



# RTO POLICIES AND PROCEDURE MANUAL

## JANUARY 2017

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***"The Pursuit of Excellence – Every Minute, Every Day"***

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# ASSESSMENT VALIDATION POLICY

March 2015

Standard 1: The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

## POLICY STATEMENT

The validation policy is designed to ensure that Urangan State High School's assessment instruments effectively address the requirements of the qualification including continuous improvement of strategies, resources and staff.

Urangan SHS uses a risk-based approach based on the mode of delivery and changes to training packages to develop the validation plan. The plan details when the validation will occur, which training products will be the focus, who will lead and participate in the validation, how the outcomes will be documented and acted on and saved on file.

The validation process shall determine whether or not the assessment procedures and materials currently in use are valid, fair, reliable and flexible in their application and are considered to be suitable.

## Validation Procedure

### Plan for Validation

When developing the [\(VET Validation Plan\)](#), the following factors are considered:

- Assessment validations meetings are scheduled once every five years for each qualification.
- At least 50% of all qualifications are validated with the first three years.
- The outcome of each validation undertaken is recorded on the Validation Checklist and the Training & Assessment Strategy for the validated competency where feedback and recommendations are documented and acted upon.

### Validators

Collectively the persons as validators must have:

- Appropriate vocational competencies.
- Current industry skills and knowledge.
- An appropriate training and assessment qualification or assessor skill set.
- Current knowledge and skills in vocational training and learning.

### Validation Samples

Selecting samples to be validated include the following:

- Identify and locate a statistical random sample of assessment/assessment tools used for the qualification/unit.
- Make copies of the selected assessment tools/evidence/units and checklists for all attending the workshop.
- Assessors complete validation checklist and note their decision as either 'confirmed' or 'not confirmed'.

Where judgements are 'not confirmed', any required improvements are to be made to assessment processes or materials within 30 days.

# CERTIFICATION AND USI POLICY

March 2015

Standard 3: The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.

## POLICY STATEMENT

Urangan State High School ensures that it adheres to the obligations of issuing and maintaining certification documentation and the obtaining, verification and maintaining of USI numbers in line with the requirements of the National VET Regulator, i.e. the QCAA as delegate for ASQA as outlined in the Australian Quality Framework (AQF). Urangan SHS RTO will issue, maintain and accept AQF certification documentation for students. Urangan SHS RTO will assist students to apply, apply on behalf of students or verify the student provided USI on the USI website following the procedure. Proof of issue or verification of USI will be kept on Oneschool. The Principal (as the chief executive officer) of the school RTO is ultimately responsive for ensuring that the school RTO complies with the VQF.

## Certification Procedure

To avoid possible delays in issuing certification, Urangan State High School has processes in place to verify a student's Unique Student Identifier (USI) well in advance of when certification is expected to be issued. The school RTO is only required to issue AQF certification documentation when a student has completed their program of training and assessment and has a verified USI. The school is not required to issue 'interim' documentation at any time.

### Issuing AQF Qualifications

Urangan State High School will include the following information on the testamur, in addition to the requirements of the AQF Qualifications Issuance Policy:

- The name, RTO code and logo of the issuing organisation.
- The code and title of the awarded AQF qualification.
- The NRT Logo in accordance with the current conditions of use contained in Schedule 4.
- An embossed school seal as an anti-fraud mechanism.

Urangan State High School will not include the learner's Student Identifier on the testamur consistent with the **Student Identifiers Act 2014**.

The school RTO will:

- Retain registers of AQF qualifications they are authorised to issue and of all AQF qualifications issued.
- Retain records of AQF certification documentation issued for a period of 30 years.
- Provide reports of Records of qualifications issued to its VET Regulator on a regular basis as determined by the VET Regulator.
- Issue VET certification within 30 calendar days of the student being assessed and meeting the requirements of the program.

### Issuing Statements of Attainment

Urangan State High School will include the following information on a statement of attainment:

- The name, RTO Code and logo of the issuing organisation.
- A list of units of competency (or modules where no units of competency exist) showing their full title and the national code for each unit of competency.
- The authorised signatory.
- The NRT Logo.
- An embossed school seal as an anti-fraud mechanism.
- The words 'A statement of attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units'.

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The following elements are to be included on the statement of attainment as applicable:

- The State/Territory Training Authority logo (only where use of the logo is directed by State/Territory Training Authorities).
- The words 'These competencies form part of [code and title of qualification(s)/course(s)]'.
- The words, 'These competencies were attained in completion of [code] course in [full title]'.

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

The school RTO will:

- Maintain registers of all statements of attainments issued.
- Retain records of statements of attainment issued for a period of 30 years.
- Provide reports of its records of statements of attainment issued to its VET Regulator on a regular basis, as determined by the VET Regulator.

### **Procedure**

- The SDCS Operator will produce a S1 Transfer form for students who have completed their course, exited the qualification early or exited the school. The S1 Transfer form will indicate any completed or partially completed qualifications.
- The SDCS Operator will forward the S1 form to the RTO Manager who will complete the required qualification and/or statement of attainment.
- The SDCS Operator will amend student's file on SDCS to indicate that qualification has been issued by placing a 'YES' in the 'Certificate Issued' column.
- The RTO Manager will produce the qualification and issue directly to the student, via the Teacher, or post to the student if they have exited the school as per their address on the S1 form.
- Copies of issued qualifications are kept in the students file in the main office.
- Details of the issued qualification and/or statement of attainment are placed on the register [AQF Qualifications Issued Register](#).

## **Credit Transfer Procedure**

Urangan State High School will recognise all qualifications issued by any other RTO. The school will seek verification of the certifications from the relevant RTO where there is some ambiguity.

### **Recognition of Qualifications**

- In the first VET class of the year or the first class for new students, as part of the VET student induction process, the teacher shall make students aware that any existing qualifications they possess will be recognised by the school. Trainers and assessors/teachers will remind students of this policy at the beginning of each new term.
- If a student presents a qualification to the teacher, the teacher will take a copy and bring it to the attention of the RTO Manager.
- The RTO Manager will verify the authenticity of the qualification.
- The verified copy of the qualification will be given to the SDSC Operator to enter using the 'credit transfer' option, and will then place the copy in the student file.
- The SDCS Operator will advise the Teacher that the student has been given exemption for the units of competency or modules identified in the qualification and will update the student's SDCS records accordingly. The Teacher will advise the student.

### **Internal Recognition of Qualifications**

- Urangan State High School will complete a mapping exercise to identify common units of competency across qualifications on the scope of registration.
- At the beginning of each year, students are identified who are doing courses where there are common units of competency, or have progressed from Certificate I to Certificate II.

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- The RTO Manager and the trainer and assessor/teacher meet to establish the processes for delivery and ensuring accurate data.
- This process is repeated throughout the year for students who change subjects.
- The information is entered into SDCS using the 'credit transfer' option in all instances where the student has already gained the unit of competency (i.e. the student may only once be deemed as competent).

### **Replacement Qualifications**

Urangan State High School will provide replacement copies of issued qualifications to students and past students. Requests for a replacement qualification or statement of attainment (within the 30-year period) are processed as follows:

- Requests for a replacement qualifications or statements of attainment can be in writing (emails acceptable) or via telephone from the student or past student of the school.
- The request will be forwarded to the RTO Manager.
- The RTO Manager will re-issue replacement qualifications and statements of attainment as per the original details in the register. Note: There is no cost for replacement copies.
- The replacement qualification will identify that it is a re-issued version and will include the template requirements listed above.
- The replacement qualification will be issued within 14 working days of receipt of written/verbal request.

### **USI Procedure**

Urangan State High School will:

- Assist students to apply, or apply on behalf of students for a Unique Student Identifier (USI).

#### **Collect the USI**

The process to collect a USI from a student who has created their USI is as follows.

- Student to provide their USI number to class teacher.
- Teacher is to then update class excel document located on T:/Vet Admin/\_AQTFdocs

Important: The details the student provides MUST match the details provided to the school at the time of enrolment or if a student has updated their change of details.

#### **Verify the USI**

The RTO Manager will verify that the USI provided is correct through Oneschool. USI Status and Verification details are recorded on Oneschool.

#### **Report the USI**

Once the USI is verified as valid, the school RTO will then use this USI when reporting to QCAA/SLIMS.

#### **Data Management**

USI numbers are collected and stored against the student's name on a spreadsheet used by the SDCS Operator for uploading into SLIMS for final VET data reporting to QCAA.

# COMPLAINTS AND APPEALS POLICY

March 2015

Standard 6: Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.

## POLICY STATEMENT

Urangan State High School will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Urangan State High School considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

The designated person will maintain a secure Complaints and Appeals Register located on the school network ([Complaints and Appeals Register](#)), which documents all formal complaints, appeals and their outcomes.

Any substantiated complaints, as well as the complaints and appeals policy, will be reviewed as part of the continuous improvement processes and appropriate corrective action taken to eliminate or mitigate the likelihood of reoccurrence.

The Principal of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VQF.

This includes the complaints and appeals policy and procedures.

## Policy Information on School Website

Urangan State High School includes the following information on the public website:

The school as an RTO has a complaints and appeals policy specific to the RTO operations.

A complaint can be made to Urangan State High School regarding the conduct of:

- The school RTO, its trainers, assessors or other school RTO staff.
- Students of the RTO.
- Third parties providing services on behalf of the school RTO.

An appeal can be made to Urangan State High School to request a review of a decision, including assessment decisions. Urangan State High School will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If Urangan State High School considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter. If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the Principal as CEO of the school RTO, Mrs Robin Rayner

[rrayn15@eq.edu.au](mailto:rrayn15@eq.edu.au)

## Complaints Procedure

All formal complaints must be in writing and addressed to the Principal, as CEO of the RTO.

On receipt of a written complaint:

- A written acknowledgement is sent to the complainant from the Principal (via admin support).
- The complaint is forwarded to the RTO Manager.
- The complaint will be entered into the RTO Complaints and Appeals Register and should be finalised as soon as possible.
- If the complaint is not finalised within 60 calendar days, the complainant is informed of the reasons in writing and regularly updated on the progress of the matter.
- The Principal and/or the RTO Manager will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.

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- The complaints committee shall not have had previous involvement with the complaint and will include representatives of:
  - The Principal.
  - The teaching staff.
  - An independent person.
- The complainant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The relevant staff member, third party or student (as applicable) shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The outcome/decision will be communicated to all parties in writing within 60 days and recorded in the RTO Complaints and Appeals Register. All paperwork pertaining to the complaint will be filed in the student files in Administration.
- If the processes fail to resolve the complaint, the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO.
- If the complainant is still not satisfied, the principal will refer them to the QCAA website for further information about making complaints ([www.qcaa.qld.edu.au/3141.html](http://www.qcaa.qld.edu.au/3141.html)).

**The root cause of any complaint will be included in the systematic monitoring and evaluation processes of the RTO so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence.**

## Appeals Procedure

All formal appeals must be in writing and addressed to the Principal, as CEO of the RTO.

On receipt of a written appeal:

- A written acknowledgement is sent to the appellant from the Principal (via admin support).
- The appeal is forwarded to the Curriculum Leader Vocational Education & Training and Careers.
- The appeal will be entered into the RTO Complaints and Appeals Register.
- If the appeal is not finalised within 60 calendar days, the appellant is informed of the reasons in writing and regularly updated on the progress of the matter.

The Principal and/or the RTO Manager will either deal with the appeal or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.

The appeals committee shall not have had previous involvement with the appeal, and will include representatives of:

- The Principal.
  - The teaching staff.
  - An independent person.
- The appellant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
  - The relevant staff member, if applicable, shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
  - The outcome/decision will be communicated to all parties in writing within 60 days and recorded in the RTO Complaints and Appeals Register. All paperwork pertaining to the appeal will be filed in the student files in Administration.
  - If the processes fail to resolve the appeal, the individual making the appeal will have the outcome reviewed by an appropriate party independent of the school RTO.
  - If the appellant is still not satisfied, the principal will refer them to the QCAA website for further information about making complaints ([www.qcaa.qld.edu.au/3141.html](http://www.qcaa.qld.edu.au/3141.html)).

**The root cause of any appeal will be included in the systematic monitoring and evaluation processes of Urangan State High School so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence.**

# GOVERNANCE, DATA AND ADMINISTRATION POLICY

March 2015

Standard 7: The RTO has effective governance and administration arrangements in place.

This document is provided by the Queensland Curriculum and Assessment Authority for the use of Queensland schools that are registered training organisations (RTOs). Its primary purpose is as an example and use is not mandatory. If used by a school RTO as part of its RTO management systems, it must be appropriately adapted and personalised to meet current requirements as defined in the *Standards for Registered Training Organisations (RTOs) 2015*, hereafter 'the Standards', ([www.comlaw.gov.au/Details/F2014L01377](http://www.comlaw.gov.au/Details/F2014L01377)).

Other people or organisations who want to use QCAA materials must obtain permission as stated in the QCAA copyright notice: [www.qcaa.qld.edu.au/copyright.html](http://www.qcaa.qld.edu.au/copyright.html).

## Policy statement

The school RTO (Urangan State High School) ensures that it adheres to the obligations of the governance, data provision requirements and administration arrangements as set out in the vocational education and training (VET) Quality Framework (VQF). The Australian Skills Quality Authority (ASQA) is the National VET Regulator, and the QCAA, as delegate for ASQA, registers and audits Queensland school RTOs.

The Principal of the school RTO, as the chief executive officer, is ultimately responsible for ensuring that the school RTO complies with the VQF. This applies to all of the operations within the RTO's scope of registration, as listed on the National Register.

The Principal of the school RTO ensures that its high managerial agent, the RTO Manager is vested with sufficient authority to ensure compliance with the VQF.

While many of the obligations are covered by the requirements of Education Queensland, the Non-State School Accreditation Board and the Queensland College of Teachers, the school RTO includes statements in this policy and procedures document acknowledging compliance.

## Procedures in this document

[1. Governance procedures](#)

[2. Interactions with the registering body procedures](#)

[3. Updating RTO details procedures](#)

## Governance procedures

### The Principal

The Principal ensures compliance with all the VQF requirements by:

- delegating responsibility and sufficient authority for day-to-day RTO operations to the school high managerial agent, the RTO Manager as outlined in the signed delegation statement and duty statement
- meeting **[each term]** with the RTO Manager to keep informed of those operations, and ensuring minutes of those meetings are taken
- ensuring that any decision making at the senior management level regarding RTO operations is explicitly informed by trainers' and assessors' experiences, and that this is documented appropriately
- authorising and signing (where necessary) the appropriate documentation, forms and report data as required by the *Data provision Requirements*
- completing a [Fit and Proper Person Requirements declaration](#) when required
- completing a [Chief Executive Statutory Declaration](#) when required
- holding public liability insurance that covers the scope of its operations throughout the registration period.

### Executive management team

The school executive management team (or equivalent) reviews:

- the outcomes of the systematic monitoring and evaluation of the school's RTO training and assessment strategies and practices
- progress on any actions taken to meet compliance as well as actions taken for course development
- ongoing compliance with the VQF.

The school executive management team ensures the RTO will act on any opportunities for improvement.

### RTO Manager

The RTO Manager has responsibility and authority for the day-to-day management of the RTO systems including:

- managing operation of the school's RTO status as per the high managerial agent duty statement
- liaising with the QCAA concerning all aspects of the school's RTO status
- keeping the Principal informed of all matters regarding the school's RTO status
- managing the systematic monitoring of the school's training and assessment strategies and practices
- completing a *Fit and Proper Person Requirements declaration* when required.

### Interactions with the registering body procedures

The Principal will ultimately be responsible for ensuring that the school RTO complies with the VQF. Interactions with the registering body (QCAA) are managed by the RTO Manager.

The school RTO will cooperate with the QCAA by:

- allowing QCAA to conduct audits and monitor its operations
- providing accurate and timely data relevant to measures of its performance (including quality indicator data and SDCS data), which is collected as per policies and procedures and duty statements

- providing information about any event that would significantly affect the school RTO's ability to comply with [the Standards](#) within 90 calendar days, including but not limited to:
  - substantial changes to its operations
  - change of Principal or RTO Manager
  - significant changes to ownership
- ensuring information on [training.gov.au](http://training.gov.au) is correct (see [3. Updating RTO details procedures](#))
- complying with [the Standards](#) regarding the retention, archiving, retrieval and transfer of records
- providing evidence of satisfying the Fit and Proper Person Requirements and Chief Executive Statutory Declaration Requirements when necessary
- submitting the QCAA school RTO verification form when requested, including checking scope of registration details thoroughly to ensure they are accurate
- submitting the annual declaration on compliance to the QCAA when requested to confirm compliance with the VQF
- informing the QCAA of any third party agreements via the appropriate notification form within 30 calendar days
- complying with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations
- providing any other information as requested in writing by the registering body (i.e. the QCAA).

### Updating RTO details procedures

As a condition of registration, the school RTO must notify the QCAA in writing of:

- any changes to contact details
- any changes or events that affect the operation of the RTO.

All forms are available from the QCAA website: [www.qcaa.qld.edu.au/12266.html](http://www.qcaa.qld.edu.au/12266.html).

Note: An RTO Manager change will require the completion of both a [Notification of change of provider details](#) and a [Notification of material change or event](#).

#### Provider details change

The RTO Manager, in consultation with all relevant RTO personnel, submits (within 90 calendar days) the [Notification of change of provider details](#) form to the QCAA regarding any of the following changes:

- change of details for registration enquires person on [training.gov.au](http://training.gov.au) (i.e. RTO Manager)
- change of public enquiries person on [training.gov.au](http://training.gov.au) (i.e. Deputy Principal responsible for the senior school)
- changes to any contact details
- changes to permanent RTO delivery sites.

#### Material change or event

The RTO Manager, in consultation with all relevant RTO personnel, submits (within 90 calendar days) the [Notification of material change or event](#) form to the QCAA regarding the following changes:

- change of Principal (i.e. chief executive officer)

- change of RTO Manager (i.e. high managerial agent)
- change to ownership or legal name
- significant or unexpected turnover of staff
- commencement or dissolution of an arrangement with another organisation to conduct training and/or assessment on the RTO's behalf
- other significant change to RTO operation.

A change of Principal also requires the submission of a [Fit and Proper Person Requirements Statutory declaration](#) and a [Chief Executive Statutory Declaration](#).

### **Third party arrangements**

The RTO Manager, in consultation with all relevant RTO personnel, submits (within 30 calendar days) the [Notification of third party arrangements](#) form to the QCAA regarding the following events:

- commencement of an arrangement with another organisation to deliver services on the school RTO's behalf (i.e. a new arrangement that has not been previously reported)
- change to reported details of an arrangement with another organisation to deliver services on the school RTO's behalf (i.e. an arrangement that has been previously reported)
- cessation of a previously reported arrangement with another organisation to deliver services on the school RTO's behalf.

# INDUSTRY ENGAGEMENT POLICY

March 2015

Standard 1: The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

## POLICY STATEMENT

Urangan State High School has a commitment to providing a quality service with a focus on training and assessment practices that are relevant to the needs of industry and informed by industry engagement. Training and assessment strategies will be developed in consultation with industry and will be supported through the moderation and validation procedures. The school also implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of training, practices, resources and skills.

## Industry Engagement Procedure

Urangan State High School ensures all VET trainers and assessors engaged by the school for the delivery of VET qualifications and/or accredited courses meet the requirements of the AQF standards and retain evidence of this. The school also ensures that all VET trainers and assessors are given the opportunity to engage in industry activities to continue to develop their competence and use this to improve training and assessment strategies. All industry engagement is to be recorded Trainers and Assessors, noted in the relevant TAS documents. Trainers/Assessors are save any further documentation in the relevant VET subject folder for the corresponding year.

Industry engagement may include but is not limited to:

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

Urangan State High School ensures compliance with Industry Engagement by supporting all trainers/assessors with the following:

- Faculty Head of Departments will support all trainers and assessors of qualifications within their departments regarding the relevant training packages, competency-based assessment, vocational competence and vocational and industry currency.
- Trainers and assessors must complete and maintain their staff profiles. These documents should be updated at least twice a year and should be saved at: T:\VET\_Admin\\_AQTF docs 2017 - Audit\Staff Profiles
- Trainers and assessors are required to review their own currency activities related to training and assessment and vocational currency, and, through their HOD, ask for professional development activities to enable up-skilling and maintenance of both vocational and training and assessment currency.
- Trainers and assessors are required to validate the activities they have engaged in with their HOD and the RTO Manager, in order to remain current and to continuously develop their competence.
- Trainers and assessors are required to follow Urangan State High School's professional development policy when applying for all professional development activities, including those related to VET.

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# MARKETING AND ADVERTISING POLICY

March 2015

Standard 4: Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.

This document is provided by the Queensland Curriculum and Assessment Authority for the use of Queensland schools that are registered training organisations (RTOs). Its primary purpose is as an example and use is not mandatory. If used by a school RTO as part of its RTO management systems, it must be appropriately adapted and personalised to meet current requirements as defined in the *Standards for Registered Training Organisations (RTOs) 2015*, hereafter '[the Standards](#)', ([www.comlaw.gov.au/Details/F2014L01377](http://www.comlaw.gov.au/Details/F2014L01377)).

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## POLICY STATEMENT

The school RTO (Urangan State High School) ensures that the marketing of Australian Qualifications Framework (AQF) qualifications to prospective students is ethical, accurate, accessible and consistent with its scope of registration, and includes the school's RTO provider code.

All marketing material will include the code and the full title of the qualification or accredited course as listed on the National Register (<http://training.gov.au/Home/Tga>). The school RTO will not advertise VET qualifications, accredited courses, or units of competency for which it is seeking registration.

If another person or organisation is delivering training or recruiting students under a third party agreement with the school RTO, the *Third party arrangements policy and procedures* will be applied.

The school RTO does not advertise AQF qualifications to prospective students on behalf of other RTOs without their consent.

The Nationally Recognised Training (NRT) logo will be used in marketing material in accordance with its conditions of use specified in Schedule 4 of [the Standards](#).

The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VET Quality Framework (VQF). This includes any marketing in print media, electronic media or social networking.

## Marketing procedure

- All AQF qualification marketing is managed by the RTO Manager.
- The staff induction program includes information about how to ensure that marketing is accurate, ethical and is not misleading.
- All marketing (including within subject selection documentation) includes a date of publication and the following statement, 'correct at time of publication but subject to change'.
- All marketing materials are submitted to the RTO Manager for approval.
- The RTO Manager checks that marketing materials meet the mandatory requirements as defined in [the Standards](#):
  - accurately represents the services and qualifications on the scope of registration
  - includes the RTO code of the school RTO
  - includes the NRT logo (in accordance with its conditions of use defined in Schedule 4 of [the Standards](#))

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- includes the correct and current qualification code and title, and lists the correct and current units of competency that the students will study (within packaging rules and as per current scope of registration)
- only advertises current qualifications and units of competency that remain on the [National Register](#)
- clearly differentiates VET qualifications from other forms of learning (e.g. QCAA syllabus)
- identifies if the school RTO is delivering the qualification or units of competency on behalf of another RTO (and that there is a written and signed third party agreement)
- identifies if another school is delivering the qualification or units of competency on behalf of the school RTO (and that there is a signed third party agreement)
- if the qualification (or part of a qualification) is through an outside provider, the outside RTO is identified and the outside RTO's provision of a record of consent is acknowledged
- does not guarantee that:
  - a student will successfully complete the qualification or units of competency
  - a student will obtain a particular employment outcome
  - a qualification or unit of competency can be completed in a manner that does not meet [the Standards](#) (clauses 1.1 and 1.2)
- consent has been obtained from any person or organisation referred to
- any other requirements as directed by the RTO Manager.
- The RTO Manager (as delegated by the Principal) gives the final approval to all VET marketing, regardless of the format or the audience.

# STUDENT INFORMATION POLICY

March 2015

Standard 5: Each learner is properly informed and protected.

This document is provided by the Queensland Curriculum and Assessment Authority for the use of Queensland schools that are registered training organisations (RTOs). Its primary purpose is as an example and use is not mandatory. If used by a school RTO as part of its RTO management systems, it must be appropriately adapted and personalised to meet current requirements as defined in the *Standards for Registered Training Organisations (RTOs) 2015*, hereafter '[the Standards](#)', ([www.comlaw.gov.au/Details/F2014L01377](http://www.comlaw.gov.au/Details/F2014L01377)).

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## POLICY STATEMENT

The school RTO (Urangan State High School) ensures that all vocational education and training (VET) students are properly informed and protected. This policy and procedure document links closely with the RTO marketing policy ([RTO policy and procedure: Marketing](#)).

Through the SET plan (senior education and training plan) process, the school RTO ensures that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification and/or accredited courses they would like to be enrolled in (as per Standard 5.1 of [the Standards](#)). The advice takes into account each student's existing skills and knowledge prior to the finalisation of subject selection to ensure that students are able to make informed decisions before undertaking training in a VET qualification or accredited course. In addition, students at our school RTO have access to support services and guidance services.

The school RTO is committed to completing the outlined training and assessment once students have started study in their chosen qualifications or courses from the course start date. This includes delivery by a third party on the school RTO's behalf. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that students (and their parents/carers) are provided with the required information prior to enrolment, including the services they are to receive, their rights and obligations, and the RTO's responsibilities.

The school RTO has a separate complaints and appeals policy ([RTO policy and procedure: Complaints and appeals](#)).

If another person or organisation is providing student information under a third party agreement with the school RTO, the [Third party arrangements policy and procedures](#) will be applied.

All QCAA school RTO policies and procedures are available at: [www.qcaa.qld.edu.au/24389.html](http://www.qcaa.qld.edu.au/24389.html).

## Student information procedure

### The RTO Manager

The RTO Manager has responsibility and authority for the VET student information systems (under the delegation from the Principal) including:

- liaising with the Principal and vocational training areas regarding student information documentation, as well as subject selection and course information
- ensuring that subject selection forms and subject transfer forms include the following statement: 'By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.'

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- ensuring the transfer or late enrolment forms include the statement: 'I am aware late enrolment means that my training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment.'
- ensuring all students have been adequately informed about the appropriateness of the qualification or accredited course and whether it meets students' needs
- ensuring all students have been advised regarding their rights and obligations and the RTO's responsibilities
- ensuring that all information is provided in print or electronic form, or both
- advising students about any changes to agreed services (including third-party arrangements)
- ensuring that the provision of educational services is monitored to cater for student needs; this includes reviewing overlaps (i.e. where students are enrolled in more than one VET qualification at the school RTO or another RTO) and any corresponding adjustments to the training and assessment strategies, student enrolments and scope of registration required.

### The person responsible for school timetabling

The person responsible for school timetabling (usually the Deputy Principal) must ensure that:

- they liaise with the RTO Manager regarding all VET enrolments
- all subject selection forms have been signed by both the student and the parent/carer.

## Student Information

Students and their parents/carers have access to the following information prior to enrolment on the SDCS, through the documents and/or activities described in the table below.

Check the school RTO quality system calendar to see the timing of these activities.

Documentation is available from school website:

<https://uranganshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx>

#	Documentation description	Document name and location
1	Subject selection and enrolment procedures	Senior Subject Selection Booklet Year 10 SET Planning Form School Calendar

#	Documentation description	Document name and location
2	<p>Qualification or accredited course information, including:</p> <ul style="list-style-type: none"> <li>• code, title, currency of qualification/accredited course (as per <a href="http://training.gov.au">training.gov.au</a>)</li> <li>• code and title of the units of competency to be delivered (as per <a href="http://training.gov.au">training.gov.au</a>)</li> <li>• estimated duration</li> <li>• training/assessment locations</li> <li>• mode/s of delivery</li> <li>• work placement arrangements (if required)</li> <li>• obligations to the students ( i.e. being responsible for the quality of the training/assessment, the issuance of certification)</li> <li>• entry requirements or pre-requisites (if applicable)</li> <li>• student obligations related to any materials or equipment they must provide</li> <li>• requirements the student must meet to successfully complete (e.g. apply for a USI, service periods, travel requirements, events or out-of-school hours functions)</li> <li>• the student's rights if the RTO (or a third party) closes or ceases to deliver any part of the training course the student is enrolled in</li> <li>• details of the RTO's complaints and appeals process</li> <li>• any relevant third party information (i.e. name and contact details of the third party providing the training and/or assessment, and related educational and support services)</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Subject Selection Booklet</li> <li>• VET Policies and Procedures Manual</li> <li>• <a href="#">School Website - Vocational Education</a></li> </ul>
3	<p>Fee information (whether collected directly or through a third party) for each qualification prior to their enrolment in SDCS specifying:</p> <ul style="list-style-type: none"> <li>• fee information (amount, terms/conditions, deposits, refunds)</li> <li>• student rights as a consumer, including cooling-off period (if applicable)</li> <li>• student right to obtain a refund if the enrolment is terminated early or services not provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Subject Selection Booklet</li> <li>• VET Policies and Procedures Manual</li> <li>• <a href="#">School Website - Vocational Education</a></li> </ul>
4	<p>How VET qualifications and courses differ from other school courses and criteria-based assessment, by including:</p> <ul style="list-style-type: none"> <li>• work-like activities</li> <li>• competency-based training and assessment</li> <li>• competency standards, which are an industry-determined specification of performance that sets out the skills, knowledge and attitudes required to operate effectively in employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Subject Selection Booklet</li> </ul>
5	Student support, welfare and guidance services	<ul style="list-style-type: none"> <li>• VET Policies and Procedures Manual</li> </ul>
6	Recognition of prior learning (RPL) procedures	<ul style="list-style-type: none"> <li>• VET Policies and Procedures Manual</li> </ul>
7	Recognition of Australian Qualifications Framework (AQF) credentials, and statements of attainment issued by other RTOs	<ul style="list-style-type: none"> <li>• VET Policies and Procedures Manual</li> </ul>
8	School RTO's obligations to the student in regard to providing quality training and assessment, and issuance of AQF certification	<ul style="list-style-type: none"> <li>• VET Policies and Procedures Manual</li> </ul>

#	Documentation description	Document name and location
9	<p>Student's rights if the school RTO or a third party delivering training on its behalf ceases to deliver any part of the qualification that a student is enrolled in.</p> <p>This document should include the following (adapted to your school's circumstances):</p> <ul style="list-style-type: none"> <li>• The school RTO is committed to completing the outlined training and assessment once students have started study in their chosen qualifications or courses from the course start date (including delivery by a third party on the school RTO's behalf).</li> <li>• Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.</li> <li>• In the event that the school RTO is unable to complete delivery of training, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.</li> </ul>	<ul style="list-style-type: none"> <li>• VET Policies and Procedures Manual</li> </ul>

# SYSTEMATIC MONITORING AND EVALUATION POLICY

March 2015

Standard 2: The operations of the RTO are quality assured.

## POLICY STATEMENT

Urangan State High School ensures quality development, implementation, monitoring and evaluation of training and assessment strategies and practices that meet training packages and VET accredited course requirements.

The RTO is ultimately responsible for ensuring quality training and assessment within their organisation and scope of registration, regardless of any third party arrangements where training and/or assessment is delivered on their behalf. This includes where the RTO subcontracts the delivery of services to a third party and the third party further subcontracts the delivery of services, but the AQF certification documentation will be issued by the RTO. The RTO must have a written agreement with any party that delivers services on its behalf.

Evaluating information about performance and using such information to inform quality assurance of services and improve training and assessment is sound business and educational practice. The information used to evaluate RTO performance must be relevant to the operating characteristics and business objectives of the RTO and will vary from one RTO to another.

## Systematic Monitoring and Evaluation Procedure

To be compliant with Standard 2 the RTO must meet the following:

- 2.1. The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of a RTO within its scope of registration.
- 2.2. The RTO:
  - a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and
  - b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, industry engagement outcomes, client, trainer and assessor feedback and complaints and appeals.
- 2.3. The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.
- 2.4. The RTO has sufficient strategies and resources to systematically monitor any services delivered on its behalf, and use these to ensure that the services delivered comply with these Standards at all times.

## THIRD PARTY ARRANGEMENTS POLICY

March 2015

Standard 2: The operations of the RTO are quality assured.

Standard 8: The RTO cooperates with the VET Regulator at all times and is legally compliant at all times.

### POLICY STATEMENT

Urangan State High School monitors training and assessment services delivered by another Queensland school on its behalf:

- A documented agreement is in place with each school. The agreement describes the responsibilities of each school and the management strategies to be followed, including monitoring arrangements.
- Urangan State High School negotiates the agreement with the other school and provides a copy of the agreement to the other school.
- The carrying out of the agreement is monitored by Urangan State High School to ensure that it is being followed, and improvements are made where required.
- Improvements to arrangements for the establishment, monitoring and carrying out of agreements are shown.

Urangan State High School is accountable for the quality of training and assessment provided on its behalf.

### Partnership Procedure

Before drafting a partnership agreement, Urangan State High School will ensure that principals, relevant HODs, trainers and assessors understand what is involved and an initial commitment is obtained.

The written partnership agreement will include the following:

#### Parties Involved

- The name, address and national provider number of Urangan State High School.
- The name and address of the partner school that will be delivering training on behalf of the school RTO.
- The names and signatures of the principals of both schools.
- The names and contact details of the RTO Manager and coordinating trainer and assessor at Urangan State High School and their signatures.
- The names and contact details of the coordinating trainer and assessor at the partner school, and their signatures.
- Position descriptions for all positions/staff named in the partnership agreement.
- Terms of the agreement the program offered, including the relevant training package qualification (or accredited course), listing the qualification code and title as well as the relevant units of competency, listing their codes and titles.
- A clear outline regarding the services provided by the other school on the school RTO's behalf, e.g. training and/or assessment.
- A statement regarding the responsibilities of the partnering schools with regards to the student agreement and guarantee.
- A statement outlining the responsibilities of the partnering school to provide student achievement data to Urangan State High School by a negotiated date/s each year.
- A statement outlining the responsibilities of Urangan State High School regarding reporting and submitting student achievement data by due dates to the registering body in relation to Queensland Certificate of Education (QCE) requirements (i.e. meeting the final dates for providing results to the QSA via Registration and

Banking System and to Department of Education and Training [DET] where the qualifications are registered with DET).

- A statement outlining that the partnering school must provide to Urangan State High School trainer and assessor information to ensure AQTF requirements are met, e.g. staff profiles, copies of qualifications.
- A statement outlining management of complaints and appeals.
- Dates for the period of the agreement.
- Terms for terminating the agreement.
- Policies and procedures for monitoring the agreement including continuous improvement processes.
- Intellectual property rights of all parties to the agreement.
- Processes for dispute resolution.
- Legislation that may have an effect on the agreement (where relevant).
- A statement outlining who will be responsible for evaluating the partnership arrangements at the completion of the agreement.
- A statement outlining that the partnering school that is delivering training on behalf of Urangan State High School has been informed of all relevant Urangan State High School policies and procedures that must be adhered to.
- A statement outlining the responsibilities of the partnering organisation with regards to providing quality indicator data by providing achievement data and administering learner engagement surveys.
- A statement that Urangan State High School will issue statements of attainment and qualifications under its RTO name.
- Training and assessment a statement outlining who will be responsible for developing, monitoring and reviewing strategies for training and assessment to ensure the quality of training outcomes.
- A statement acknowledging that Urangan State High School is always responsible for the quality of training and assessment delivered on its' behalf.
- Information to students.
- A statement regarding the marketing and promotional materials which can be used, and specifying who is responsible for monitoring this information to ensure accurate information is provided to potential clients.
- Fees related to the agreement.

The RTO Manager from Urangan State High School will file the signed partnership agreement and ensure the other school has a copy of the agreement.

## **Monitoring and Management**

The monitoring procedures outlined in the partnership agreement may include:

- Regular meeting with agendas and minutes.
- Regular management data reports, including client feedback.
- Site visits to confirm partner practice.
- Assessment validation processes.
- Moderation of assessment decisions with the coordinating trainer and assessor.
- Reviews of the partner's training, assessment and administration.
- Sharing of professional development activities.

# TRAINING AND ASSESSMENT POLICY

March 2015

Standard 1: The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses

## POLICY STATEMENT

Urangan State High School ensures training and assessment is developed in consultation with industry and will be validated through the internal review procedures and validation. These strategies will reflect the requirements of the relevant Training Package and enable each student to meet the requirements.

The school has access to the staff, facilities, equipment, training and assessment materials required to provide the training and/or assessment services within its scope of registration and scale of operations, to accommodate client numbers, client needs, delivery methods and assessment requirements.

Recognition of prior learning (RPL) is the process used to assess individuals' existing level of knowledge and skills against individual or multiple units of competencies. Students are made aware of the RPL application process at the beginning of Year 11 and Year 12. As part of their student induction, the process and types of evidence that can be used to support RPL applications is provided to them. RPL applications will only be considered if the school's RPL application form is used. RPL applications must be submitted to the teacher of the qualification in the first instance.

## Assessment Procedure

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

- Compliance with the assessment guidelines from the relevant Training Package or accredited course.
- Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF).
- Assessment complies with the principles of competency-based assessment (i.e. assessment is valid, reliable, flexible and fair) and informs the student of the context and purpose of the assessment.
- The rules of evidence (valid, sufficient, current and authentic) guide the collection of evidence to support the principles of validity and reliability.
- There is a focus on the application of knowledge and skills to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment (e.g. dress, communicating with supervisors, etc.).
- Timely and appropriate feedback is given to students.
- Assessment complies with the school's access and equity policy.

## Student Selection, Enrolment and Induction Procedure

Urangan State High School is inclusive of all students regardless of sex, race, impairment, or any other factor.

Enrolment at Urangan State High School is processed through the main office.

The Senior Education and Training (SET) Plan form is part of the SET Plan procedure in Year 10 and are processed by the Student Administration Office.

## VET Student Induction Procedures

Each subject area is responsible for student induction. The school RTO will provide student information and induction to each student upon commencement of the course. Student induction includes the following;

- VQF reference, policy statement and responsibilities.
- The VET Quality Framework (VQF).

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- Course information, including content and vocation outcomes.
- Fees and charges, including refund policy and exemptions (where applicable).
- RTO complaints and appeals procedures.
- Staff responsibilities for access and equity.
- Recognition of prior learning (RPL).
- Credit transfer – recognition of AQF qualifications and statements issued by other RTOs.
- Course outlines and pathways.

Trainers and Assessors/Teachers will ensure that all students complete and sign the VET Student Induction Checklist. Completed checklists are filed in the T:\VET\_Admin\\_AQTF docs 2017 - Audit\Student Induction folder.

All students have access to reassessment on appeal.

## RPL Procedure

Students with an application for RPL have access to the following procedures:

- The Urangan State High School RPL application form must be used.
- All applications for RPL go to the teacher of the qualification in the first instance. Students will need to provide sufficient documented evidence to support their claim for recognition to their teacher e.g. resume, certificates, photos, references from supervisors, performance reviews or job descriptions.
- The RPL and its outcome will be recorded in student profile. Trainers and assessors/teachers dealing with the RPL application will provide feedback throughout the process to the student.
- The teacher responsible for the delivery of the qualification will review the evidence provided by the student and give a written and verbal response (within 15 days of receipt of the evidence) to the student regarding whether the evidence is suitable for RPL.
- The teacher handling the RPL application will develop and assess any alternative methods of assessment required as a result of an RPL application. The student may be asked to complete practical demonstrations of their skills to support their application for RPL. Assessment methods should be fair and flexible and reflective of assessment tasks delivered as part of the training and assessment strategy.
- The teacher will update the student records if RPL is granted, following consultation with the RTO Manager.
- The student will be made aware of any gaps in training as a result of the review of their application evidence.
- The student will be also made aware of the appeals procedure if they are not satisfied with the decision on their RPL application.

## RPL Appeal Procedure

- A student dissatisfied with the response to the RPL application may initiate an appeal.
- The Urangan State High School appeal form must be used.
- All RPL appeal applications are go to the RTO Manager.
- The Coordinator will request from the VET teacher the original RPL application, including the documented evidence that supported the student’s initial claim.
- The RPL appeal and its outcome will be recorded in the student profile. The RTO Manager will provide feedback throughout the appeal process to the student.
- The RTO Manager will make arrangements for the student’s application to be re-assessed for RPL by another subject matter expert (VET Trainer and Assessor/Teacher) NOT involved in the original assessment.

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- The appeal review will be conducted within 15 days of receipt of the RPL appeal form.
- The RTO Manager will forward the original RPL application and the findings of the re-assessment to the Principal to make the final decision.
- The outcome of the RPL appeal will be made available to the student.

## **Transition to Training Packages/Expiry of Accredited Courses Procedure**

Urangan State High School manages the transition from superseded training packages within 12 months of their publication on the National Training Information Service, and transition from superseded accredited courses, so that it delivers only currently endorsed training packages or accredited courses.

It is the responsibility of each vocational training area within the school to plan for the transition to new/ revised training packages as they are endorsed. Each vocational training area must inform the RTO Manager of new qualifications and units, where required. The RTO Manager will approve the new qualification and units and complete the RTO application and send to the registering body.

Where possible, students in existing/expiring courses/qualifications will be 'transitioned' to the new versions of those qualifications.

When this is not possible, no new students will be enrolled in the expiring qualification after 12 months from the publication date of the new training package. A six-month 'teach out' for expiring qualifications is available for continuing students.

Generally, the next cohort of students enrolling in the qualification after the training package publication date will enrol in the new training package qualifications.

## **Work Experience and Placement Procedure**

Students may undertake different types of unpaid work experience, including sampling, work shadowing, research work experience and structured work placement. At all times, the educational value of the program for any student should be the prime consideration.

The RTO Manager is responsible for ensuring that:

- Work experience is no longer than 30 days a year, except in the case of a student with a disability.
- Written consent to the arrangement is obtained from the student's parents on the Work Experience Agreement.
- Written acceptance to the arrangement is obtained from the Employer on the Work Experience Agreement.
- Only activities covered by the insurance policy are undertaken by students.
- Reasonable provision is made for a teacher or other nominated person to visit students on work experience.

The student is required to:

- Sight all forms about work experience placements.
- Coordinate and work with the Careers Office to organise the placement.
- Maintain a record of tasks demonstrated on the job.
- Attend all work placements as per the contract.

There are no current courses at Urangan State High School which require work experience placement.

# TRAINERS AND ASSESSORS POLICY

March 2015

Standard 1; The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

## POLICY STATEMENT

Urangan State High School ensures all VET trainers and assessors engaged by the school for the delivery of VET qualifications and/or accredited courses meet the requirements of the AQF standards, and retain evidence of this for all trainers and assessors.

Trainers and assessors must be qualified, inducted, keep regular records and be given the opportunity for industry engagement and professional development to maintain currency and competency. Trainers without appropriate training and assessment qualifications work under the supervision of a qualified trainer and assessor for the delivery of the qualification, as outlined in AQF publications.

## Trainer and Assessor Recruitment and Timetabling Procedure

- Urangan State High School will ensure any advertising for VET trainers and assessors clearly outlines the position description and only recruit and timetable trainers who meet the requirements of the AQF Essential Conditions and Standards for Continuing Registration.
- In the event of losing the specialist trainer and the RTO being unable to obtain a suitable replacement Urangan State High School will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.
- All trainers and assessors must have completed a minimum of TAE40110 Certificate IV in Training and Assessment or its successor (as per Schedule 1), vocational competencies, relevant current industry skills, current knowledge and skills in vocational training and learning.

## Trainer and Assessor Induction Procedure

- The RTO Manager will induct all new staff to Urangan State High School involved with the delivery of VET. The induction procedure will include exposure to the VET Admin folder T:\VET\_Admin\\_AQTF docs 2017 – Audit. This folder contains the following information;
  - VET qualifications and courses offered in the school.
  - RTO Quality Management System operating within the school and policies and procedures, particularly:
  - Trainers and assessors (including professional development).
  - Strategies and resources.
  - Training and assessment.
  - Student information and client services.
  - Continuous improvement.
  - Validation plan.
  - Industry engagement.
  - Records management.
  - Communication procedures and VET meetings schedule.

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- Industry skills councils, training packages and competency-based training and assessment.

## **Trainer and Assessor Records-Keeping Procedure**

- Trainers and assessors must provide the RTO Manager with verified copies of all qualifications, as well as hard and/or electronic copies of other information to meet the requirements of the AQF before starting delivery.
- The RTO Manager will scan copies of qualifications and save at T:\VET\_Admin\\_AQTF docs 2017 - Audit\Staff Profiles. All other supporting documentation is also saved at the same location.
- Where trainers and assessors gain additional qualifications related to their industry area, they must provide that information to RTO Manager.
- Trainers and assessors must complete and maintain current records of their qualifications.
- Trainers and assessors must complete and maintain their Urangan State High School – staff profile. These documents should be updated at least twice a year and should be saved at T:\VET\_Admin\\_AQTF docs 2017 - Audit\Staff Profiles

## **Trainer and Assessor Continuous Development of Competencies Procedure**

Trainers and assessors are required to:

- Complete and maintain their St Peter Claver College staff profile outlining their own vocational qualifications, training and assessment qualifications and currency activities in their industry area, as well as VET and training and assessment.
- Review their own currency activities related to training and assessment and vocational currency, and, through their Curriculum Leader, ask for professional development activities to enable up-skilling and maintenance of both vocational and training and assessment currency.
- Follow St Peter Claver College’s professional development requirements when applying for all professional development activities, including those related to VET.
- Identify how industry placement will be of benefit to themselves and their teaching through the mapping of competencies on a Professional Development Plan.

Whilst there is no prescription as to how trainers and assessors must maintain their currency in industry skills, each trainer will be allocated the following as a minimum dependent on teacher area/s:

- Validation – one day per year as per the validation plan. Where there are multiple teachers for a particular subject, this may work on a rotation basis.
- Industry placement – one day will be allocated during each semester. This will take place during the alternative learning week, and scheduled into the planning of that week.
- Other industry currency/engagement – excursions, expos, professional developments, conferences, conversations with other professionals/industry, professional publications, being on site for a students structured workplace learning may be used to meet currency.

On the completion of the placement, each trainer is to:

- Complete the Teacher Industry Placement Evaluation Form and submit to the Careers Office.
- Update their staff profile.
- Share expertise and experience with other teachers or administrators in the College.

## **Trainer and Assessor Supervision & Assessment Arrangements Procedure**

Trainers working under supervision will only be used when a specialised trainer is not available and will all be determined by the Curriculum Leader Vocational Education & Training and Careers and the Curriculum Leader before the supervision is to commence. The job role of trainers working under supervision of a qualified trainer job role simply involves collecting evidence of competency.

Before the supervision is to commence, the designated Supervisor and the Trainer under supervision meet at the start of the supervision arrangement/prior to delivery to:

- Establish the terms of supervision e.g. Regular meetings, observation session.
- Discuss teaching context and current practices, including competency based training and teacher responsibilities.
- Discuss delivery strategies for all units to be delivered including:
  - Session plans.
  - Delivery or topic sequence.
  - Learning materials.
- Assessment tools and procedures.
- Provide input to the preparation for training.

If someone is working under the supervision arrangement, they must still complete the requirements of the Trainer and Assessor Records-Keeping Procedure and also provide the necessary documentation.

Persons delivering training under the supervision of a trainer must:

- Work under the supervision of a trainer with the TAE Certificate IV Training and Assessment.
- Hold the skill set defined in Item 4 of Schedule 1 (Enterprise Trainer Skills Set and/or Enterprise Trainer and Assessor Skill Set).
- Have direct relevant current industry skills relating to the training and assessment being provided.
- Currently hold relevant vocational competence at least to the level being delivered and assessed.

Throughout the training period, the designated supervisor must:

- Provide regular support, guidance and monitoring.
- Observe some training sessions and provide feedback.
- Discuss teaching programs.
- Advise on dealing with challenges arising.
- Review training course at end of delivery.
- Review participant feedback and survey evaluations.
- Conduct assessment jointly
- Counter-sign record of results.