstrate at work are defined by industry and packaged into combinations that form various qualifications aligned to the Australian Qualifications Framework (AQF)
- National Qualifications – all qualifications (Certificate I, II, III, IV, Diploma, Advanced Diploma) for an industry and the units of competency required for each qualification
- Assessment Guidelines – the requirements for an individual's performance to meet the competency standards. They are designed to ensure judgements made by the people assessing the competence of

an individual's performance are valid, reliable, fair and consistent.

Support materials in Training Packages are designed to support the delivery and assessment of the training. Generally, they are learning strategies, assessment resources or professional development advice.

Units of competency from the relevant Training Packages can be downloaded from the website at <http://training.gov.au/>

Access and Equity Policy and Procedure

The access and equity guidelines at Riverside Christian College are designed to remove any barriers so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects.

This College is inclusive of all students regardless of sex, race, impairment or any other factor. Any matter relating to access and equity will be referred to the RTOCM, as the designated Access and Equity officer.

Riverside Christian College has written access and equity policies documents in the College VET Quality Manual and in the College's access and equity policy, and that they may contact the Access and Equity Officer for information and/or support about the policy.

Access and equity guidelines will be implemented through the following strategies:

- The College Curriculum, while limited by the available human and physical resources, will provide for a choice of VET subject(s) for all students
- Links with other providers, such as TAFE institutes will be considered where additional resources are required
- Access to school-based apprenticeships and traineeships may be available to students
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I or II & III (where applicable)
- Access to industry specific VET programs will be available to all student regardless of sex, gender or race
- If the College loses access to either physical and or human resources, the College will provide students with alternative opportunities to complete the course and the related qualification.

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

This College strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students of equality of opportunity without discrimination.

For example, the following principles apply:

1. VET curriculum areas will be adequately resourced, with VET teachers/trainers with the appropriate qualifications, in order to ensure students have quality outcomes

2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the ways in which students learn. Students with learning difficulties or impairment will participate with an initial and annual panel meeting with their parent/guardian and relevant College staff to ensure that the training and assessment provided meets their needs
3. All students will be actively encouraged to participate in VET qualifications, irrespective of background/cultural differences
4. Prior to participating in structured work placement, students will be provided with an induction programme that will equip them with the knowledge to recognise harassment/discrimination should it occur and to ensure that they have the strategies to deal with anything like this. Appropriate support will be provided to ensure students are successful in their work placement
5. Literacy/numeracy is integrated throughout all VET qualifications, as well as being delivered separately through your English/Literacy and Maths/Numeracy programme
6. This College will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures
7. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the College's Complaints and Appeals Policy.

The practical requirements of VET courses require a flexible approach to timetabling which the head of Senior College takes into consideration at the beginning of each semester. If you have any concerns regarding your timetable see the Head of Senior College who will review your Timetable. You may be referred to the Principal for Timetable adjustment when deemed necessary.

Student Access to Accurate Records Policy and Procedures

Riverside Christian College is committed to regularly providing students with information regarding their participation and progress.

VET teachers/trainers maintain accurate and current records of each student's progress towards and achievement of competencies. These records will be forwarded for entry on the College's Student Management System prior to each of QCAA's advertised collection dates for data. The data recorded on the Student Management System will be printed out and returned to the VET Teacher/Trainer/Assessor or the Subject Area Coordinator for checking. Once approved as accurate, the College's Student Management System Officer/RTOCM is notified to this effect.

When the student nears completion for the full qualification, the VET Teacher/Trainer/Assessor then checks student achievements against the qualification packaging rules. When the student has achieved the requirements for completion of the qualification, the Student Management System Officer/RTOCM is notified to check the "qualification complete" button for that student in that qualification. The data recorded on the Student Management System will be printed out and returned to the VET Teacher/Trainer/Assessor or the Subject Area Coordinator for checking. Once approved as accurate, the College's Student Management System Officer/RTOCM is notified to this effect.

VET teachers/trainers will provide access to a student's own records at least once each semester, or on request by the student. Students will/may also be given access to "for checking" Student Management

System printouts from the RTOM. Students will also have access to information regarding any unit achieved through their own online learning account.

Recording Student Achievement of Competency

Achievement of units of competency should be progressively recorded in the Student Management System. In addition:

- Provision must be made for students to access their competency records
- Riverside Christian College must make provision for the reporting of student competency achievement at regular intervals and upon request from students. There should be provision for reporting to the level of achievement of element of competency if required.

Transitioning Training Products

On occasions it is required for Riverside Christian College to transition a training product when there has been an update. The transition to the new training package needs to be done within one year from the date the replacement product was released on training.gov.au in accordance with 1.26 and 1.27 by the following actions:

- VET Teacher/Trainer/Assessor are responsible for updating cohort and individual TAS documents
- VET Teacher/Trainer/Assessor are responsible for sending a transitioning of training package letter to parents/guardians
- Student Management System Officer/RTOCM to update register of qualifications issued and register of statements of attainment issued
- VET Teacher/Trainer/Assessor to give notification to students and parents/guardians by letter informing of the change to the training product
- RTOCM to update marketing and subject selection documentation

Retaining Student Assessment Tasks

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

If you can't retain the actual item (e.g. construction projects or perishable items), retain evidence, such as photographs and criteria sheets, to demonstrate that the item or work completed justifies the assessment outcome.

Replacing a VET Teacher/Trainer

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

It is essential that the school makes adequate provision for students during VET Teacher/Trainer/Assessor absences, otherwise recognition of student training may be jeopardised.

Principals should be aware that if a trained VET Teacher/Trainer/Assessor delivering a qualification takes any kind of leave, special provision must be made to ensure that conditions and industry recognition of the qualification are met.

While the benchmark model allows for some flexibility in the delivery of a qualification, it is always desirable that a trained VET Teacher/Trainer/Assessor delivers all elements of the course. However, in some circumstances other Teachers/Trainers, with the same subject specialisation, may be eligible to deliver some elements of the course.

It is essential to be aware that there are some elements of qualification that may be delivered only by a trained VET Teacher/Trainer/Assessor.

For example:

- Only a trained VET Teacher/Trainer/Assessor qualified industry assessor is accredited to assess a student's competence
- Elements of a course which have occupational health and safety implications must be taught by a trained VET Teacher/Trainer/Assessor
- Elements of a course which are covered in the industry specific components of teacher training must be taught by a trained VET Teacher/Trainer/Assessor

Short term absence

It is essential that Riverside Christian College make adequate provision for students in the event of a short-term absence of one week to one term, otherwise student certification may be jeopardised. Principals are required to ensure that a substitute VET Teacher/Trainer/Assessor is eligible to deliver any part of the course taught and that specific course requirements are met during the vocational education trained VET teacher/trainer's absence.

Some options may include:

- Re-organising the school timetable to ensure another trained VET Teacher/Trainer/Assessor teaches the class. A VET Teacher/Trainer/Assessor with the same subject specialization may teach the class but the Principal must ensure that the substitute VET Teacher/Trainer/Assessor delivers only those parts of the course she or he is eligible to deliver
- Contacting Education Queensland for assistance in identifying a suitable trained casual VET Teacher/Trainer/Assessor
- Employing a suitably qualified TAFE Teacher/Trainer/Assessor to deliver some elements of the course.

Long term absence

It is essential that the RTOC Manager is notified as soon as the school is aware of a long-term absence (that is, more than one term), transfer, resignation or withdrawal from training of a trained VET teacher/trainer. If the VET Teacher/Trainer/Assessor is currently teaching a qualification, another trained VET Teacher/Trainer/Assessor should take over the class as soon as possible. This may happen in a number of ways:

- The position may be advertised

- Timetable changes may be made to allow another trained VET Teacher/Trainer/Assessor to take the class or a VET Teacher/Trainer/Assessor on staff who meets the benchmark for the course may enter the VET Teacher/Trainer/Assessor training program
- A TAFE Teacher/Trainer/Assessor may be used as a longer-term strategy

LEGAL COMPLIANCE

Standard 8 Legal Compliance

Queensland VET Qualify Framework

The Queensland Government is committed to quality in vocational education and training (VET) through a range of integrated measures to provide confidence that VET leads to quality outcomes.

Quality in VET is determined by the needs of the various stakeholders and requires that:

- Students are supported to undertake training that best meets their interests and career aspirations
- The right skills to mutually benefit industry, individuals and the economy are delivered through a strong engagement model
- Inclusive practice is embedded in all training related activity to ensure learners have access to the support and learning
- Graduates develop skills that are relevant to their workplace, leading to industry productivity gains
- The educational experience of students meets the expectations pathways they need to improve opportunities for workforce participation.



The VET Quality Framework established under the National Vocational Education and Training Act 2011 (see the full Act at www.comlaw.gov.au/Details/C2011A00012 ensures greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. The VET Quality Framework is a legislated set of standards and conditions that all RTOs must meet. Compliance with the VET Quality Framework is a legislative requirement of the Act.

The VET Quality Framework information is available at www.asqa.gov.au/about-asqa/national-vet-regulation/vet-quality-framework.html and comprises:

- The Standards for Registered Training Organisations (RTOs) 2015
- And Fit and Proper Person Requirements
- The Financial Viability Risk Assessment Requirements

- The Data Provision Requirements
- The Australian Qualifications Framework (AQF)

Importantly, quality is a shared responsibility between the Australian Government, state governments and territories, industry, students, employers and training providers, with governments responsible for setting policy for the training they subsidise.

In doing so, they also regulate the quality of subsidised training and monitor system performance through contact management and compliance arrangements.

Every element includes focus areas that together help provide safeguards for all stakeholders in the provision of quality VET. The framework is used to guide the development of operational policy, procedures and guidelines, and inform the continuous improvement of VET in Queensland.

Australian Qualifications Framework

All of the VET courses offered by this College lead to nationally recognised qualifications – a certificate (if all of the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed).

This certificate/statement of attainment will be recognised in all eight states/territories in Australia.

This is because Australia has a national qualifications framework called Australian Qualifications Framework (AQF). There are 15 different types of qualifications that can be obtained. These are shown in the following diagram. You can access further information about qualifications or obtain further information about the AQF from <http://www.aqf.edu.au>.



Australian Skills Quality Authority (ASQA)



The Australian Skills Quality Authority (ASQA) was established as the National VET Regulator in July 2011.

ASQA regulated Registered Training Providers according to the Standards for Registered Training Organisations. All training organisations applying to register, or RTOs applying to extend their scope, will have their applications assessed against these standards. Non-compliance can incur a range of actions (including fines, suspension of registration and closure).

ASQA has a range of powers including the application of sanctions, and prosecutions involving civil and criminal penalties, to effectively regulate training providers.

Standards for Registered Training Organisations (RTOs) 2015



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



RTOs are audited on a regular basis to ensure they maintain their compliance obligations. Audits can be via an internal auditing system or an external audit conducted by the Australian Skills Quality Authority (ASQA).

During their registration period RTOs must maintain compliance and continually improve the underpinning systems and expected results.

Training and Assessment	Obligations to Learners and Clients	RTO Governance and Administration
Standard 1 Responsive to industry and learner needs	Standard 4 Accessible information about services	Standard 7 Effective governance and administration

Standard 2 Quality assurance	Standard 5 Informed and protected learners	Standard 8 Legal compliance
Standard 3 Secure and accurate certification	Standard 6 Complaints and appeals	
The Standards for Registered Training Organisations 2015 can be found at https://www.asqa.gov.au/about/asqa/key-legislation/standards-rtos		

Queensland Curriculum Assessment Authority Context For VET

  <p>Queensland Government</p> <p>Queensland Curriculum & Assessment Authority</p>	<p>The Queensland Curriculum and Assessment Authority (QCAA), as delegate for the Australian Skills Quality authority (ASQA), registers and audits Queensland school registered training organisations (RTOs).</p>
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The QCAA can register Queensland school RTOs to deliver and assess vocational education and training for all qualifications and accredited courses up to AQF Certificate IV level (except those declared as an apprenticeship in Queensland).

School RTOs registered to deliver VET through the QCAA may deliver VET to students in Years 10, 11 and 12 only.

More information about QCAA as the delegate for ASQA is available at <https://www.qcaa.qld.edu.au/senior/vet/qcaa-delegation>

Legislative Compliance

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

As an RTO the College will observe all Australian, state and territory laws governing Vocational Education and Training. The College will also meet all legislative requirements of the national VET Regulatory Act 2012, Educational (General Provisions) Act 1989, Education (General Provision) Regulation 2000, Vocational Education, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training Act 2000, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 1995, Anti-Discrimination Act 1991, Disability Services Act 1992, Freedom of Information Act 1992 and Privacy Act 2001 as they relate.

If students require any further information, please see the Assistant Principal.

Qualification and Accredited Course Guarantee

A course guarantee is where the College gives a guarantee to the student that the RTO will complete the training once the student has started their chosen qualification or accredited course (where applicable).

Students who enter a course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment(s). This adjustment will be reflected in the VET Student Agreement for which will be signed by both the student and parent/guardian.

In the event of losing a specialist VET Teacher/Trainer/Assessor, and the RTO being unable to obtain a suitable replacement, Riverside Christian College will arrange for agreed training and assessment to be completed through another RTO if this is possible. (Levies may be incurred.). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements, including any refund or levies to be obtained. If an external transfer is not possible, the RTO will gain a written agreement for a subject/course transfer within the college from the student and parent/guardian.

The College Senior Subject Selection Form (or similar document), as well as any Subject Transfer Form (or similar document) used by the College will include a disclaimer stating that by 'signing the form, they agree to all of the policies and procedures related to VET that are outlined in all College documentation pertaining to VET'.

When an enrolment form is received, the form is checked to ensure it has been signed by both the student and their parent/guardian.

Changes to Third Party and RTO Ownership

Any changes regarding Third Parties or change of ownership, students and parents/guardians will be notified by letter from the college.

Marketing and Advertising of Course Information

The College will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The NRT logo will only be employed in accordance with its conditions of use.

The College will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.

Riverside Christian College will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the College's scope of registration. If the College loses access to these resources, the College will provide students with alternative opportunities to complete the course and the related qualification.

Facilities and Equipment for VET Courses

VET training and assessment facilities and equipment resourcing is a legislated requirement under Standard 1.3d and 1.4

1.3 The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:

d) facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment

1.4 The RTO meets all requirements specified in the relevant training package or VET accredited course.

Resources and equipment requirements for qualification delivery can be found in the relevant Training Package.

Student access to resources and equipment should be sufficient to enable students to acquire and demonstrate competency. If access to a resource is off site then this must be approved by the RTO Manager and is recorded via a Memorandum of Understanding or a Letter of Agreement with the external party.

Archival Policy

Riverside Christian College ensures that the following records are maintained in a safe and secure location for the stated time periods:

- All Learning and Assessment Strategies (including all assessment tasks) are to be held for the registration period
- All Competency Decisions are to be held for the registration period
- All Completed assessment tasks must be held for 6 months (or while ever the student is enrolled at Riverside Christian College). These can be photos or scanned documents for practical reasons
- Accident reports are to be archived for 7 years or until the student turns 25
- Certification Records are to be archived at Riverside Christian College for 30 years
- Progress Reports are archived in line with school policy

Glossary of Terms

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

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

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

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

Assessment System – is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure 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 (see Standards for Registered Training Organisations (RTOs) 2015).

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

Code – means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses. RTOs are also allocated a unique code upon registration.

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

Competency Based Assessment – is a purposeful process of systematically gathering, interpreting, recording and communication to stakeholders, information on participant's performance against industry standards and/or learning outcomes.

Competency Based Training – training geared to the attainment and demonstration of skills to meet industry-specified standards, rather than to an individual's performance relative to that of others in the group.

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

Credit transfer – assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial

course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF.

Current industry skills – are knowledge, skills and experience required by VET Teachers/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 meet the needs of industry. Current industry skills may be informed by consultations with industry and may include, but is not limited to:

- a) Having knowledge of and/or experience using the latest techniques and processes
- b) Possessing a high level of product knowledge
- c) Understanding and knowledge of legislation relevant to the industry and to employment and workplaces
- d) Being customer/client-oriented
- e) Possessing formal industry and training qualification's and
- f) Training content that reflects current industry practice.

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

- a) Pre-enrolment materials
- b) Study support and study skills programs
- c) Language, literacy, and numeracy (LLN) programs or referrals to these programs
- d) Equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity
- e) Learning resource centres
- f) Mediation services or referrals to these services
- g) Flexible scheduling and delivery of training and assessment
- h) Counselling services or referrals to these services
- i) Information and communications technology (ICT) support
- j) Learning materials in alternative formats, for example, in large print
- k) Learning and assessment programs contextualized to the workplace, and
- l) Any other services that the RTO considers necessary to support learners to achieve competency.

Competency means the consistent application of knowledge and skills 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.

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

- a) Are not employed or subcontracted by the RTO to provide training and assessment and
- b) Have no other involvement or interest in the operation of the RTO.

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

- a) Enterprise/industry clients, e.g. employers
- b) Group training organisations
- c) Industry organisations
- d) Industry regulators
- e) Industry skills councils or similar bodies
- f) Industry training advisory bodies, and
- g) Unions.

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

- a) Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs
- b) Involving employer nominees in industry advisory committees and/or reference groups
- c) Embedded staff within enterprises
- d) Networking in an ongoing way with industry networks, peaks bodies and/or employers
- e) Developing networks of relevant employers and industry representatives to participant in assessment validation and
- f) Exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

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

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

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

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

Professional development – means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and

informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:

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

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

Quality assurance – the planned and systematic process of ensuring the consistent application of registration requirements by the RTO. In a Registered Training Organisation (RTO) environment, the quality of the service delivered, and how the RTO is managed must be quality assured.

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

Reasonable adjustment - means adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise, comparability of standards will be compromised

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 of VET accredited courses:

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

Registration – means formal registration by the National VET Regulator under the Act or the relevant state registering body. A person covered by the Act must be registered in order to deliver and assess nationally recognised training and issue nationally recognised VET qualifications.

Registered Training Organisation (RTO) - is any training provider registered to provide specific training delivery and/or assessment services in Vocational Education and Training (VET). Registered Training Organisations, no matter their make-up, are bound by regulatory requirements that specify the requirements for effective operations and the achievement of quality training and assessment outcomes.

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

Scope of registration (scope) - refers to all of the accredited training products (Accredited Courses, Qualifications, Skill Sets and Units of Competency) an RTO is registered to deliver. Any delivery of an accredited training product not included within an RTO's scope of registration will mean that no AQF certification can be issued for those courses. RTOs must ensure they have sufficient, appropriate resources to deliver all of the courses listed on their scope of registration. Registration applications and changes and/or additions to scope must be made through the relevant VET regulator.

Standards for Registered Training Organisations (RTOs) 2015 – is a component of the VET Quality Framework and are the standards made under subsection 185(1) and 186(1) of the National Vocational Education and Training Regulatory Act 2011 with which organisations must comply in order to obtain and retain registration as registered training organisations with the National VET Regulator (ASQA).

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 the Standards for RTOs 2015, 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 Identifier's Act 2014: Student identifier means an identifier assigned to an individual by the Registrar

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

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

Training Package – are an integrated set of nationally endorsed Units of Competency, Australian Qualifications Framework (AQF) qualifications and assessment guidelines designed for a specific industry, industry sector or enterprise. They are used to describe the commonly identified skills required to competently perform tasks associated with job roles and functions. Some training packages describe foundation skills identified as essential for people to access work and/or further learning. RTOs use Training Packages when they deliver structured accredited training and assessment in whole or partial AQF qualifications.

Unique Student Identifier (USI) - is a 10-digit reference number that students undertaking nationally recognised training must have in order to receive their qualification or Statement of Attainment. Clause 3.6 of the Standards for Registered Training Organisations (RTOs) 2015 outlines the requirements of the RTO to participate in the Student Identifier Scheme.

Units of competency – also known as a ‘unit’ is defined in legislation as being: “the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace”. Units of Competency (whether in a training package or developed for inclusion in an accredited course) are developed in line with nationally agreed content specifications; therefore, they can be used in the packaging of nationally recognised qualifications. Each Unit of Competency can be identified by its code which is a unique National Reference to the relevant Training Package, its version and the particular sector, or competency field, to which the unit relates

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.

Vocational Education and Training (VET) - as an education system, focuses on preparing students for the workforce. VET achieves this through equipping students with the practical skills and knowledge that are essential to entering the workforce for the first time, changing careers, upgrading skills or moving into further education.

VET Quality Framework - comprises:

- a) The Standards for Registered Training Organisations
- b) The Australian Qualifications Framework
- c) The Fit and Proper Person Requirements
- d) The Financial Viability Risk Assessment Requirements
- e) The Data Provision Requirements.

VET Regulator – means

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

VET Statement of Attainment - in relation to units of competency or modules of a VET course, means a statement given to a person confirming that the person has satisfied the requirements of units of competency or modules specified in the statement.

Work placement - is a period of unpaid work with an employer undertaken by vocational education and training students in order to satisfy the requirements of a course or module, with supervision provided by the employer, the training provider, or both. Also known as: field placement, vocational placement and structured work placement.

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